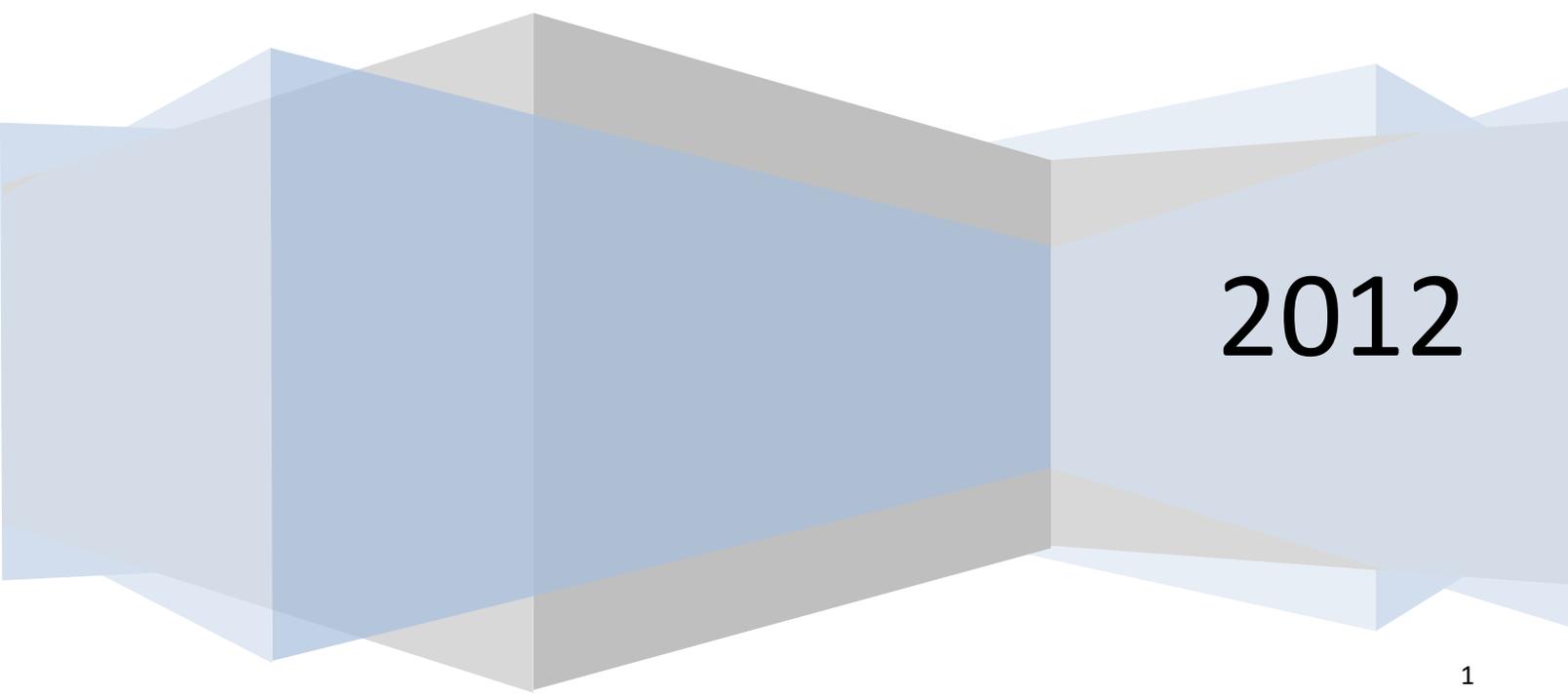


GRADE 5
CURRICULUM PACKAGE
June 2012



2012

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INTRODUCTION

This document contains grade level learning outcomes and suggested achievement indicators for Grade 5 students. The SSDEC Curriculum Grade Level Packages for K-9 are available at www.ssdec.nt.ca.

The Grade 5 Curriculum Package is not intended to replace the complete versions of the approved NWT Curriculum. Please be advised that educators will serve their students best by engaging with full curriculum for each discipline as these provide the philosophy behind its development as well as valuable tools for delivery of concepts.

Dene Kede

Dene Kede, the culture-based curriculum of the NWT, serves as the heart of the NWT Curriculum. Dene Kede was developed under the guidance of Dene elders and shares, through its teachings, the knowledge, skills, and values of the Dene. These cultural understandings serve as the underpinnings for all learning in all content areas and it is expected that the teachings and knowledge contained within Dene Kede shall be woven into all lessons. In this manner our students will become more capable, more successful and better able to *walk in two worlds*.

Required Areas of Study

- English Language Arts
- Mathematics
- Science
- Social Studies
- Health
- Physical Education
- Arts: Dance, Drama, Music and Visual Art

Additional information can be found at <http://www.ece.gov.nt.ca/> under the Kindergarten to grade 12 link, which will take you to the tab called, Curriculum Services.

How to Use This Document

Suggested uses for this document might include, supporting:

- *Multi-graded classrooms*
- *Student Support Plans*
- *Students' understanding of where specific learning outcomes become more sophisticated and challenging*
- *Parents' understanding of where their student may currently be in their learning and what they are ready for next*

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BLOOM'S REVISED TAXONOMY



Creating

Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.



Evaluating

Justifying a decision or course of action

Checking, hypothesising, critiquing, experimenting, judging



Analysing

Breaking information into parts to explore understandings and relationships

Comparing, organising, deconstructing, interrogating, finding

Applying

Using information in another familiar situation

Implementing, carrying out, using, executing



Understanding

Explaining ideas or concepts

Interpreting, summarising, paraphrasing, classifying, explaining

Remembering

Recalling information

Recognising, listing, describing, retrieving, naming, finding



BLOOM'S REVISED TAXONOMY **COGNITIVE** DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Cite	Add	Acquire	Analyze	Abstract	Appraise
Define	Approximate	Adapt	Audit	Animate	Assess
Describe	Articulate	Allocate	Blueprint	Arrange	Compare
Draw	Associate	Alphabetize	Breadboard	Assemble	Conclude
Enumerate	Characterize	Apply	Break down	Budget	Construct
Identify	Clarify	Ascertain	Characterize	Categorize	Contrast
Index	Classify	Assign	Classify	Check	Counsel
Indicate	Compare	Attain	Compare	Code	Criticize
Label	Compute	Avoid	Confirm	Combine	Critique
List	Contrast	Back up	Contrast	Compile	Defend
Match	Convert	Calculate	Correlate	Compose	Determine
Meet	Defend	Capture	Deconstruct	Construct	Design
Name	Describe	Carry out	Detect	Cope	Discriminate
Outline	Detail	Change	Diagnose	Correspond	Estimate
Point	Differentiate	Classify	Diagram	Create	Evaluate
Quote	Discuss	Complete	Differentiate	Critique	Explain
Read	Distinguish	Compute	Discriminate	Cultivate	Grade
Recall	Elaborate	Construct	Dissect	Debug	Hire
Recite	Estimate	Customize	Distinguish	Depict	Interpret
Recognize	Example	Demonstrate	Document	Design	Invent
Record	Explain	Depreciate	Ensure	Develop	Judge
Repeat	Express	Derive	Examine	Devise	Justify
Reproduce	Extend	Determine	Explain	Dictate	Measure
Review	Extrapolate	Diminish	Explore	Enhance	Plan
Select	Factor	Discover	Figure out	Experiment	Predict
State	Generalize	Draw	File	Explain	Prescribe
Study	Give	Employ	Find	Facilitate	Produce
Tabulate	Infer	Examine	Group	Format	Rank
Trace	Interact	Exercise	Identify	Formulate	Rate
Write	Interpolate	Execute	Illustrate	Generalize	Recommend
	Interpret	Explore	Infer	Generate	Release
	Observe	Expose	Interrupt	Handle	Select
	Paraphrase	Express	Inventory	Hypothesize	Summarize
	Picture graphically	Factor	Investigate	Import	Support
	Predict	Figure	Layout	Improve	Test
	Review	Graph	Manage	Incorporate	Validate
	Rewrite	Handle	Maximize	Integrate	Verify
	Subtract	Illustrate	Minimize	Interface	
	Summarize	Implement	Optimize	Join	
	Translate	Interconvert	Order	Judge	
	Visualize	Investigate	Organize	Lecture	
		Manipulate	Outline	Model	
		Modify	Point out	Modify	
		Operate	Prioritize	Network	

BLOOM'S REVISED TAXONOMY **COGNITIVE** DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
		Personalize	Proofread	Organize	
		Plot	Query	Outline	
		Practice	Relate	Overhaul	
		Predict	Select	Plan	
		Prepare	Separate	Portray	
		Price	Size p	Prepare	
		Process	Subdivide	Prescribe	
		Produce	Train	Produce	
		Project	Transform	Program	
		Provide		Rearrange	
		Relate		Reconstruct	
		Round off		Relate	
		Sequence		Reorganize	
		Show		Revise	
		Simulate		Rewrite	
		Sketch		Specify	
		Solve		Summarize	
		Subscribe		Write	
		Tabulate			
		Transcribe			
		Translate			
		Use			

BLOOM'S REVISED TAXONOMY **AFFECTIVE** DOMAIN: VERB LIST

Receiving	Responding	Valuing	Organization	Internalizing
Ask	Accept responsibility	Associate with	Adhere to	Act
Choose	Answer	Assume responsibility	After	Change behavior
Follow	Assist	Believe in	Arrange	Develop behaviour code
Give	Comply	Be convinced	Classify	Develop philosophy
Hold	Conform	Complete	Combine	Influence
Select	Enjoy	Describe	Defend	Judge problem/issue
Show interest	Greet	Differentiate	Establish	Listen
	Help	Have faith in	Form judgments	Propose
	Obey	Initiate	Identify with	Qualify
	Perform	Invite	Integrate	Question
	Practice	Join	Organize	Serve
	Present	Justify	Weigh alternatives	Show mature attitude
	Report	Participate		Solve
	Select	Propose		Verify
	Tell	Select		
		Share		
		Subscribe to		
		Work		

BLOOM'S REVISED TAXONOMY QUESTIONING FRAMEWORK

	BLOOM'S REVISED ORDER	ACTIONS	EXAMPLES FOR: INTENTIONAL QUESTIONING-PROMPTING FOR HIGHER LEVEL/ORDER THINKING	
HIGHER-ORDER THINKING	<p><u>Creating</u></p> <p>(Putting together ideas or elements to develop an original idea or engage in creative thinking).</p>	Designing Constructing Planning Producing Inventing Devising Making	<ul style="list-style-type: none"> • What would you do differently next time? • Why? • What could you do next? Why? 	<ul style="list-style-type: none"> • What would you do differently next time? • Why? • What could you do next? Why?
	<p><u>Evaluating</u></p> <p>(Judging the value of ideas, materials and methods by developing and applying standards and criteria).</p>	Checking Hypothesising Critiquing Experimenting Judging Testing Detecting Monitoring	What do you think is really good about what you are: <ul style="list-style-type: none"> • Building • Exploring • Cooking • Serving • Making • Inventing • Planning 	Look at what you are _____, <ul style="list-style-type: none"> • What do you think could be a problem with the way it is made? • Why do you think that? • What do you think will work really well? • Explain why you think so
	<p><u>Analyzing</u></p> <p>(Breaking information down into its component elements).</p>	Comparing Organising Deconstructing Attributing Outlining Structuring Integrating	<ul style="list-style-type: none"> • Do you see anything that is the same/different from _____? • How could you put this together in a different way? What would happen? 	<ul style="list-style-type: none"> • How would your _____ change if you didn't have _____? • What could you use instead? • Why do you think it would work?
LOWER-ORDER THINKING	<p><u>Applying</u></p> <p>(Using strategies, concepts, principles and theories in new situations).</p>	Implementing Carrying out Using Executing	What other uses does _____ have? <ul style="list-style-type: none"> • New Context • Different Purpose • Combine new context & new purpose 	What if you wanted to use what you are (making/cooking etc.) for a new/different purpose. What would you: <ul style="list-style-type: none"> • Add? • Remove? • Change?
	<p><u>Understanding</u></p> <p>(Understanding of given information).</p>	Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining	What is important about what you are: <ul style="list-style-type: none"> • Building • Exploring • Cooking • Serving • Making • Inventing • Planning 	<ul style="list-style-type: none"> • Explain how this (item/ingredient/part/amount etc.) is important to what you are doing.
	<p><u>Remembering</u></p> <p>(Recall or recognition of specific information).</p>	Recognising Listing Describing Identifying Retrieving Naming Locating Finding	Describe what you are: <ul style="list-style-type: none"> • Building • Exploring • Cooking • Serving • Making • Inventing • Planning 	Tell me what you are using to: <ul style="list-style-type: none"> • Cook • Build • Investigate • Serve • Examine • Fix • Copy

DENE KEDE GRADE 5

Spirituality

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p>Spiritual Power: Students should understand that although Spiritual Powers were a gift for survival from the Creator, they were given with Rules of Conduct. Students should be aware of the rules of conduct and the implications of adhering or not adhering to those principles. The Dene youth of today hunger for this kind of information and it is important that they are given the proper information.</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Students will be familiar with the story of the origin of the Spiritual Powers <ul style="list-style-type: none"> ○ The Creator gave Spiritual Powers because the Dene had no means of survival in the beginning (long before the coming of the white people). With this gift the Dene could survive. ○ The gift of Spiritual Power was given with Rules of Conduct which explained the consequences of not following the rules. ○ The Powers began to diminish as the Dene began to disregard the rules • Students will know that the Rules of Conduct affect all aspects of life <ul style="list-style-type: none"> ○ Rules of governing women, marriages ○ Rules of governing the use of the land and hunting ○ Long life was promised to those who adhered to the rules ○ See other themes under Spiritual World for Rules of Conduct • Seek to hear the Medicine Revelations • Know there is good and bad Spiritual Power • Know that the Holy Spiritual Power was also used to help people. • Know that outward appearance does not determine whether a person has Spiritual Power. • Know that is one does not have Spiritual Power; the power of others cannot harm you. Any power can be challenged making the person with Spiritual Power susceptible to the powers of others • Know about Dene prophets. They were holy men who had the spiritual Power to see into the future in order to help the Dene <p>The Land</p> <ul style="list-style-type: none"> • Know that Spiritual Powers helped the Dene with all animals. The skill has been passed down for generations • Know that the Dene ancestors had knowledge of the future as part of their Spiritual Powers. It was predicted there would be less hunting and trapping in the future. <p>The People</p> <ul style="list-style-type: none"> • Know that Spiritual Powers were placed on earth to help people to be friends with each other, to like each other and to not argue with each other. • Know who has Spiritual Powers (medicine person) in the community & learn how he or she obtained them. • Respect those who have holy Spiritual Power. <p>The Self</p> <ul style="list-style-type: none"> • Be willing to hear stories and legends about people with Spiritual Powers. • Be willing to learn from elders about Spiritual Powers and Rules of Conduct. • Be willing to choose Rules of Conduct which they think are important to their lives & try to follow them. • Be willing to show respect for those who have holy Spiritual Power.

DENE KEDE GRADE 5

Spirituality

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p>Living Force: The students should experience the Living Force in its concrete and powerful form so that they can come to understand and accept the force. If the students are involved in the rituals which acknowledge the Living Force, they will come to see the land, water and air differently. They will become more connected to the land and have a stronger commitment to it. They will come to respect the land and to protect it from pollution. The experiences for the Living Force unit should be integrated into the activities which take place on the land in other thematic units.</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Know the significance of the Living Force for the Dene: land and water generally are living things & are powerful. • Know how to approach the Force or how to behave in its presence. • Know the history and origin of the presence: long ago, strong medicine was all around and the Dene lived by medicine laws. Today, the medicine is not as strong but it is evident in special locations. Respect is shown to the medicine forces by "paying" them. • Show acceptable (according to local custom) behaviour in the presence of the Force. Show respect by "paying" the Force. Know the kinds of things that can be made from the land to offer as gifts (e.g. decorated willows). <p>The Land</p> <ul style="list-style-type: none"> • Know where the Living Force is evident: e.g. Chipewyan know of an area in the River; Dogrib know of a whirlpool; Sahtu know their lake (Great Bear) as having a Living Force. <p>The People</p> <ul style="list-style-type: none"> • Pass on knowledge of the Living Force to others. • Know that there are locations of Living Forces in other regions. <p>The Self</p> <ul style="list-style-type: none"> • Be willing to independently show respect to the Living Force, either in the land or waters, or in special places near the community. • Identify feelings they have when they pray to or pay the Living Forces in the land and waters about them. • Explore or research, on their own with elders they know, the spiritual Living Forces all around them. • Develop greater self-reliance as they learn how to maintain a relationship with the Living Force on their own
<p>One Who Circled the Earth: The story of Yamozha ties the Dene to the land and to each other. Dene students will develop a sense of unity through the universal story about "The One Who Circled the Earth". The legend of "The One Who Circled the Earth" is common to all five Dene tribes. Thus, it ties the tribes together into the Dene Nation. "The One Who Circled the Earth" not only ties the Dene Nation together, it ties the Dene Nation to the whole world because this greatest of medicine men circled the planet. Students must begin to recognize that their tribe is a part of something bigger and greater. They must begin to recognize who they are a part of and together with. Students will understand the nature of Dene laws and where they have come from, and as a result come to respect the laws.</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be familiar with the different forms of power told about in the story. • Be familiar with and respect and obey the spiritual laws he ("The One Who Circled the Earth") gave the Dene in the legend. <p>The Land</p> <ul style="list-style-type: none"> • Know the landmarks identified in the story. • Know in what ways Yamoreya ties the people to the land. <p>The People</p> <ul style="list-style-type: none"> • Know that there are regional variations of the legend. Each of the five groups that comprise the Dene Nation have their own versions. • Know similarities and differences between the regional stories and their own. • Know in the ways Yamoreya ties people to each other: he came to cleanse the world of giant animals that were killing Dene when the land had been given to them. • Understand the implication of the story regarding regions and tribes and travel around the world: that the different tribes are to be respected as equals and part of the whole Dene Nation, and that the Dene Nation is part of the whole world which Yamozha circled. • Respect the story tellers.

DENE KEDE GRADE 5

Spirituality

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) The One that Circled the Earth	<p>The Self</p> <ul style="list-style-type: none"> • Explore what the spiritual laws in the legend mean to them personally. • Identify themselves as part of a larger whole, a tribe, the Dene Nation and the world. • Enjoy and respect the story and enjoy retelling the story for the enjoyment of others as well as to promote unity and Dene spirituality amongst people.
Drum: To give students the sacred gift of the drum which can be used for creating a sense of unity with other Dene, and to help the students in their prayers and meditations as well as for recreational enjoyment	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Know the origin of the drum: a gift given to the first people to help them sing for medicine and prayer; spiritual activities using the drum. • Be willing to experience the spiritual uses of the drum today: through prayer and in ceremonies. • Know that in the past, the drum had its own medicine but today, the thoughts and intentions of the people holding the drum are more important than the drum itself. • Be able to care for the drum as a sacred object, which must always be put away or hung up. <p>The People</p> <ul style="list-style-type: none"> • Be able to behave appropriately at gatherings where drums are used (recreation, prayer, celebration). • Be willing to experience dancing to a drum with others and feel the sense of unity that is created. • Identify community people who are recognized for having ability in drumming and singing, in making drums, or in telling stories about the drum. Access these people to learn from them. • Recognize different rhythms that are used for different purposes. • Recognize differences in tribal rhythms and songs. <p>The Self</p> <ul style="list-style-type: none"> • Be aware of new skills and knowledge. • Be aware of the meaning or effect of the drum one's self (oneness, peacefulness, strength, ability). • Be aware of the effect of one's behaviour on others at gatherings where the drum is being used for spiritual or recreational purposes. • Pursue interest in the drum on their own.
Fire: Fire is considered a living force which enables the Dene to survive. The students learn to respect fire for its spiritual meaning as well as for the practical uses and for fire safety.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Know that fire is a gift from the Creator that has enabled the survival of the Dene. Fire did not come from the earth. Fire has great power because it comes from the sun. It can only be controlled with great power. • Fire is a living force which has declared that all men will live and survive with it till the end of time. To show our respect to the gift of life, we pay the fire. • People with lightning or the sun medicine can start fires. • Fire can give the gift of health. • Fire appreciates the person who restores life to it. It will prolong the life of the person who lights it early in the morning because it is a hungry person and likes to be lit early. A fire can never be filled. It has been fed since the beginning of time. • The first smoke of a fire that is lit is the strongest. This is a gift from the fire & should be put in your hair.

DENE KEDE GRADE 5

Spirituality

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Fire	<ul style="list-style-type: none"> • Be familiar with protocol respecting fire: <ul style="list-style-type: none"> ○ Don't stare into a fire. ○ During first menses, a woman should touch wood with gloved hands only when feeding fire; otherwise, as she gets older, her hand will take on the appearance of wood (bark). • Know the importance of taking matches and an axe or knife when going into the bush. • Be able to start a campfire and keep it going. <ul style="list-style-type: none"> ○ Identify and know where to find good firewood. ○ Maintain constant heat. ○ In summer and in winter. • Know how to heat a tipi safely. <p>The Land</p> <ul style="list-style-type: none"> • Know the different kinds of fire and fire wood for different purposes: <ul style="list-style-type: none"> ○ Warmth ○ Cooking ○ Smoking meat ○ Tanning hides ○ Sacred fire ○ Ceremonial fire (death) • Know how to clean up campfire before leaving camp. <ul style="list-style-type: none"> • Disposing of animal bones. • Burning all remains including hair and nails. • Making sure fire is out. • Know how Dene traditionally started a fire without matches. Know how to start a fire in the bush without matches. <ul style="list-style-type: none"> ○ White stone and birch gum. ○ Birch bark fungus and containers for carrying. • Know how to clean stoves and stove pipes. • Know the uses of campfire ashes. <ul style="list-style-type: none"> ○ May be useful medicine: e.g. healing cold sores. ○ To clean metal. ○ Charcoal to leave messages. <p>The People</p> <ul style="list-style-type: none"> • Know that at a camp, everyone has responsibilities. It is the responsibility of the children to gather good firewood as required for different purposes. • Know that campsites are always left with wood and kindling for the use of the next traveller. <p>The Self</p> <ul style="list-style-type: none"> • Know the importance for each individual to be self-reliant when it comes to surviving in the bush: <ul style="list-style-type: none"> ○ To plan ahead and take what is required to start a fire if necessary. ○ To learn the skills for starting a fire.

DENE KEDE GRADE 5

Spirituality

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Prayer: The Dene have always prayed to the Creator to show respect and to give thanks for all life around them. They prayed before the coming of Non-Dene and their prayers were important to them. The prayers given by the missionaries and churches were a different language but they serve a similar purpose. It is important for children to realize that prayers come in many forms, but all should be respected for they all are attempting to speak to the Creator.	<p>The Spiritual World</p>
The Land and the Sky	
Geography and Land Use: The Dene elders have said that the land, Mother Earth, is life itself. If life is to continue, the land must be cared for. Students will understand the importance and meaning of their relationship to the land. The land has meant life and death to the people. The story of Dene people is told in the names given to places on the land including historically used places, and in the stories which come from there. Students will know that there are places identified in legends that have a 'living force', places that are sacred. The elders see that the children must become keepers of the land. Children must be given love of the land. From love will come respect, care, a sense of responsibility, a pride of tribe and homeland, and identification with the ideals connected to	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Know that the land, Mother Earth, is life itself. <ul style="list-style-type: none"> ○ Land provides life for the Dene. ○ Land is a gift for the Dene given by the Creator. ○ Respect and love of land is shown in various ways with various customs. ○ Dene lived in harmony with the land: they practiced conservation. ○ The land does not belong to people. It cannot be bought or sold. • Be familiar with the Creation story about origin of land (tribal stories about creation). • Know that there are places identified in legends that are sacred, places with a 'living force'. <ul style="list-style-type: none"> ○ Know the history and/or stories attached to places important to the Dene. ○ Develop a sense of respect for the land <p>The Land</p> <ul style="list-style-type: none"> • See the land as full, rich and life giving. • Know that traditional land etiquette protected the land in the same way as environmental practices of today intend to protect the land. <p>The People</p> <ul style="list-style-type: none"> • Know that the Dene have always attached much importance and meaning to the land. The land has meant life and death to the people. Most areas that were named were somehow significant to the survival of the people. Know the Dene names: <ul style="list-style-type: none"> ○ Traditionally important hunting areas. ○ Places where people camp frequently. ○ Places where significant things happened long ago. • Understand the Dene perspective in which land is to be respected and adapted to, rather than conquered. • Be familiar with environmental practices. • Know that each region was occupied by certain tribes. <ul style="list-style-type: none"> ○ Tribes were named after the region they occupy. ○ Collective history of Dene land use. •

DENE KEDE GRADE 5

The Land and the Sky

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Geography and Land Use	<ul style="list-style-type: none"> • Know that place names are evidence of a history and a past with the land. It is the most important piece of evidence the Dene have to show that they have used the land since time immemorial. This is what gives the Dene rights as users of the land, and has been crucial in the land claims negotiation process. Dene place names are a form of recorded Dene history. • Be familiar with the concept of "user's right": families tend to use their own space for hunting and trapping over the years. • Know that the Dene have traditionally named places by describing them rather than after people. Naming after people appears somewhat arrogant to the Dene. <p>The Self</p> <ul style="list-style-type: none"> • Develop a sense of respect for the land and a sense of identity and pride in being Dene. • Be willing to know and express respect for land in culturally appropriate ways. • Know that knowledge of land enables them to use the land more confidently for hunting and enjoyment. • Identify with their tribe and with the Dene Nation. • Know that as one becomes more capable on the land, one must maintain a sense of humility.
Water and Rivers: Since time immemorial, the Dene have had a very deep respect for water and rivers as a living force and spirit. Lack of respect has meant death for individuals and the threat of death for many more because of actions and attitudes which pollute or harm our access to water. If the students can learn how important water is for life then perhaps not only will the life of an individual be saved, but that of all mankind. In the North, knowing the habits of water and rivers has been a matter of survival. Navigational skills will give students a greater sense of security on the land which in turn will make them feel more at one with the land and its water.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be familiar with stories about important local bodies of water or rivers. • Know that the Dene consider the waters and rivers to be a living force which is very strong and powerful. It has the ability to change its form from liquid to solid. Some rivers are blessed by the Creator (Lutsel K'e: Parry Falls and Holy Water). Water is a world of its own, a level lower than the one people are familiar with, and where water people live. • Know that traditionally, the Dene with the most power were the ones with medicine toward water. • Be familiar with local customs and beliefs about water: <ul style="list-style-type: none"> ○ Dispose of waste water with payment, paying water with moss makes the water lighter, place cloth under a cup of drinking water to show respect, the human body is based on water (Lutsel K'e). ○ A teenage girl should never be left unattended on the water. <p>The Land</p> <p>Understand that all living things need water. The Dene traditionally always made their camps beside bodies of water (for drinking, for cooking, for fishing, hunting and travel).</p> <p>Know ways in which water can provide a living for some people (river boat pilots, fishermen, etc.).</p> <p>Know that water changes from liquid to solid and expands in the process.</p> <p>Recognize different kinds of water: muskeg water, ice water, spring water, chemically-treated water.</p> <p>Be able to recognize and interpret water conditions: for fishing, travelling, changes and dangers.</p> <p>Know rules for safety when on rivers and lakes e.g. during breakup, deadheads, wind, boat launching, different ice conditions, freeze-up.</p>

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The Land and the Sky

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Water and Rivers	<p>The Land</p> <ul style="list-style-type: none"> • Become skilful with water craft: <ul style="list-style-type: none"> ○ Boat launching ○ Paddling and manoeuvring ○ Paddling on fast rivers • Know the characteristics of the rivers and lakes in different seasons, e.g. the animals hunted and the condition of the river. <ul style="list-style-type: none"> ○ Spring: water levels, breakup and ice conditions, beaver, ducks, fish spawning grounds ○ Winter: ice conditions, fish, which rivers do not freeze over ○ Fall: freeze-up and ice conditions, ducks, geese, moose ○ Summer: windy and calm, fish • Become familiar with ways of river trapping. • Identify possible ways that pollution of community water can occur: <ul style="list-style-type: none"> ○ Rotting carcasses ○ Human garbage ○ Raw sewage ○ Industrial chemicals ○ Gasoline from barrels or vehicles ○ Pesticides • Distant pulp mills • Know ways in which students can prevent pollution. • Know that fresh water is increasingly more scarce in the world & that our local waters must be protected. • Know effect of dams on rivers. <p>The People</p> <ul style="list-style-type: none"> • Know that today's communities like camps of past are always situated near a waterway for transportation reasons. • Know and experience the fun of using the lake or river for recreation: sports and boating. <p>The Self</p> <ul style="list-style-type: none"> • Make a connection between their own lives and those of their ancestors by experiencing the same river and portage trails. • Be willing to practice care on or around water. • Know when water is dangerous to themselves and practice a method to distract the water. • Show humility by being respectful to water. • Show personal talents or strengths in water travel or understanding of the water. • Determine personal ways of making sure that pollution of community water source does not occur.

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Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p>Trees: To enable students to use and protect trees. Trees have been important to the survival of the Dene as well as of many animals upon which the Dene rely for food and for a livelihood. Also, trees are a vital part of what the Dene consider their home. It is hoped that if the students are given familiarity with trees and working with wood, they will see the need to conserve and protect the trees.</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be familiar with local beliefs regarding how trees should be treated. • Know that trees symbolize the continuation of life. The destruction of trees indicates a lack of respect for possibility of life in the future. • Know that trees are living things from the Creator which must be protected. • Experience the soothing and calming effect of the sound of trees. • Be familiar with the kinds of spiritual tools made with parts of trees. e.g. decorated willow for paying water, drums, and masks. • Know that trees hit by lightning make important medicine. • Know that the wind rejuvenates the trees. • Be familiar with the Dene belief that spruce trees have memories and therefore they should not be cut down unless they are needed. <p>The Land</p> <ul style="list-style-type: none"> • Know about trees and forests. • Know kinds of trees in local area. • Know growing cycle of the tree. • Know about the process of natural reforestation. • Know how to protect trees, and conserve and manage forests. • Know how trees enable animals to survive. • Recognize various land characteristics based on the kind of trees growing in places (e.g. Jack pine grows in sandy soil, cranberries can be found where spruce trees grow, etc). • Dene beliefs about plants, including trees, led to conservation practices. <ul style="list-style-type: none"> ○ Because trees breathe, we breathe. ○ Because spruce trees have memories, we cannot cut down more than we need. ○ When we take something from the land, the land must be paid. • Know how the Dene use trees. • Know when and how to harvest depending on purpose of the wood: effect of season on condition of the wood. (e.g. in the spring, wood tends to be waterlogged. In the spring, when the sap begins to run, the wood tends to be pliable. After a tree loses all of its needles and falls over, it becomes good firewood). • Be aware of and appreciate the traditional technology of the Dene which involved use of trees • Be able to work with parts of trees to make simple objects, both traditional and contemporary. • Be able to work with parts of trees to create crafts or art <p>The People</p> <ul style="list-style-type: none"> • Be able to identify the people in the community who work with wood, especially local wood, and appreciate their skills. • Be able to identify people in the community who do craft and art with wood or bark. • Know about games people enjoyed playing using trees or objects made from trees. <p>The Self</p> <ul style="list-style-type: none"> • Appreciate the importance of trees and make personal decisions about how students will respect them in the future.

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The Land and the Sky

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p>Earth Medicine: Earth medicine is a gift from the Creator which has enabled the Dene to survive. The students learn to respect the gift for its spiritual meaning as well as for its practical uses. Students also learn to respect the elders as those who carry this knowledge from the past.</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Respect the land as being the main source of medicine for remedies and healing. • Know how to thank and praise the gifts that have helped them to survive. • Know how to approach the land or animals before taking the medicine, e.g. talking to animals before taking medicine and telling them why they are being killed; what to pay the land. <p>The Land</p> <ul style="list-style-type: none"> • Know that the medicine taken by the Dene from their environment has enabled the Dene to survive as a people. • Be familiar with medicines from the land that promote overall health. • Recognize sickness or accidents that can be treated easily in emergency situations. <ul style="list-style-type: none"> ○ Heavy blood flow from a cut ○ Pain from open wounds <p>Be familiar with earth medicines for common ailments.</p> <ul style="list-style-type: none"> ○ Be able to identify the different types of plants that were used for the medicine. ○ Know the parts of animals that are used for medicine. ○ Know what illnesses those medicines treat. <ul style="list-style-type: none"> • Know how to prepare various medicines. • Know what to pay for taking medicine from the land. • Know never to take more or less of herbs, plants, roots • Know that today's medicine comes from the land, and understand how much is being destroyed by modern lifestyles. <p>The People</p> <ul style="list-style-type: none"> • Hear personal stories of healing power. • Identify people who have healing knowledge and ability. • Understand that Dene elders have a lot to contribute to our society with their knowledge of earth medicine. • Understand the importance of group co-operation for survival and the contribution of Dene elders with their knowledge of earth medicines. • Understand the Dene are returning to the old ways of doing things, to a form of self-help. • Know that students must not take or use earth medicines without the knowledge of an adult. <p>The Self</p> <ul style="list-style-type: none"> • Show in some way that they value the knowledge they have gained about earth medicine <ul style="list-style-type: none"> ○ Indicate greater self-respect for the knowledge they have gained. ○ Gather or use earth medicine on their own. • Continue to pursue interest in earth medicine outside of the school by approaching elders.
<p>Sun: Knowledge of the spiritual nature of the sun and the gifts it gives to people will give students a greater appreciation of it. Learning the survival skills which use the sun will help them when on the land.</p>	<p>The Spiritual World</p> <p>Know that the sun is seen as powerful because it can change its form from season to season.</p> <p>Know that the sun is a symbol of eternity: It is used in the quotation, "As long as the sun shall rise..." in the signing of Treaty #11.</p> <p>Know that the sun is associated with re-birth (spring and morning).</p>

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The Land and the Sky

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Sun	<ul style="list-style-type: none"> • Know that the sun is a gift from the Creator which should not be taken for granted because it can be taken away. Disrespect for nature can hurt our relationship with the sun. All living things need the sun. It is there for all people, good or bad. • Know that the sun is a source of medicine power. • Know that the person who rises with the sun is given the gift of long life. • Be familiar with legends which tell about the sun and its power. • Be aware of the joy that the Dene feel with the sun as it rises or when it comes back in the Spring. • Understand ways in which the sun is connected to all living things. • Be able to use the sun to tell the time, find direction, and forecast weather. <p>The Land</p> <ul style="list-style-type: none"> • Know ways in which the Dene used the sun to survive: making dry meat, making fire, preparing hides • Know how the light that was available affected hunting, travelling and sewing. In the Spring, as the ice and snow began to melt, the men would hunt and travel at night while snow hardened and rest during the day. The women would sew during the longer daylight hours. This was the best sewing time. <p>The People</p> <ul style="list-style-type: none"> • Know that the Dene and some other people in other northern parts of the world share similar sun patterns. <p>The Self</p> <ul style="list-style-type: none"> • Thank the sun for each new day, and use it well. • Challenge self to rise early each day. • Become aware of the sun, and give words to the feelings it creates.
Moon and Stars: The moon and stars were traditionally used as clocks, compasses and calendars. It is still an important skill to be able to use the moon and the stars for direction and time while travelling. It could mean survival for the student. But also, the student should know how the Dene traditionally found their way and told the time, and take pride in that knowledge.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be familiar with legends about the moon and stars. (Dehcho: About a boy holding a birchbark pail on the moon who made blood soup. About two sisters who were taken to the stars.) • Special local beliefs and customs. (Dehcho: Stars were never counted because if they were pointed at, a person would develop warts. People chose one particular star as their own.) <p>The Land</p> <ul style="list-style-type: none"> • Be able to use the moon and stars to make weather forecasts. <ul style="list-style-type: none"> ○ Cloud in front of the moon means nice weather the next day. Twinkling stars mean wind the next day. White moon means cold weather. Direction of a falling star indicates the direction of wind. (Dehcho) ○ Rings around the moon in winter mean snow. When the last quarter of the moon ends upward, cold weather will come. (Lutsel K'e) • Be able to use the moon and stars (Big Dipper) to tell time. • Be able to use the moon to tell direction. <ul style="list-style-type: none"> ○ A bright star which does not move can be used to give direction. ○ If the moon and stars are clouded over, it is best not to travel because you cannot tell direction. <p>The People</p> <ul style="list-style-type: none"> • Be familiar with the Dene calendar based on the lunar cycle. • Identify Dene constellations.

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The Land and the Sky

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Moon and Stars	<ul style="list-style-type: none"> • Be able to tell the season by the cycles of the moon. Five days before New Year's Day, the moon and sun start to separate. • Know effect of the moon on: <ul style="list-style-type: none"> ○ Bodies of water - tides ○ Possibly people because they are made of water. • Understand how people and the land are affected by the moon and the stars even though they are a part of another world. <p>The Self</p> <ul style="list-style-type: none"> • Know that they are responsible for passing on the traditional knowledge about the moon and stars that is given to them by the elders. • Hear and enjoy personal stories from elders about the moon or stars: <ul style="list-style-type: none"> ○ Love stories and the power of the moon. ○ Experiences on nights when moon is bright. ○ Effects of the moon on behaviour of people. ○ Effects of the moon on animals or the land. • There are some people who are very good at looking at signs and predicting the weather. • Recognize the importance of learning night navigational skills for self-reliance on the land. • Recognize how people are dependent upon the "other world". • Recognize the importance of learning traditional knowledge and stories so that they can be passed on to future generations. • Become more aware of the size and beauty of the skies and be able to express or share feelings.
Northern Lights: The Northern Lights have been an important source of light for travelling and hunting in the darkness. Also the dancing Northern Lights create a mood of happiness for the Dene. The students will come to appreciate the way that the Dene perceives the Northern Lights.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • See the Northern Lights as the Dene see them: smell, sounds, movement, colour. Know that the Dene belief is that the Northern Lights are a living force: unusual colours and patterns can indicate omens good and bad. The Lights can be made to dance or to go away. <ul style="list-style-type: none"> ○ Dehcho: Red indicates war. Clapping, rubbing fingernails together or whistling can make the Lights dance. ○ Dogrib: They must not be whistled at. The Lights are attracted to the noise and movements of animals such as caribou herds and dog teams. ○ Sahtu: One is not supposed to whistle when the Northern Lights are low. ○ Lutsel K'e: They can bring danger to people. The Lights are related to fire and to people. They are sometimes referred to as caribou fire. ○ Sahtu: If you inhale the smell you won't live long. • Know that when the Northern Lights are low they smell really bad and if you inhale, you can die. • Know that it is a belief of the Dene that Northern Lights eat clouds, and therefore cause cold weather. <p>The Land</p> <ul style="list-style-type: none"> • Know when to expect Northern Lights: time, season, weather and temperature. • Know the scientific causes of the Northern Lights.

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Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Northern Lights	<p>The People</p> <ul style="list-style-type: none"> • Know that the Dene view the Northern Lights as things which have enabled the Dene to find their way and to hunt in the dark times. • Know that generally the dancing Northern Lights are viewed as beautiful and make the Dene happy about life. • Know that the Northern Lights act like moonlight and enable travel at night. <p>The Self</p> <ul style="list-style-type: none"> • Express personal feelings that are created by the Northern Lights
<p>Camping: To enable students to become skilful on and respectful of the land. The student should learn the basic camping skills as a matter of survival in case he or she is ever lost or left alone in the bush. Camping skills are basic to becoming a good hunter or trapper and will enable students to become independent and self-sufficient. Students with camping skills earn respect from their peers and adults. The camp environment is a good one for learning traditional Dene knowledge and skills, and for learning why things are done as they are. Finally, the cultural attitudes that are developed with the camping skills will enable students to live in both worlds.</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be familiar with local customs and beliefs with respect to being on the land. (See themes on Geography and Land Use for specific beliefs and customs.) • Know how to leave a camp to show respect for Mother Earth. • Experience the peace that comes with being on the land. • Know how to leave a camp to show respect for other hunters and campers. • Know that rat root is used for protection and medicinal purposes (if used for medicinal purposes avoid using non-Native medicines). <p>The Land</p> <ul style="list-style-type: none"> • Recognize and value the need for careful planning and foresight when camping. • Recognize the need for self-discipline when camping. • Be able to help in packing for a camp. <ul style="list-style-type: none"> ○ Packing food and stove ○ Folding tents • Be willing to stay in a camp overnight close to the community in the spring, summer or fall to hunt small game and/or to fish. • Be willing to spend two or more days on a camping trip in early spring and early winter: <ul style="list-style-type: none"> ○ To go fishing ○ To hunt small or big game • Know what factors are important in choosing a camp location in winter and summer: <ul style="list-style-type: none"> ○ Locating fire in relation to place of tent ○ Kind of game available ○ Availability of fresh water ○ Availability of wood for fires ○ Not too close to water in summer to avoid dew ○ For protection from wind • Be able to help in setting up a camp. • Practice personal hygiene: <ul style="list-style-type: none"> ○ Going to bathroom • Be able to camp with a drum stove. • Find animal trails around a camp. <ul style="list-style-type: none"> • Back packing, tumpline packing and packing for these • Packing meat back to camp • Sub-camping, satellite camps • Know how to leave a camp location in good condition. Be familiar with environmental consequences of not doing so.

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Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Camping	<ul style="list-style-type: none"> • Knowing what and how to leave things in camps that will be revisited, such as along traplines • Be familiar with how camps were made long ago • Be aware of traditional campsite locations and hunting trails • Be familiar with regulations that make camping in the North a unique experience, and different from camping in the South: <ul style="list-style-type: none"> ○ Use of firearms ○ Making fires ○ Camp locations • Discuss the suitability of camp location and choose an appropriate site. • Recognize which water/snow is good for drinking and ensure that enough fresh quantities are available at camp <p>The People</p> <ul style="list-style-type: none"> • Appreciate and enjoy story-telling and other traditional leisure activities while at camp. • Know about traditional customs regarding camps for: <ul style="list-style-type: none"> ○ Menstruating women ○ Initiation of young men • Know that in order for a camp to run smoothly and enjoyably, all members must cooperate and be responsible. • Know that traditionally, one person was assigned to be the last one to leave the camp. That person would do the final "clean-up" by putting away poles, disposing of bones properly, etc. • Recognize that camping is a communal experience. • Be willing to share food, the fire (everything at camp belongs to everyone) <p>The Self</p> <ul style="list-style-type: none"> • Be willing to rise early at camp and be helpful, getting the work done early in the day so that the rest of the day can be enjoyed. • Be willing to carefully obey the instructions of adults while at camp. • Make efforts to be careful, patient, persistent and responsible in doing any task given at a camp (e.g. carrying wood). • Attempt self-discipline in interacting with others while at camp. Practice sensitivity and thoughtfulness. • Be willing to share while at camp. • Show respect for the land and the animals. • Be willing to share knowledge and skills of camping with peers who are less knowledgeable. • Be willing to plan and prepare carefully for camping trips.
Plants: The Dene rely heavily upon the use of plants in their daily lives. The Dene had many uses for plants in the past, both domestic and medicinal. Plants were also appreciated for their beauty in summer, indicating new life and plentiful food. The students will recognize the different kinds of plants in their area and know what their uses are.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Know that plants have life which must be respected. • Recognize and name which plants (or parts) are used for ceremonial purposes <p>The Land</p> <ul style="list-style-type: none"> • Recognize, name and pick local plants (or parts) used for food, and prepare and taste the food. • Recognize and name local plants which are harmful to people.

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Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Plants	<ul style="list-style-type: none"> • Recognize, name and pick local plants used for dyes and use them to colour cloth, yarns, etc. • Recognize, name and pick local plants used for various medicines. (See theme Earth Medicine.) • Recognize, name and pick local plants which are used for other domestic purposes. • Recognize the various plants on which animals feed and be able to locate these plants. • Recognize behaviour which can lead to careless destruction of plants and identify how these can be prevented. <ul style="list-style-type: none"> ○ Use of herbicides or other chemicals ○ Fire • Know that many people, especially elders, find great joy on the land during the summer when the plants are full of life. • Know that local plants are used daily by the Dene, e.g. moss for diapers, doing dishes, brushes for floors, insulation (chinking log houses) <p>The Self</p> <ul style="list-style-type: none"> • Become aware of the joy and peace that can be experienced by being among the sights and smells of plants in the summer time. • Become more aware of the variety of plants, their many uses as well as their aesthetic value.
Animals	
Bear: The bear is considered the most respected animal of the animal world. The students will learn to respect the bear as the leader amongst leaders and as having great powers in the human world. It is important to have a good relationship with the animals but especially with the bear	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Know that the bear is the most powerful of the animals and as such, has been given autonomy by the Creator. The bear has powerful medicine even in the world today, and it is believed that it can retaliate against people spiritually. • Know about the spiritual powers of the bear. • It is one of the animals that can read the minds of people. <ul style="list-style-type: none"> ○ The bear has the power to see the future. ○ The bear has the power to avenge itself. ○ The bear has the power to change the mind of his seekers and therefore cannot be found. (Délîné) ○ The bear has the power to disappear when it is angered by your words. (Délîné) • Be familiar with local knowledge about how the spiritual powers of the bear can be used. <ul style="list-style-type: none"> ○ In bad weather the head of a bear is placed on a pole with a stick in its mouth to keep it open. If it is addressed properly, and if it is pleased, it will grant you good weather. (Délîné) ○ If certain parts of the human body need medical attention, the corresponding part of the bear can be removed. A message is given to the bear for its help, the bear part is eaten, and with the bear's help that person can be healed. (Délîné) ○ Dogrib: gall bladder for open sores. • Know that the disappearance of bears from earth means the disappearance of all. • Know where the bear tends to be found. • Identify landmarks associated with bear legends. • Know the parts of the bear and their medicinal qualities. <ul style="list-style-type: none"> ○ Sahlteh used as ointment for open sores.

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Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Bears	<ul style="list-style-type: none"> • Be familiar with bear behaviour. <ul style="list-style-type: none"> ○ The bear does not attack a person in its den. ○ Never run away from a bear. ○ They tend to really care for their cubs. ○ Know appropriate moments to address the bear. • Weather patterns are associated with behaviours of the bear. <ul style="list-style-type: none"> ○ Warm weather in January is an indication that the bear has turned around and faces the other way. ○ Warm weather, and dripping of water in the den, cause bear to stir and face the other way. ○ When a bear hibernates, it is equivalent to one night's sleep for a bear. • Bear kinds: grizzly, black and brown. • Be able to describe its habitat and seasonal habits (cubs, diet, hibernation). • Diet; vegetation, insects, fish • Be familiar with bear sport hunting in local area. • Bears are not commonly eaten anymore <p>The People</p> <ul style="list-style-type: none"> • Be willing to approach elders for stories about the bear. • Be willing and able to listen to the legends and stories told by the elders about the bear. • Share with others the stories that are heard. <p>The Self</p> <ul style="list-style-type: none"> • Ask parents or grandparents about student's own relationship, if any, to the bear. • Be willing to share personal experiences about the bear. • Share personal feelings about the bear and be willing to change feelings based on new information about the bear and its spiritual significance.
Beaver: The beaver is valued by the Dene because it has the gift of intelligence. It is the boss of intelligence. The beaver's existence on this land is very important to the shaping of Dene history.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be familiar with local legends about the beaver. • Know the spiritual characteristics of the beaver. <ul style="list-style-type: none"> ○ Was granted the gift of intelligence and is therefore the most intelligent of all animals. ○ It controls its environment by being a very precise builder. It measures the water it will require in making its dam. It measures the food it will require for the winter, harvests and rations food. ○ The beaver conserves the food near its lodge by foraging farther afield. ○ Mother Beaver was very verbal. The beavers were very disciplined people and spanked their children like people • Be familiar with the beliefs and customs with respect to the beaver. <ul style="list-style-type: none"> ○ Eating uncooked beaver eye gives strong eyesight. ○ Eating beaver brain with appropriate thoughts and words during pregnancy can result in the unborn child being granted intelligence from the beaver. ○ Beaver wishbone: beavers have a hole in the hip bone. When it is cleaned a person tries to put their finger through that hole above their head without looking. You can make a wish. <p>The Land</p> <ul style="list-style-type: none"> • Recognize the landmarks left by the beaver for the Dene. • Identify different kinds of beaver – <i>Tsa benaæereede</i> (beaked beaver).

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Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Beaver	<ul style="list-style-type: none"> • Identify the characteristics of the beaver. <ul style="list-style-type: none"> ○ Very clean animal. ○ Use shavings for their mattress and sleep on white barkless poles. ○ They do not go to the bathroom in this house. They build separate houses for this. ○ Dangerous when out of the water and can attack. The beaver knows how to protect itself. ○ Never have more than eight babies. ○ Build their dams facing the sun. • Know how to capture beavers. <ul style="list-style-type: none"> ○ Using wooden traps, nets. ○ Not using green wood for trapping because the beaver tends to chew on it. ○ Special tools for hunting beaver. • Identify the different uses of the beaver. <ul style="list-style-type: none"> ○ Meat along shoulder is very tough because it carries large logs all the time. ○ Stomach fur used as a bandage. ○ Bladder can be used for pain. ○ Dried castor is used for bait. ○ Tails can be singed, smoked under dry willows. Tails used for snack especially when travelling. ○ Footwear, gloves, mitts, jackets, tsawe tsa, trimmings. ○ Use of beaver parts for making traditional tools. • Be familiar with how to skin and cut up a beaver. Be familiar with the fact that when cutting beaver, every part of bone structure is attached to the meat and often has to be cut with meat still attached • Be familiar with how to make a drying frame and to dry the skin of a beaver. • Be familiar with how to soften the hide of a beaver • Be familiar with how to cook beaver • Understand the need for conservation of beavers and how this is done. • Be familiar with the fur industry as it relates to the beaver pelt market today <p>The People</p> <ul style="list-style-type: none"> • Identify elders, community people who can tell stories and legends about the beaver. • Listen to stories about the fur trade and how it affected the history of the Dene people • Be able to explain how Dene history was shaped by the beaver's existence on this land, and by the consequent fur trade <p>The Self</p> <ul style="list-style-type: none"> • Reflect on what is common between the beaver and the student's own behaviour
Birds: The students will begin to notice and appreciate the many birds found in the North and their value to the Dene both past and present. The students will also become familiar with bird legends which will give students a deeper understanding of the value of birds to the Dene. .	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be familiar with local legends about birds. • Know that parts of specific birds hold a special spiritual significance. The claws and feathers were used by the shaman for decorative/ceremonial purposes. • Know which bird feathers are respected and why. • Know the relationship between the killing of certain birds and the weather. • Know how and why large bird carcasses should be disposed of properly.

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Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Birds	<ul style="list-style-type: none"> • Know that it is detrimental to an individual and their immediate family to look upon robin's eggs. (Délíné) <p>The Land</p> <ul style="list-style-type: none"> • Identify edible and non-edible birds in local area, and describe their habits or characteristics. • Know how to hunt birds for food. Know their feeding areas and where they can be found, know their breeding cycles and migration times, recognize their sounds, recognize their colours and markings in different seasons. • Know how to fix and prepare various birds for food • Know migratory bird laws • Know kinds of signals given by birds to indicate weather changes (Lutsel K'e: loons indicate windy weather). • Know which birds tend to be bothersome to traps or food. • Know how various bird parts can be used. <ul style="list-style-type: none"> ○ Apply medicine to sores with a feather. ○ Use of a feather to remove snow fleas from an individual suffering from snow blindness. • In the spring collect fat from the geese, or oil from the glands of the duck or goose tail, to be used for dry skin, skin protection, and to maintain a youthful appearance. Its pure quality makes it an ideal salve for sores. <p>The People</p> <ul style="list-style-type: none"> • Learn crafts using bird parts from various people in the community who still know how. • Understand the morals behind the bird legends which have to do with how people should act (e.g. through the raven stories we learn that we should not be overly proud of ourselves). <p>The Self</p> <ul style="list-style-type: none"> • Seek challenge and opportunity in learning about birds • Seek challenge in beginning and completing independent projects for researching birds.
Caribou: To give students skills for physical survival, to give students understanding and appreciation of the caribou as a spiritual entity, to give students ideas for possible uses of caribou for economic development. By giving students a respect for the caribou, the caribou will continue to provide for the Dene. Disrespect will mean their extinction.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Know the Dene Laws: not clubbing caribou, burying or putting bones on a stage. • Know special characteristics of caribou. Caribou take care of their feet because they are walking people. The "Bible" in their jaws has a special message for those who can read it. Can talk to each other over long distances to organize themselves during migrations; each herd has a leader. Meaning attached to sketch on the caribou's skull. The Creator's message to caribou that it is to be main source of food for Dene. (Dogrib) • Know that some people share dreams with the caribou. This is a gift which the person might not be able to share with others. These people get their medicine power from the caribou. Know parts of caribou that can be used for medicine. Know that the gift must be given to you through a dream or vision before one can practice such medicine. <p>The Land</p> <ul style="list-style-type: none"> • Know kinds of caribou, their habitat, migration patterns, life cycles and kinds within a herd.

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Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Caribou	<ul style="list-style-type: none"> • Know how to butcher caribou. If caribou are left for a half hour after being killed, the muscles relax and the meat is tender. • Know the parts of a caribou including its stomach's four parts. • Be able to help in the preparation of caribou meat and hides. • Be able to work with caribou hide and antlers: drums, clothing, etc. • Be familiar with the history of caribou as told by elders. • Know when and how to hunt caribou: finding, tracking. • Be able to participate helpfully in a caribou hunt. • Know how the seasons affect the meat, hides and bones. • Know the precautions that must be taken in using fresh caribou hides in winter, e.g. not to wrap around yourself or it will freeze together. • Know about traditional hunting techniques: corrals, in water, etc. It may be necessary to store caribou meat on the land for a short period. To protect it from other animals, it may be submerged in the water or placed in a chamber made of logs. • Know that when hunting barrenland caribou one should not use materials from the woodland caribou and vice versa. • Explore possibilities for economic development using caribou as a resource. • Be familiar with local hunting regulations regarding caribou. • Know that killing and wasting caribou will endanger the herd. <p>The People</p> <ul style="list-style-type: none"> • Know that meat must be shared because caribou is a spiritual gift that must not be used for own gain. • Know that meat must be distributed in the community according to custom. • Know the role and meaning of the server during a feast. Be familiar with protocol in serving which includes asking in the proper way. • Know who in the community is known for caribou hunting stories, or working with caribou hide, etc. • Know about the group and individual discipline that was required of traditional hunters when they hunted caribou. <p>The Self</p> <ul style="list-style-type: none"> • Be able to evaluate personal performance while preparing for a hunt, being on a hunt, or working with caribou products. • Know if they have personal medicine connections to the caribou and what kind of behaviour is required. • Know the historical relationships of their own family with caribou. • Be willing not to be wasteful. • Mentally and spiritually prepare for a hunt. Take time to reflect, ponder and relate to the animal the reasons for hunting it. This will result in the animal willingly giving of itself during the hunt.
Dog: The dog has played an important role in the survival of the Dene on the land. The students should be made aware of the positive value of dogs on the land.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be familiar with legends about dogs • Dispose of dog carcasses with respect. • Be aware of the taboos surrounding dog <ul style="list-style-type: none"> ○ Women during menses are not allowed near dogs

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Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Dogs	<p>The Land</p> <ul style="list-style-type: none"> • Know the ways in which the dog was used by the Dene to survive (transportation, hauling fish and wood, signalling for the presence of animals or strangers, thin ice, tracking for animals, etc.) with their keen hearing and smelling • Know the different breeds and ages of dogs • Know how to care for dogs <ul style="list-style-type: none"> ○ Sickness or injuries ○ Food for puppies and adults (must not feed jackfish to dogs) ○ Footwear for dogs ○ Female dogs in heat • Be familiar with how dogs are trained • Know how to harness dogs • Be familiar with how sleds and harnesses are made • Compare and contrast value of dogs to skidoos on the land (gas, skidoo parts, break down, speed, distances possible) <p>The People</p> <ul style="list-style-type: none"> • Know that historically, the dog has meant different things to the Dene. Traditionally, the dog was the Dene’s best friend, companion, and protector. More recently, it fulfilled other roles: as a means of transportation, as a pet and for racing. • Know the bylaws regarding dogs in the community • Be familiar with aspects of dog sled competitions • Know what is considered proper behaviour of dogs in the community and in homes <p>The Self</p> <ul style="list-style-type: none"> • Take more personal responsibility for care and safety of family dogs • Self-expression. Tell stories about their own dogs: how they were named, why, experiences with them.
Fish: The students must appreciate that fish have been one of the main sources of food for the Dene and will continue to be. Fish have therefore played a large role in the lives of the people.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be familiar with local legends about fish. • Know that fish are unlike other animals because they do not leave tracks. They must therefore be treated with special respect. (Rae-Edzo) • Know that fish are the water people. They say where they are going every season and they practice recreation and sports. Like the Dene they also migrate according to the seasons. (Déliné) • Know that fish, like all other animals, had grandparents. (Rae-Edzo) • Know the Dene laws regarding fish. Exercise care in handling fish and fish parts. (Rae-Edzo: jackfish head or liver on a stick to prevent bad weather, jackfish cooked on open fire brings bad luck.) (Lutsel K'e: deformed fish means bad news.) (McPherson: eating loche makes you sleepy because loche are lazy; eating loche head will cause dreams.) • Be able to follow Dene laws regarding behaviour around a net. • Know the different personalities of fish (e.g. loche are very lazy). <p>The Land</p> <ul style="list-style-type: none"> • Appreciate fishing experiences as joyous and challenging. • Know the different fish and subspecies of fish found in the local area <p>The People</p> <ul style="list-style-type: none"> • Be familiar with traditional fishing techniques and technology.

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Animals

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<i>It is expected that students will:</i>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
(Continued) Fish	<ul style="list-style-type: none"> • Be able to help in the preparation of fish for eating (cleaning, cutting, open fire cooking, boiling, frying, baking). • Know the parts of the fish and their value to the Dene: which are considered edible, which are delicacies, medicinal uses, tools, etc. • Be able to prepare fish for dog food. • Be aware of how different commercial fishing enterprises work. • Know where the different fish can be found seasonally. <ul style="list-style-type: none"> ○ Know locations where fish can be found year round. ○ Know the migration routes of fish. • Know the different techniques used to fish (ice fishing, ice hook fishing, spearing, netting, fishing weirs with sticks or poles). • Know that just as the Dene and the bear feed on fish, likewise, other living things live off the fish (e.g. worms in the outer flesh). They can be washed away before the fish is prepared. • Be able to help in the preparation for going hook fishing both in early spring and in late spring and fall. • Be familiar with how and where to fish with hooks in water and in ice. • Be able to make hooks and tools for fishing, make and mend a net. • Be able to set nets in different seasons. Know where nets are set and how to avoid these places. • Be able to prepare bait. • Know that fish have been and continue to be a main source of food for the Dene as well as for many other animals • Be familiar with the concept of aboriginal fishing rights. • Know the importance of keeping all rivers and lakes pollution-free to avoid damaging fish stocks. Good fish come from good waters. • Know and respect the need to conserve fish: to take only what is needed. • Know when and where to fish for different kinds of fish. • Work with others to catch and clean fish. • Know that knowledge of where and when to catch fish is passed on from generation to generation. This was knowledge crucial to the survival of the Dene in the past. • Be aware of and appreciate those who have traditional Dene fishing knowledge. • Hear personal fishing stories from people in the community (e.g. first net brought by steam ship). <p>The Self</p> <ul style="list-style-type: none"> • Understand that learning fishing skills can mean survival. • Challenge themselves to work hard to catch and to clean fish, and to learn the best ways to do so from the resource people and elders. • Find personal satisfaction in having learned new fishing skills or having had new fishing experiences. • Be willing to behave in ways that will keep the waters clean and pollution-free for the sake of the fish. • Know how to attend to a situation where a fish bone is lodged in the throat. The bone can be dislodged by eating bannock or bread.

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<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p>Fox: The fox contributes significantly to the Dene. The fox is trapped, but it gives itself willingly to ensure that life is sustained. The fox therefore must be sincerely respected at all times</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Know the qualities of the fox as described in legends: clever, shy, quick and busy. • Be familiar with local beliefs and customs with respect to the fox. (Rae-Edzo: barking in the evening is an omen. Carcass should be hung on a branch or rock so scavengers cannot eat it. Those who dream can travel by the fox's spirit. Lutsel K'e: when a fox floats on ice and won't go onto land, there will not be fox the next fall. Never walk over their blood, bones or carcasses.) <p>The Land</p> <ul style="list-style-type: none"> • Know the value and use of each kind of fox • Be familiar with the habits of the fox: what it eats, where it can be found, behaviour, life stages. • How to trap fox. • How to skin, make stretchers, and dry the pelt. • Use fox fur to make crafts. (Rae-Edzo: headdress for dog harness out of fox tail. • Know that the long hair of the fox is valued for its use as trim. It is not used for clothing because it is soft and tears easily. • Be familiar with the varying value of the pelt in the fur trade. • Be familiar with traditional snare and deadfall traps used to get fox. • Fox teeth were traditionally used as awls and for making snowshoes. • Know that tents should not be placed over fox dens for this can cause sickness. • Know that fox populations rise and fall in cycles. <p>The People</p> <ul style="list-style-type: none"> • Identify a sick fox by its appearance and behaviour (rabies) and take the necessary precautions when handling the animal. • Work with others on a trapline and take responsibility for some part of it. <p>The Self</p> <ul style="list-style-type: none"> • Be willing to listen, watch, follow instructions and learn from a trapper while on the line without being impatient or lazy • Be able to identify more strongly with the land as a result of trapping.
<p>Moose: Moose meat and moose hides are prized by the Dene. Students will assist in hunting and skinning a moose. In learning these skills, students are also carrying on the knowledge and wisdom of a particular teacher, and taking part in an important Dene tradition. Students must also become familiar with the spiritual relationship of the Dene to the moose, and learn how to respect the moose. Respect means preservation of the moose; lack of respect means its extinction.</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be familiar with elders' legends and stories about the moose. • Be familiar with local spiritual beliefs about the moose. <ul style="list-style-type: none"> ○ The moose is able to hear people talk about it. That is why a moose's ears are cut off and buried during butchering. ○ The bones of a moose must be disposed of properly (different customs for different regions) out of respect for the moose. Using the skull as a trophy by sport hunters is considered disrespectful to the moose. (Dogrib Dene believe that bones should not be thrown into a fire because the animals see themselves and how they are being handled. Once bones are thrown into the fire, the animal is considered dead. It is best to dispose of the bones in hidden places in the bush.) ○ Drinking the blood of a moose gives strength. ○ If the moose is not shared, the hunter will have bad luck.

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Animals

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<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Moose	<ul style="list-style-type: none"> ○ Women must not walk over the blood or meat of a moose because women have strong medicine when they are in menses. Their medicine conflicts with the medicine of the moose, and the moose may give bad luck to the hunter. It is out of respect for the hunter that women do not walk over hunted game ○ Know that certain people are forbidden to eat certain parts of the moose because of their medicine. Students should learn who and what parts. <p>The Land</p> <ul style="list-style-type: none"> ● Know the moose's habits (it is very intelligent), and use this knowledge in tracking, calling and hunting a moose. ● Know the stages of growth of a moose. A moose must be taken at the right age at the right time of year. (A prime male moose is very strong and fast in deep snow. In the open, its tracks are very far apart. Only the most determined hunter with large snowshoes will be successful.) ● Know that moose are very dangerous during the mating season. ● Know that there are specific Dene terms for various groupings of moose (e.g. cow with calf, cow with first year calf and second year calf, two cows together). ● Know the moose body parts and butchering techniques. Moose meat, because of the size of the animal, goes a long way. The meat also provides a welcome variety in the diet of the Dene ● Know how moose body parts are used for tools and food. ● Be familiar with the various ways of cooking the different parts of the moose. Know the edible and non-edible parts. Know the parts considered delicacies. ● Know how to prepare moose hide in comparison to caribou hide. Know that moose hide is important to the Dene for its strength and size. ● Know that the diet of the moose includes a wide variety of vegetation. This diet differs in summer and winter (e.g. in summer they eat a lot of plants not available in winter such as grasses and aquatic plants). They also eat certain kinds of willows, which gives their meat a different flavour than caribou meat. Also, it is not as filling. ● Be familiar with current hunting laws regarding moose in the region. ● Know that hunters should not be wasteful when hunting moose and should never kill more than they use. ● See the need for preserving the environment and the population of moose for future generations. <p>The People</p> <ul style="list-style-type: none"> ● Be familiar with the special ways and rituals that your community uses to celebrate the first moose killed by a young hunter. ● Share knowledge about moose with others. ● Be familiar with the special ways and rituals that your community uses to celebrate the first moose killed by a young hunter ● Share knowledge about moose with others. <p>The Self</p> <ul style="list-style-type: none"> ● Decide for themselves whether they feel they would like to become moose hunters. ● Challenge themselves to learn as much as possible about moose hunting. ● Challenge themselves to work with moose hide, even though it requires more effort and skill than caribou hide.

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<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p>Muskox: The Dene have depended on the muskox for food and clothing for thousands of years. Careful study by the students will encourage ways to preserve the traditional use of the muskox. The muskox is respected as having the special power of being able to understand Dene. People can talk to them.</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be familiar with the legends about muskox <ul style="list-style-type: none"> ○ The mystical ways of the muskox • Muskox can understand Dene. People can talk to them. • Be aware of the practise the spiritual customs for hunting muskox. • Be familiar with the history of the Dene with respect to muskox hunting and the hunting territory. • Know reasons why muskox hunting was banned early in this century. • Know the different names (female, male, yearling, etc) for muskoxen. • Be familiar with how muskoxen are hunted <ul style="list-style-type: none"> ○ How animals to be shot are identified. ○ When and where to hunt by knowing: ○ Its life cycle (when rutting season is) ○ Where it roams ○ Its behaviours (why they forma circle) ○ Its characteristics (the dangers) • Be familiar with how muskoxen are skinned, especially the female, how to fix the hide and what the skins are used for. (How it differs from other animals.) • Be familiar with how to preserve the meat. • Identify ways in which interest in muskox hunting and use can be rekindled. <p>The People</p> <ul style="list-style-type: none"> • Know that the Dene have depended on muskox for food and clothing for thousands of years. • Identify why it is important for the Dene to hunt and use muskox again. (Chipewyan) • Make associations between muskox behaviour and lessons for people. <ul style="list-style-type: none"> ○ Strength in numbers ○ Uniting in a protective circle <p>The Self</p> <ul style="list-style-type: none"> • Students will develop a curiosity about muskox and seek information or skills on their own. • Students will recognize how to challenge themselves in preparation for muskox hunting. <ul style="list-style-type: none"> ○ Prior preparation by researching information about muskox. ○ Determine to be patient and self-disciplined while on the hunt.
<p>Rabbit: Students will respect the rabbit as being a gift from the Creator. It was the rabbit that gave the gift of dance to the Dene. Students will appreciate the rabbit for being an important source of food when large game could not be found. Students will obtain the skills required to snare/prepare rabbit for its many uses. People who go on the land bring fixings for rabbit snaring as a matter of course (like bringing matches). This is survival that students can learn at an early age because of the safeness of equipment.</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Show respect to the rabbit <ul style="list-style-type: none"> ○ To the blood and carcass of rabbit. ○ Must not allow a rabbit to suffer. ○ Must never hit with a stick • Be familiar with local stories and beliefs about the rabbit. <ul style="list-style-type: none"> ○ Rabbits travel with wind, when a large wind comes, rabbits may disappear and rabbits can be snared if they are sung to.(Gwich'in) ○ If you can put your finger through the hole of the thigh bone of a rabbit, you wish will come true. (Gwich'in) ○ The rabbit's feet were rubbed and, as a result, they are smooth and pink today. (Gwich'in)

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<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Rabbits	<ul style="list-style-type: none"> • When the Creator provided the rabbit as a gift in times of food shortage, there was always a loud bang. (North Slavey) • The rabbit gave the Dene the gift of dance. (Gwich'in belief: the rabbit joined the spruce grouse to dance in unison because it was a good dancer.) <p>The Land</p> <ul style="list-style-type: none"> • Know that rabbits were a main source of food for the Dene when caribou were not available. • Know habits and habitat of the rabbit: trails, plant eater, not a swimmer, 7 year cycle, 2-4 litters a year, creatures of the dark, enjoy playing, use of special breeding grounds. In the darkest months, the rabbit lives alongside the willows rather than in the bush because it is cold, and because they use the moonlight to get around. • Know how to skin a rabbit. • Know how to prepare rabbit meat for food. Brains for baby food, bone grease made by chopping up leg bones and boiling. • Know how to use the skin and bones for thing (clothing, duffels, blankets, necklaces, and sinews for snares). • Know that a tribe of people was named Hareskin because of the clothing they wore. <p>The People</p> <ul style="list-style-type: none"> • Share rabbit meat with others. • Learn about rabbits and about snaring from resource people in the community • Learn respectful behaviour toward those who teach or share knowledge. <p>The Self</p> <ul style="list-style-type: none"> • Know that they can rely on themselves for survival in the bush. • Know that sharing brings respect from others and results in feelings of increased self-worth. • Know that the rabbit's character is worthy of copying. • Be willing to share rabbit stories and songs with others.
Raven: Raven stories can help students understand themselves and their behaviour better. Raven stories are also a good example of how things are perceived quite differently by the Dene and other cultures. Children are exposed to a lot of raven stories.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be familiar with legends about the raven. • Know that ravens, seagulls and flies are germ killers. • Know that ravens are believed to have special powers: bearing bad news when crowing at night, a source of healing, able to calm windy weather, bring good luck. • Know that the raven's character is a reflection of human beings: independent, generous, kind, helpful, vain, mischievous, conniving and manipulative. • Know that even in today's world the raven deserves respect, because it is our connection with the past and the Real People. It is the only person who still speaks the language of the time when the world was first created. It was the only animal which can change into human form. Because it still exists, we can say that all the other animal creatures are our brothers. <p>The Land</p> <ul style="list-style-type: none"> • Know that ravens provide a useful service by cleaning the remaining caribou blood after a hunt and disposing of the unwanted carcasses of animals. • Know that the presence of ravens signals that caribou are near. • Know that the ravens eat the eggs of other birds. • Know life cycle of the raven.

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<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Raven	<p>The People</p> <ul style="list-style-type: none"> • Know this lesson from the raven: it was once a powerful bird that lost its position in the world because it was arrogant. People are bound to make mistakes and be imperfect but we must understand our place and take our skills and gifts seriously. • Give recognition to the Dene story tellers in the community. • Recognize special talents that some students may have in telling a story. • Recognize the various ways that ravens play. <p>The Self</p> <ul style="list-style-type: none"> • Identify with the raven’s character and reflect on how this might change oneself or help one appreciate oneself or help one appreciate oneself more. • Acknowledge personal talent in storytelling and set goals in becoming better by spending time with story tellers and by telling stories to others.
Shrews and Mice: Students should understand that all living things, no matter what the size, have a purpose and special qualities. Individual worth, inner strength and determination do not depend on size and outward appearance. Always maintain respect for others regardless of how they look and are perceived.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Know the characteristics of shrews and mice as described in legends. <ul style="list-style-type: none"> ◦ The shrew is very powerful but assumed an insignificant body. Stands guard over the earth. Many times in history, shrews and mice, seemingly the most insignificants of creatures, helped the Dene when there was nobody else to help them. Many times the powerful must depend on the small and seemingly insignificant creatures for help. ◦ The shrew is referred to as the rescuer and the one with very quick hands. <p>The Land</p> <ul style="list-style-type: none"> • Recognize the differences between shrews and mice. • Know the eating habits of the shrew and how it stores food for winter. • Know where and how the shrew lives. • Know that bears feed on shrews. • Mice bones were used to create a “telephone” by the Dene long ago. <p>The People</p> <ul style="list-style-type: none"> • Know that the Dene accept and appreciate one another without considering bodily beauty or size. Instead, they look for special qualities or talents in people. • Recognize in themselves or in others the possibility that, though their physical size may not be great, their power could very well be.
Spider: To give students the perspective that even though the spider is a very small and seemingly insignificant creature, it has an important and even powerful place in the Dene universe. The spider is so highly honoured by the Dene that it is referred to as "ùehts'e" (grandfather) even today. A grandfather possesses all the qualities that one should strive to imitate in their own life.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Know that the spider’s contribution to the Dene is its net. As an animal it was a capable fisherman who cold net ducks and other waterfowl. The spider has power beyond the earth. The leader of the spiders set its net in the universe and can capture the rain and make it stop. The rainbow is created when it does this. During the last food, the spider set its net and stopped the rain to help the Dene survive. Because it is so highly respected the spider is called Grandfather. People with medicine for spider webs are very powerful. When found in the house, the spider will prolong the life of those in it. The spider is a future seeker and thus it is a gift to you. It is a good sign if it sits on your body. • Be willing to observe a spider and understand its habits. • Be able to describe the spider and its parts, its habits and habitats. Be able to describe the web and how it is made and the kinds of things that the spider eats.

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Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Spider	<p>The Land</p> <ul style="list-style-type: none"> • Know that the spiders in the north are not harmful they make their webs with secretions from their mouth. The webs are sticky and capture insects which land on them. The spider feeds on what it catches. Know the different kinds of spiders in the North. Know where they tend to be found. • Be Willing to observe a spider and understand its habits • Be able to describe the spider and its parts. Its habits and habitats. Be able to describe the web and how it is made and the kinds of things that the spider eats. <p>The People</p> <ul style="list-style-type: none"> • Know that elders have been given spider legends from generation before. • Be willing and able to listen to the stories told by elders about the spider and tell others the stories that are heard. • Be willing and able to approach and elder for stories about the spider. <p>The Self</p> <ul style="list-style-type: none"> • Feel small and insignificant in the face of the powers of even small insects such as the spider. • Reflect on how your behaviour with spiders has been and may change.
Muskrat: From a spiritual perspective, the students will learn to appreciate the value of the muskrat to the Dene as a person who reconstructed land and gave it back to the people. The muskrat is also a behavioural model for the students: he is persistent and determined. Students must understand and appreciate the role and place of the muskrat in the Dene world. Students must be given the knowledge and skills to be able to hunt the muskrat. Trapping muskrat is an important part of being a trapper. Learning to hunt muskrat is important because the meat is an important part of food and excellent in terms of nutritional value. Also, by learning how to work with muskrat hides, the students will have skills that can later be used in craftwork or in the fur business. Learning about the muskrat will also help the students to appreciate the muskrat's role in keeping the rivers and lakes flowing.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Muskrats and beavers are brothers. A wise beaver will send its brother, the muskrat, up to the surface to detect danger. They will often share a beaver lodge. • Know that each community has beliefs about the use of the parts of a muskrat. The students should learn those of their community. <ul style="list-style-type: none"> ○ Muskrat skins around the wrist of babies will help prevent colic. (Dogrib) ○ Muskrat feet on the wrist of a baby will ensure that it grows to be good with its hands. (Gwich'in) ○ Muskrat mouths wrapped around a rock will calm rough waters. (South Slavey) • Know that muskrat bones should be disposed of respectfully. <p>The Land</p> <ul style="list-style-type: none"> • Know characteristics of the muskrat. <ul style="list-style-type: none"> ○ The powerful teeth of the muskrat can cut through 20 cm of ice and are very difficult to pry open once they get hold of something. (If a muskrat bites you, throw a glove or hat at it to distract it.) ○ They eat various kinds of pond vegetation. ○ They live under the shoreline banks throughout the winter. • Know how muskrats help the land. <ul style="list-style-type: none"> ○ They keep the rivers and lakes flowing. • Know how muskrats differ by age and sex. • Know the seasonal habits of muskrat and how this affects hunting techniques. <ul style="list-style-type: none"> ○ In early spring, muskrat are trapped under the ice. In spring, their houses disintegrate and are rebuilt so they traps must be reset. ○ In late spring, muskrats are hunted by boat in open water. ○ In late spring, the hides usually have holes resulting from fights • Recognize landmarks that indicate good muskrat locations. • Recognize signs that indicate that muskrats are present. • Be able to set muskrat traps and call muskrats.

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Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Muskrat	<ul style="list-style-type: none"> • Know about traditional hunting and use of muskrat. <ul style="list-style-type: none"> ○ Snares, food, drymeat, blankets. ○ The wealthy used muskrat to line their hats and coats. ○ When the trapping economy began, muskrat were an important part of the Dene economy. Hides were used like money to trade for goods. • Be able to skin muskrats and clean their hides. • Be able to cook muskrat in different ways (delicious when smoked, then boiled). • Know that a muskrat tail is considered to be a delicacy or special treat. • Be able to sew clothing using muskrat hides. <p>The People</p> <ul style="list-style-type: none"> • Be willing to learn from the muskrat. To ensure survival the Dene must work as a team. • Know that, like the muskrat, the Dene are a strong-willed people. • Know that when the name “muskrat” is bestowed upon an individual in the Dene language, it is an honour. • Know that muskrat hunting requires determination, teamwork, and patience. <p>The Self</p> <ul style="list-style-type: none"> • Be willing to learn new skills and knowledge related to the muskrat • Reflect on one’s character and compare it with that of the muskrat.
Trapping: Trapping has always been a way of life for the Dene. Trapping can be a means of earning or supplementing an income in the North. There are Dene who have trapping skills and knowledge which can be passed on to students so that they too can take advantage of this kind of living if they wish to or have to in the future.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Know that local beliefs and customs regarding the trapping of certain animals and how to deal with the carcasses, skins, etc. <ul style="list-style-type: none"> ○ Certain animals must not be dispatched by clubbing on the head. Stretchers should not be stepped over. Carcasses must be hung in the bush. (Dehcho) • Know the kinds of animals that are trapped, know their habits and characteristics, and what their skins or fur are used for. (See section on various furbearers.) <ul style="list-style-type: none"> ○ Identify by the quality of the fur in what season it was harvested. ○ Identify the seasonal difference of fur. • Know what to pack to take on a trapping trip, and how to care for traps. • Be familiar with the land and how to find one’s way around it. • Know how to trap. • Know how to skin an animal and dry the skin with a stretcher. Know how to make the right kind of stretcher for different animals. • Know how to prepare furs for trade, who the buyers are, and what the value of the furs is. • Know how to tan and sew skins. • Know the kinds of laws (traditional and current) which regulate trapping (e.g. traditionally it was an extreme offence to take a pelt from another’s trapline). • Know the difference between modern traps and traditional capture methods such as snares and deadfalls. • Know that there are cycles in populations of fur bearing animals. They tend to become fewer in number and become plentiful again after several years. <p>The Land</p> <ul style="list-style-type: none"> • Understand ways in which trapping is important to the local economy. How many people trap? How much fur is sold, and how much is kept for personal use? • Be familiar with the position of the anti-fur trapping movement.

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Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Trapping	<ul style="list-style-type: none"> • Be familiar with how trapping began in the local area and in the North generally. Understand the kinds of changes that affected the Dene with the introduction of trapping. (Dehcho: In the beginning of the fur trade, there was no money. Fur was traded for food supplies or materials such as guns and tea). • Identify other people in the world for whom trapping is a lifestyle. <p>The People</p> <ul style="list-style-type: none"> • Know who in the community are considered trappers and learn from them. • Work with others on a trapline and take responsibility for some part of it • Recognize the hard work involved in trapping in the bush. People cannot be lazy or neglect their equipment • Know that trappers must respect the traditional trapping area of others and inform them if they want to use another's territory. • Recognize the other land survival skills required of a successful trapper (i.e. hunting skills, fishing skills, location of cabins in trapping areas, awareness of animal behaviour, knowledge of plants for medicine, weather forecasting). <p>The Self</p> <ul style="list-style-type: none"> • Be willing to listen, watch, follow instructions and learn from a trapper while on the line without being impatient or lazy. • Be able to identify more strongly with the land as a result of being on it to trap.
Wolverine: The Dene respect the wolverine as a small, fierce and strong animal. Students familiar with the wolverine, and with Dene ways of showing respect for it, will help to support its continued existence in the future and, if they wish, will have the opportunity of trapping it. The wolverine's fur was valued by the Dene traditionally for its use as trim and for its trading value.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be familiar with local legends about the wolverine. • Be aware of and practise the local customs for hunting wolverine: hang carcass on tree limbs or willows, properly dispose of blood, never laugh at the wolverine, or talk to it. • Know how Dene describe wolverine: smart, strong, likes to steal, fierce, persistent • Pay wolverine, which is also known as "The Stealer", to keep it away from caches. • Know that wolverine fur is never used for children's clothing. <p>The Land</p> <ul style="list-style-type: none"> • Know how to trap the wolverine: know when and where to trap the wolverine by knowing its life cycle and habitat; know what it eats; know the behaviour and characteristics of the wolverine - smart, strong (because it will defend itself and is very strong it can be dangerous to people), fierce, persistent; know that it will steal other game from traps; know the kinds of trap; that can be used. And the kinds of baits and scents. • Compare wolverine to other fur bearing animals. • Be familiar with the trade "value of wolverine furs and how to prepare skins for trade. • Be familiar "with traditional wolverine hunting techniques. <p>The People</p> <ul style="list-style-type: none"> • Know that people who can trap the wolverine are respected trappers because the wolverine is difficult to trap. <p>The Self</p> <ul style="list-style-type: none"> • Learn something about his or her own personality by learning about the wolverine's personality (i.e. the tenacity of the wolverine teaches us that, with perseverance and steady work, goals are accomplished). • Consider trapping as a possible career.

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Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p>Wolf: Though the wolf may appear to tolerate people, it is a powerful animal which can be very dangerous. The Dene must remind themselves that the wolf is not a friend, and maintain distance from it. Nonetheless, the wolf is a creature which must be respected.</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be familiar with legends about the wolf. • Be familiar with special beliefs or rules of conduct regarding the wolf. <ul style="list-style-type: none"> ○ The wolf can understand people. ○ Respect its blood. ○ Do not take what the wolf kills because it brings bad luck. ○ Some people may have a spiritual relationship with an individual wolf and, therefore, will not kill that wolf. <p>The Land</p> <ul style="list-style-type: none"> • Know the characteristics and behaviour of wolves. <ul style="list-style-type: none"> ○ Never leave their cubs behind. ○ Arrack in packs. ○ Have strong eyesight. ○ Signal to each other with their howling. ○ Can be found where there are lots of caribou (Gwich'in area has many wolves because it is on the migration route of caribou). ○ Where they live and how many cubs they have. ○ They teach their cubs how to survive in the wilderness • Know that the Dene value wolf fur for clothing. The long hair of the fur is good around the face as trim to break the wind. <ul style="list-style-type: none"> ○ Be familiar with cautions regarding wolves. ○ If they hang around camps, they can be very sneaky and dangerous. ○ Never take a wolf cub because the mother will follow no matter where you go. ○ Wolves are afraid of fire. A match can fool them. ○ Wolves are not necessarily afraid of people. That does not mean they are friendly. They are not trustworthy. It is important to always maintain distance because they are dangerous. ○ Be able to tell the difference between a wolf and a dog. ○ Be familiar with the place of the wolf in the fur trade, past and present. ○ Bounties ○ Prices of fur ○ Be familiar with hunting and trapping of wolves. ○ Tracking ○ Skinning ○ Making stretchers <p>The People</p> <ul style="list-style-type: none"> • The wolf is likened to some people. They appear friendly but cannot be trusted. A relationship of distance is maintained out of necessity because it is understood that not all people can be friends. <p>The Self</p> <ul style="list-style-type: none"> • Know that it is alright to be different and still be a part of the community like the wolf. • Students will develop a curiosity about the wolf and seek information or skills on their own.

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People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p>Family: Traditionally, the extended family was the basic unit of survival in Dene culture. The extended family is still important to the Dene today. Students will develop a clearer understanding of the role the family plays in shaping the identity of individuals. This will also help them understand their own role as family members. Knowing bloodlines is important because it enables people to avoid marrying close relations</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Understand that each of us belongs to our own family as well as to bigger families made by the Creator: community, tribe, Dene Nation, world. • Understand that members of families have special talents that are given them from the Creator. • Know that spiritual knowledge is passed on through special families. • Understand that reincarnation of deceased family members can occur. <p>The Land</p> <ul style="list-style-type: none"> • Know that the Dene were able to survive on the land by working together as a family. Family members helped each other • Know that the family members trusted each other and put the family needs ahead of their own needs. • Know that family members helped each other. <p>The People</p> <ul style="list-style-type: none"> • Know members of one's nuclear and extended family. • Identify proudly with one's family. • Know that family members should work together to make the work easier. • Know that family members must share and support one another: that in order to receive, one must give • Teach things to younger members of the family. • Learn things from other members of the family <p>The Self</p> <ul style="list-style-type: none"> • Know that the family is also part of a larger community. A community is made up of family groups which work together and enjoy one another • Know how to deal with children who have lost their families. • Know how people in the past survived by working together and trusting one another as a family unit. • Accept traditional names with pride • Understand that historic events impacted significantly on the lives of the Dene (i.e. flu epidemic, TB epidemic).
<p>Grandparents: Students should know about the traditional role of grandparents in Dene cultures, and how important they are for transmitting the knowledge, skills and attitudes of our ancestors. Our importance comes from the grandparents and because of them our minds become stronger and stronger. Students should learn correct behaviour with grandparents and know the importance of having a good relationship with them.</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Respect grandparents as transmitters of knowledge from great grandparents and ancestors. Their words are strong because they come to us from very long ago. • Know that grandparents teach good living habits. • Know the spiritual value of preserving the cultural activities of their ancestors as learned from their grandparents: <ul style="list-style-type: none"> ○ Identity ○ Spiritual strength given by the land ○ Replacing fear of or indifference to the land ○ Spiritual powers through knowledge of ancestors <p>The Land</p> <ul style="list-style-type: none"> • Realize and appreciate how much grandparents know the language of the land. • Realize and appreciate how much grandparents know about the history of the land.

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People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Grandparents	<p>The People</p> <ul style="list-style-type: none"> • Know how Dene views grandparents. <ul style="list-style-type: none"> ○ Known as <i>æehtsée</i> (The “nicest” old man) • Be familiar with and appreciate the ways of oral tradition as practised by grandparents. <ul style="list-style-type: none"> ○ Good storytellers ○ Take their time in telling a whole complete story <p>The Self</p> <ul style="list-style-type: none"> • Be willing to behave properly in the presence of grandparents. • Be willing to be with and care for grandparents. <ul style="list-style-type: none"> ○ Cook and clean for them and help in any way. ○ Enjoy their company. • Recognize the value of the advice of grandparents on matters which concern the student.
Parents: Parenting is an important part of a Dene child's development. From the Dene parents come the values, teaching and perspective of a Dene society. Students will learn about the traditional Dene way of parenting, and also begin to explore new ways of parenting based on today's needs. Before students can choose the way they will be parents, they have to know the way it used to be.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Respect and honour their parents • Learn ancestral values, teachings and perspective of Dene society from parents. Learn these through stories and legends. • Learn prayers from parents. <p>The Land</p> <ul style="list-style-type: none"> • Know that the traditional role of parents was to teach survival on the land. • Know what traditional discipline consisted of. <ul style="list-style-type: none"> ○ What parents expected of their children. ○ What children expected of their parents. • Know consequences of obedience and disobedience. <ul style="list-style-type: none"> ○ Survival in the world ○ Avoid trouble ○ Happy life <p>The People</p> <ul style="list-style-type: none"> • Parents were not always available because they were very busy getting food. • Children learned from others in the camp who had special skills. • Know that traditionally, the father was in charge of the training of sons. The mother would not get involved when the father disciplined his son. • Understand that speaking in the Dene language enables better communication with parents and grandparents • After parents have raised their children, there is an expectation that children will care for their parents. • Know that families in storybooks are not necessarily what Dene families are like, and that the ways of Dene families are not wrong. <p>The Self</p> <ul style="list-style-type: none"> • Show respect by helping parents and grandparents in various ways, listening to their advice and hearing their stories, learning their language. • Show respect for other parents and elders.

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People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Parents	<ul style="list-style-type: none"> • Accept parental discipline more readily. • Make an attempt to speak in the Dene language to facilitate communication between self and parents or grandparents.
<p>The Child: It is hoped that through the development of this curriculum the children will realize how valuable they are to the Dene culture, elders and people. Students should learn how children were viewed and brought up traditionally. They should evaluate child-rearing methods in the past, and compare them with present methods. They will understand the importance of sharing, being self-disciplined, and learning from their elders.</p>	<p>Spiritual World</p> <ul style="list-style-type: none"> • Know that the Dene believe that children are a direct link to the Creator. • Know that children are born complete and perfect. • Know that elders refer to children as extensions of their walking sticks. • Know that it is the job of each child to become what he or she was meant to be upon birth. Each child is born with a definite personality and talents. • Know that grandparents traditionally named a child and gave it a song based on what they perceived the child's personality to be. <ul style="list-style-type: none"> ○ Be familiar with local beliefs about babies and children. ○ Children should not be kissed on the palm of their hand or they become lazy. ○ Caps left on children slow down their development. ○ Children do not have a clear perception of danger. • If a child has growing pains during periods of rapid growth, coal marks are put on the bottom of its feet and they are placed next to a fire to remove pain <ul style="list-style-type: none"> ○ Children should not be kissed on the soles of their feet as it affects the feelings in their bones. • Know that a willow placed in a sled/boat on a child's first ride, ensures that they sleep or remain calm on the journey. <p>The Land</p> <ul style="list-style-type: none"> • Know that traditionally, babies were kept in bags which restricted movement to prevent overactive children. Toddlers' snowsuits were made with the wrists and ankles sewn shut to restrict movement. • Know that traditionally, moss was gathered by men and women in the fall, enough to last the winter. This was used for diapers. • Know the levels of skill and kinds of work traditionally done by children of their age. • Know that traditionally discipline was important. Children were not spoiled for fear they would become disobedient. • Know that young people were traditionally given rigid and stringent training. <ul style="list-style-type: none"> ○ Young people were pushed to their limit to achieve their best. ○ Young men lived about 1 km from camp until they were married. They spent their leisure hours engaged in traditional games of strength or skill such as running at -50 C without footwear. • Know that they should help their parents with routine household duties. <p>The People</p> <ul style="list-style-type: none"> • Know that children were taught skills as soon as they could talk. • Know that young children were traditionally brought up by their grandparents because the parents were kept very busy with the daily chores of survival. <ul style="list-style-type: none"> ○ Grandparents taught daily camp skills to children (gathering wood, spruce boughs, getting water, cleaning fish, snaring rabbits).

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People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) The Child	<ul style="list-style-type: none"> ○ Boys slept with grandfathers, girls with grandmothers to encourage visions. ○ Grandparents tended to be patient because they had more time. They taught children to be patient and to finish a task. ○ Grandparents encouraged children to learn skills but also to use their minds in whatever they were doing. ● Begin to interact more frequently with elders or grandparents. Behave in an appropriate way in the company of elders. ● Be aware that what is considered appropriate behaviour for children in other cultures is not necessarily applicable to the Dene (Focusing attention on oneself by raising one’s hand in school). ● Understand their roles in the family and participate in house hold or camp chores. ● Know that they should spend time with parents to hear stories or learn language. ● Know that they should show affection and respect to parents ● Listen to the advice given by parents without talking back. ● Be familiar with missionary schooling and the hardship experienced by children: being separated from their families, not allowed to speak their native language, etc. ● Be familiar with how orphaned children were handled. <p>The Self</p> <ul style="list-style-type: none"> ● Become aware how much children are valued by their parents and other adults. ● Be familiar with various circumstances where personal needs must come second to group needs. ● Know the kinds of skills or talents that are helpful to the family or community, and try to develop those skills for the sake of the group, not just for personal profit. ● Understand and be willing to accept personal responsibility in learning Dene ways from elders.
Tribes: The Dene tribes together have used one land since time immemorial. They and the Inuit are the indigenous peoples of the Northwest Territories. The Dene tribes, though different in many ways, have had very similar lifestyles and all consider themselves a part of the Dene Nation. Students should understand the long history of their people as told by their elders.	<p>Spiritual World</p> <ul style="list-style-type: none"> ● Be familiar with stories about how the tribes began. ● Know how to pay respect when entering the land of another tribe. ● Be familiar with and appreciate the craft forms and design concepts of other tribes. <p>The People</p> <ul style="list-style-type: none"> ● Know that today, because of intermarriage; tribes are no longer as distinct as they once were. ● Know that children from different tribes are brought up believing and learning in slightly different ways, but that all ways are good. ● Know that when tribes come together they celebrate their reunion. ● Be involved in projects which bring people of different tribes together. <p>The Self</p> <ul style="list-style-type: none"> ● Identify someone from another tribe that students can befriend and from whom they can learn something about the other tribe.

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Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p>Birth and Death: Understanding that the Dene believes that life in its beginning has integrity. Students will understand the Dene way of understanding life, birth and death.</p>	<p>Spiritual World</p> <ul style="list-style-type: none"> • Understand that the Dene believe that life is a gift from the Creator; therefore, pregnant women are given special respect, and every precaution is taken when a woman is expecting a baby. Birth is a joyous occasion. (See the theme “Children” for more on babies) • Be familiar with customs for those that have died. <ul style="list-style-type: none"> ○ Body prepared in fetal position ○ Fire ○ Feast ○ Mass at graveyard ○ Clean and repair grave site annually ○ Cut hair to mourn ○ When people die, the person is mourned by others. Traditionally people screamed and then did not sleep for 3 days and a very large fire was made. It was not uncommon for people to mourn for 2-3 years. • Be familiar with the custom of burning discarded hair and nails because of the belief that before one journeys to Creator one must collect all belongings on earth. • Be familiar with local beliefs about babies. <ul style="list-style-type: none"> ○ Child’s hair and nails are not cut. ○ Child’s cradle is its nourishment. <p>The Land</p> <ul style="list-style-type: none"> • Be familiar with traditional ways of birthing and taking care of babies. <ul style="list-style-type: none"> ○ Preparation for birth: warm rocks, moss, cloth, warm sand after delivery. ○ Rattles and toys ○ Moss diapers ○ Baby bags and swings ○ Baby straps ○ Baby food and soothers: masticated rabbit brains were used as baby food. It was believed that it was food which would stay in the stomach longer and prevent starvation during lean times. Babies were also given broth rather than cold water. ○ Baby clothing using baby caribou skin, not smoked skins. <p>The People</p> <ul style="list-style-type: none"> • Help women who are pregnant. • Be able to sing songs or lullabies meant for babies • Be familiar with how local people deal with birth and death. • Know that the Dene traditionally did not bury their dead but placed them on platforms. • Be familiar with the practice that people always address the deceased before burial and on different occasions following. • Be of assistance to families who have had someone die. Know that the Dene help families of those who have died not only because they care, but also because they see the need for life to continue.

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People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Birth and Death	<ul style="list-style-type: none"> • Understand that walking is discouraged the evening following a death, because it might lead you to cross paths with the deceased spirit which is retracing its steps. • When helping prepare a body, like washing the body, you must not sleep for a night following that event. <p>The Self</p> <ul style="list-style-type: none"> • Express personal feelings about birth or death as students have experienced them in their families. • Seek personal opportunities to help new mothers or people who have had death in their families. • Understand that if you led a good life, you will have no fear of dying
Men and Women: Students should understand that men and women rely on each other and share work equally. Students will recognize that Dene can still follow traditional ways and that this is essential to survive in today's world. Students should understand and respect the modern and traditional roles of men and women, and realize that they themselves will need these skills in order to teach future generations.	<p>Spiritual World</p> <ul style="list-style-type: none"> • Be aware that men and women play special roles in spiritual ceremonies (e.g. drumming and burial ceremonies). • Know that the Creator placed men and women on earth to prolong human life. • Know that traditional roles of men and women and how people relied on each other's skills to survive on the land. • Know that men and women must restore the land to its original state once used by them. • Know that it is believed by the Dene that men who make a kill on hunting trips return to their animal state and must cleanse themselves upon their return. • Know that it is expected that men and women should be able to perform basic household maintenance functions e.g. women should be able to get wood and check the nets; men should be able to sew and cook. <p>The Land</p> <ul style="list-style-type: none"> • Understand the ways in which the traditional family and groups worked together, and relied on one another. <p>The Self</p> <ul style="list-style-type: none"> • Be willing to help with household or camp activities by being thoughtful and attentive. • Be willing to experience and maintain traditional activities and roles by: <ul style="list-style-type: none"> ○ Participating in new experiences with others or on their own. ○ Trying their best and asking for help if needed. • Commit themselves to becoming increasingly self-reliant and self-confident by learning traditional skills.
Friends: Students must learn to respect the value of friendship, and the Dene perspective of friendship. Friends can mean many different things: nature is a friend (wood, food, weather, ants, etc.). To succeed in life and to maintain a livelihood, it is important to have friends and to be a friend.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Know that, among the Dene, friendship is very serious relationship. Friends call each other séhâée: one who is one with me. • Know that the Dene value friendship and encourage friendship. • Know that in order to succeed in life, you must be a friend. • Friends can be of any age. <p>The Land</p> <ul style="list-style-type: none"> • Survival on the land has often meant being able to trust and rely on a friend

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People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(continued) Friends	<ul style="list-style-type: none"> • To ensure the survival of the Dene, the land has been a friend. To ensure the survival of the Dene, the animals have been friends. The People • Know why friends are important: <ul style="list-style-type: none"> ○ Friends can help you survive physically and emotionally. • Know what being a friend means according to Dene custom: <ul style="list-style-type: none"> ○ Friendship involves love, kindness, trust, and respect. ○ Friends teach one another, practise things together, help one another. ○ Friends share thoughts, ideas, and things. ○ Friends please one another, respect one another’s expectations. ○ Friends do big favours. ○ Friends help each other go through rough times. ○ Money is not important between friends. ○ Friends agree on things. They have few conflicting interests. ○ Friends support each other in times of sorrow. E.g. death in the family ○ Friends have patience with each other. ○ Recognize a friend’s kills and talents. Do not be jealous. ○ You are intuitive about our friend’s feelings. • Work to gain friends by being nice, kind, friendly. • Know the difference between a real friend and someone who is not. <ul style="list-style-type: none"> ○ Peer pressure to do wrong things. ○ Knowing how to say no. ○ Work to achieve the special bond between friends. ○ Friends do not betray friends. • Work to build good friendships. • Recognize self as best friend. <ul style="list-style-type: none"> ○ Be comfortable with self ○ Be able to enjoy time spent alone. ○ Identify qualities in self that could make friends
<p>Elders: The primary objective is to enable students to appreciate the older members of the community as well as the elders. To become an elder in the Dene community, one must earn the right. The elders are those who possess Dene knowledge. They are the primary source of all knowledge which has been accumulated by the Dene, generation after generation. Because of their life experience, they have the wisdom to advise new generations as to how to deal with life and its problems. It is hoped that students will become aware of their role or responsibility in ensuring the succession of knowledge and therefore the culture. Whatever is not obtained from our elders is gone forever...</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be familiar with beliefs about elders such as: <ul style="list-style-type: none"> ○ Caring for an elder will bring happiness. ○ Be familiar with the belief that to acquire the knowledge and words of an elder will prolong one’s life. ○ Elders have within them the power to direct decisions and events. The Land • Know that elders are a rich source of information about the land. • Know that elders usually have their own area of expertise, that is, their own unique and special talents and knowledge about the land. The People • Know that some older people are given special recognition for their knowledge, wisdom and contribution to the Dene in the past. These people are the recognized elders. Know how to behave with these elders. • Be able to sit comfortably with an elder, and listen attentively for longer and longer periods. • Be able to receive an elder.

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People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p>(Continued) Elders...This is the only way to ensure that the culture continues to exist and the connection with the past can be maintained</p>	<ul style="list-style-type: none"> • Be familiar with different terminology for “forefathers”, “old people”, “elders” and “grandparents” (if appropriate to local dialect). • Know that traditional knowledge has always been passed down from generation to generation of Dene, orally rather than through the use of books. • Elders use their skills and knowledge to: <ul style="list-style-type: none"> ○ Give names ○ Teach • Be familiar with stories of famous elders of the past. • Know cultural rules (for your own community) for showing respect to elders, and behaviour around elders. <p>The Self</p> <ul style="list-style-type: none"> • Become familiar with particular elders, and feel comfortable in their presence, and enjoy their time together. • Be willing to attend to the needs of elders both in and out of school • Use the knowledge and information received from elders to help students in their personal lives. • Express negative or confused feelings that students may have about particular older members of the community.
<p>Leaders: Students will learn about traditional leadership and apply it to their own lives in order to prepare them to provide Dene-style leadership in the future. Traditional leadership models were very effective in getting people to work together to survive and this is required for the future. Also, the students will learn about past and present Dene leaders. This will provide the students with good role models and also give them a new sense of pride in their people and students with good role models and also give them a new sense of pride in their people and in their history.</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Know that traditionally leaders were greatly influenced by medicine men. • Know that leaders were role models. • Know that leaders need to have a very strong mind, and must withstand the demands of others. • Dene leader is not a 9-5 job. It is a 24 hour job. • As a leader your life is not your own. <p>The People</p> <ul style="list-style-type: none"> • Be able to identify characteristics of those who were leaders traditionally. <ul style="list-style-type: none"> ○ Were very capable in some area or skill ○ Listened to people and heard about their needs ○ Got consensus from people through negotiation ○ Made decisions which were fair ○ Took on additional responsibilities ○ Got advice from elders ○ Were humble and mannerly ○ Were good speakers, communicators or teachers ○ Were rational and even-tempered ○ Used foresight and good planning, were organized in their works, and were good at organizing others • Be familiar with community leadership <ul style="list-style-type: none"> ○ Identify community leaders ○ Identify the kinds of work that community leaders are responsible for ○ Recognize and support community leaders • Be familiar with recognized tribal or northern leaders, their accomplishments and their characteristics. • Know that though men were usually the leaders, the women would take over in their absence, and some became great leaders.

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People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Leaders	<ul style="list-style-type: none"> • Know how traditional leaders or chiefs were chosen and how they lost their position. • Know that leaders were the ones whom others tended to follow. If people did not agree with the leadership they would not stay with them. • Know that leaders did not have to boast about themselves. People knew their record. <p>Identify ways in which traditional leaders were different from the leaders chosen today.</p>
<p>Clothing: Traditionally, Dene clothing was made only of materials from nature. The clothing was designed to enable survival in the most severe winters or the warmest summers. It is important that this knowledge and skill not be lost. People are beginning to discover that the materials and design of traditional clothing are better for colder temperatures than clothing imported from the south. If students can be given this knowledge and the skills to sew the basic items of clothing in the traditional styles with traditional materials, they will come to appreciate the beautiful and creative skills of their culture and their people. In the process of gaining these skills, the students will acquire patience and self-esteem. The skills can be the basis for future economic development projects for communities.</p>	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Know that certain materials were used for ceremonial dress (e.g. eagle feathers). • Know that certain materials were used to promote certain characteristics in people. (Dehcho: if a narrow strip of beaver fur was placed around a child's wrist, the child would be a good sewer or wood worker.) • Know that men's clothing was protected from breast milk or children's urine so that the medicine of the men would be not be affected. (Délíné) <p>The Land</p> <ul style="list-style-type: none"> • Know the names for different kinds of clothing (parkas, jackets, coats, dress, pants, leggings, footwear). • Boys should be able to demonstrate basic sewing skills such as sewing on buttons and straight stitching for repair work. • Know the materials used for traditional clothing and why. <ul style="list-style-type: none"> ○ Mainly moose and caribou but also rabbit, wolverine, muskrat, beaver ○ Light caribou hides for pants and hats ○ Light caribou skins and furs for shirts and mitts ○ Caribou for tipis and boats ○ Young caribou for children's clothing • Know characteristics of different hides, their uses, and what parts of hides to use for what. • Be familiar with local decorative design concepts if any. Be able to interpret designs. Be familiar with local and natural materials used in decoration. • Be familiar with regional variations in clothing design. • Be familiar with tricks used by traditional Dene, such as putting ptarmigan feathers in mitts or footwear to prevent freezing. The feathers of ptarmigan, which are cold-weather birds, provide good insulation. • Be able to care for and clean clothing. <p>The People</p> <ul style="list-style-type: none"> • Know that women were given much respect based on their ability to sew. A woman's ability to sew was essential for her survival as well as for the survival of her tribe. Women were able to find husbands according to how well they sewed. Tribes made alliances based on some of these marriages. • Identify and acknowledge people in the community who are respected for their sewing skills. <p>The Self</p> <ul style="list-style-type: none"> • Take pride in traditional clothing and be willing to take good care of it. • Be willing to care for their own clothes, hanging them up, cleaning properly, repairing. • Be willing to begin and finish a sewing project.

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People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(continued) Clothing	<ul style="list-style-type: none"> • Evaluate their own' work and set goals for learning new skills • Take pride in their own work and in the work of other Dene • Learn from others.
The Arrival of the Non-Dene: Before spending time with this theme, the students should know that the Dene were the original occupants of this land, and had learned to live and survive as a people for thousands of years prior to the coming of the Non-Dene. The study of the changes which occurred in the Dene culture as a result of the coming of the Non-Dene will enable students to better understand and control change in the future.	<p>The Land</p> <ul style="list-style-type: none"> • Know that the Dene were the original occupants of the land and had learned to survive on the land for thousands of years. <p>The People</p> <ul style="list-style-type: none"> • Be familiar with stories about first encounters with the Non-Dene.
Traditional Games: It was important traditionally for the Dene to be mentally and physically fit to survive on the land. Traditional games were played to test their physical strength, mental capabilities, and to build character. It is to expose students to the games from the traditional Dene culture, and to have students value the games for what they provided: fun, entertainment, enjoyment and friendship. The competition is with oneself. It is hoped that the games will be revived.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Understand spiritual meaning of certain games and play them. • Know that spirituality is present when there is balance in the mental and physical well being of a person. • Be familiar with how equipment for games is made using only things from the land. • Be familiar with the laws associated with the equipment used in the games, ego handgames sticks never used twice. • Be familiar with the land areas where traditionally games were played. • Be familiar with the appropriate land sites to play these games. • Be familiar with the seasons in which these games are played. <p>The People</p> <ul style="list-style-type: none"> • Play and enjoy the games. • Exercise safety in playing the games. • Enjoy watching <p>The Self</p> <ul style="list-style-type: none"> • Be willing to play the games both at school and outside of school and encourage others to play. • Be aware of own physical abilities and accept them. • Recognize superior abilities of others. Accept gracefully. • Challenge oneself to greater degrees of physical, mental, emotional, and social development while playing games.
Play Learning Aids: Play is a crucial developmental part of the Dene child's development, and is essential to the acquisition of language. Through play, children find friendship, learn leadership skills, and develop mentally, physically, creatively and spiritually. Play is considered an important process for a child in need of healing. Learning how to make traditional toys is one way to learn about the past, and to gain knowledge and skills which can be passed to the next generation...	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Know the kinds of learning aids that were made by the Dene traditionally. • Know that many of the learning aids that were made by the Dene for their children were smaller replicas of the real thing. They were imitations of true life experiences. Many of the learning aids were a form of training for skills and building strength required later in life. • Know that the Dene learning aids require skill and care in their use. Children must not be irresponsible in handling or using the toys because they have been made with much care, attention and time by Dene who still have the knowledge. <p>The People</p> <ul style="list-style-type: none"> • Know that traditional learning aids were all related to life activities.

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People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) Play Learning Aids ...Students will learn that traditional learning aids were often models of the real thing, such as smaller versions of bows and arrows and other tools, and they will need to learn to exercise safe handling of these types of toys.	<ul style="list-style-type: none"> • Know that the Dene children observed adults with real objects, and then tried using them themselves. • Be willing to learn by observation. • Be willing to share the learning aids and care for the learning aids. • Be willing to help each other in making learning aids. • In competitions, be graceful in loss. <p>The Self</p> <ul style="list-style-type: none"> • Become aware of the fact that, long ago, there were children just as there are today, and that they liked to play as much as children do today. • Appreciate the sophistication and skill of Dene youngsters long ago in being able to handle some of the learning aids. • Appreciate and be proud of the Dene learning aids.
Eating and Food: Students will understand that the land has provided the Dene with everything they needed to survive for thousands of years. All kinds of animals, plants and fish were available. The Dene have developed their own system of food gathering, preparation and preservation. Food is a source of wealth for the Dene. It must be shared to be replenished. One must never deny another food.	<p>The Spiritual World</p> <ul style="list-style-type: none"> • Be able to give thanks for food by feeding the fire. • Know the types of land foods available in the area. <p>The Land</p> <ul style="list-style-type: none"> • Be familiar with the taste of different • Dene foods <ul style="list-style-type: none"> ○ Drymeat and fish ○ Smoked meat or fish ○ Fish eggs • Know how to prepare Dene foods. <ul style="list-style-type: none"> ○ Cutting meat or fish for drying and smoking. ○ Identify what type of wood is used to smoke meat and fish. ○ Techniques of making fat - pounding, boiling.

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GO #1 Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Seek others' viewpoints to reflect on personal understanding 1.1.1	<ul style="list-style-type: none"> • Reflects upon conclusions and opinions • Seeks others' points of view through oral, print, and other media texts • Begins to extend questions and answers to clarify others' ideas, information, and experiences • Begins to express personal interpretation based on new understandings
Explain preferences for particular forms and genres of oral, print, and other media texts 1.1.2	<ul style="list-style-type: none"> • Begins to choose appropriate texts independently and/or following peer recommendations • Discusses preferences for particular author, genre, medium, and/or form
Set personal goals to enhance language learning and use 1.1.3	<ul style="list-style-type: none"> • Uses strengths and challenges to set goals to improve reading, writing, viewing, representing, listening and/or speaking behaviours and strategies) • Begins to set the criteria to assess the goals set for reading, listening and/or viewing (behaviour, skills, and strategies) • Begins to set the criteria to assess the goals set for writing, speaking and/or representing (behaviour, skills, and strategies)
Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts 1.2.1	<ul style="list-style-type: none"> • Reaches tentative conclusions based on the connections between prior and new experiences, observations, information, ideas and/or knowledge • Begins to explain conclusions (based on the connections between prior and new experiences, observations, information, ideas and/or knowledge) • Formulates new questions and begins to extend questions and answers to clarify and connect others' ideas, information, and experiences
Explain the importance of linking personal perceptions 1.2.2	<ul style="list-style-type: none"> • Adjusts personal opinion based on personal observations, descriptions, and interpretations • Adjusts and explains personal understandings of concepts by integrating others' opinions and ideas • Begins to use evidence to support revisions of previous understandings (through the exploration of other opinions, experiences, ideas)
GO #2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.	
Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding 2.1.1	<ul style="list-style-type: none"> • Integrates and describes new ideas and information into personal understanding • Represents the connections that evolve from conversations and the exploration of texts • Seeks to understand, through discussion, the connections others have identified
Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding 2.1.2 <i>*using texts with an appropriate complexity of content and sophistication</i>	<ul style="list-style-type: none"> • Reflects upon own reading behaviours • Uses the key thinking and/or comprehension strategies to construct and confirm understanding • Understands what is read • Revises understanding of text, based on new information • Sets a purpose for listening, viewing, or reading to anticipate meaning

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GO #2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Use textual cues to construct and confirm meaning 2.1.3	<ul style="list-style-type: none"> • Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from narrative text (lightening: time, mood, feelings) (add: lightening, time, mood, feelings) • Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from expository text (glossaries, bullets) (add: glossaries, bullets) • Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from poetic text (syllabication) (add: syllabication)
Use vocabulary, language structure and context to construct meaning of a text 2.1.4 <i>*using texts with an appropriate complexity of content and sophistication of style</i>	<ul style="list-style-type: none"> • Reads for meaning; monitors, and self corrects • Reads new texts (grade suitable) with fluency (accuracy, expression, automaticity) • Applies phonetic rules, strategies, and generalizations to decode unfamiliar words in context • Selects and uses a variety of strategies to construct and confirm meanings of both known and unfamiliar words • Identifies and describes text structures, punctuation, and word order used in texts • Infers author’s/creator’s purpose, audience and choice of structure or form, in support of personal interpretations of text
Explore a variety of oral, print, and other media texts 2.2.1	<ul style="list-style-type: none"> • Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures • Sets a purpose for reading • Explores a variety of narrative texts (Required in GR5: story books [high proportion of text and increasingly sophisticated themes]; plays [scripts]; traditional tales; graphic novels; novels: chapters are relatively short [10pages], with few or no illustrations, featuring action but less dialogue and increasing description, varied sentence lengths, often written in the first person; each chapter usually presents a and solves a problems; range 100-150 pages; narratives where; the main and minor characters are predictable, often stereotypical, but some complexity in characters is evident, main character is clearly identifiable, relationships between characters are increasingly more important; narratives where setting is obvious and singular [in novels two or more settings are possible], some foreshadowing or flashbacks; narratives where plot includes clear sequence, action, problem is solved and there may be a simple twists at the end, clear cause-effect pattern; narratives where ideas, content, vocabulary, and theme are grade appropriate) • Explores a variety of expository texts (Required in GR5: biographies, study notes, documentaries, text books, instructions, book reviews, observations, histories, prologues, news and weather reports, letters [to officials or editors], autobiographies, speeches, varied forms of data collections, thesauri, brochures, newspapers, pamphlets, science experiments) • Explores a variety of poetic text (Required in GR5: poems with: lots of repetition[refrain, lines, phrases], some rhythm, description [grade appropriate vocabulary / qualifiers], some simple figurative language [alliteration, simile and/or comparison, personification, metaphor], free verse)
Respond to texts creatively and critically 2.2.2 <i>*the distinction between grade levels is the depth of the response – see curriculum document for examples</i>	<ul style="list-style-type: none"> • Responds creatively and critically to shared listening, reading, viewing experiences to construct meaning

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GO #2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Develop personal perspective of cultural representations in texts (oral, print, and other media) 2.2.3	<ul style="list-style-type: none"> • Describes how groups of people are portrayed in texts • Compares and contrasts self/own culture to various characters, communities and / or cultures portrayed in texts • Reflects upon personal perspective of cultural representations • Begins to identify bias & stereotype in text and real life *be aware of sensitivity to other
Talk about the relationship between genre / form and audience / purpose 2.3.1	<ul style="list-style-type: none"> • Talks about the relationship between genre/form and audience/purpose • Discusses literature in reference to sub-genres • Begins to discuss the strengths and limits of various forms and genres
Listen, read, and view texts to understand how the techniques and elements interact to create effects 2.3.2	<ul style="list-style-type: none"> • Talks about and identifies the elements of narrative texts to explore their connections (background information-problem-rising action-climax-falling action-resolution) • Talks about/identifies elements of expository texts that guide inquiry (add: perspectives) • Talks about/identifies elements of poetic texts to explore efficacy (add: exaggeration/hyperbole) • Talks about and identifies techniques used to support texts (narrative, expository, poetic) (add: action [fast or slow], expression, humour, tone/mood, point of view, flashback, foreshadowing)
Talk about the author's use of voice , vocabulary, elements or techniques in a variety of oral, print, and other media texts 2.3.3	<ul style="list-style-type: none"> • Extends vocabulary while speaking, reading, and writing • Explains how an author uses words, techniques, or elements to create sounds or images (exploring descriptive and figurative language) • Describes how humour is created using language and visual imagery (humour – physical, situational, visual) • Talks about how author expresses voice, with guidance

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GO#3 Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry 3.1.1	<ul style="list-style-type: none"> • Categorizes personal knowledge of a topic of inquiry or research to determine information needs • Identifies missing categories and information gaps in personal knowledge of a topic of inquiry or research • Continues to use self-questioning to focus information needs for a topic of inquiry or research • Begins to summarize prior knowledge, personal information, and ideas of a topic, of inquiry or research, into categories
Formulate general and specific questions to identify information needs in own and group inquiry 3.1.2	<ul style="list-style-type: none"> • Formulates questions for predetermined categories • Begins to use a variety of broad inquiry-based questions (open-ended, divergent) to direct an inquiry
Gather and record ideas and information using a plan for own and group inquiry 3.1.3	<ul style="list-style-type: none"> • Identifies a purpose and audience for an inquiry • Suggests strategies for accessing and gathering information and ideas • Selects an appropriate strategy for accessing and gathering information • Suggests ways to record information • Records information using the selected method • Uses appropriate forms of expression to connect purpose and audience • Reflects on choice of strategies and method to access & record info • Begins to create a plan and timeline for an inquiry
Use relevant information from a variety of sources to answer inquiry or research questions 3.2.1	<ul style="list-style-type: none"> • Begins to use a combination of primary (experiential and/or firsthand account) & secondary (text based and/or second-hand account) sources of relevant information to answer inquiry or research questions
Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria 3.2.2	<ul style="list-style-type: none"> • Sets criteria (collaboratively or independently) to evaluate sources • Evaluates the usefulness of source / information using the pre-established criteria • Begins to match source (s) to inquiry or research purpose • Begins to match source (s) to inquiry or research focus
Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas 3.2.3	<ul style="list-style-type: none"> • Expands repertoire of visual cues to guide the search for information (add: pull down menus, hypertext links, scene changes, graphics) • Expands repertoire of auditory cues to guide search for info (add: voice-overs) • Expands repertoire of textual cues to access info • Uses the library's organizational system to locate information • Uses the computer to access information *applicable where technology is available • Accesses information from reference materials

ELA GRADE 5

GO#3 Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Recognize organizational patterns in texts to construct meaning and gather information 3.2.4	<ul style="list-style-type: none"> • Uses prior knowledge, connections, predictions, and inferences to make sense of information • Continues to use text and textual cues, including organizational patterns, to construct meaning from text • Begins to skim to locate information (chapter headings, first and last paragraphs, bold print, subheadings and captions, indices, table of contents, bibliographies, captions, schedules, summaries, prefaces) • Begins to scan to locate information (key words, dates, names, numbers, places, phrases, indices, table of contents, bibliographies, captions, schedules, summaries, prefaces, math problems)
Organize information and ideas into categories using a variety of strategies 3.3.1	<ul style="list-style-type: none"> • Uses graphic organizers with guidance • Chooses appropriate graphic organizer, for the task (audience and purpose), from a selection, and explains the choice • Explains information and ideas using the selected graphic organizer • Chooses appropriate strategies from a selection
Record information in own words; cite authors and titles alphabetically and provide publication dates of sources 3.3.2	<ul style="list-style-type: none"> • Uses note making strategies to record key information, in own words, by sub topics (add: clustering, synthesizing) • Selects and uses appropriate method to record information • Cites references using authors names in alphabetical order, titles, publication dates
Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose 3.3.3	<ul style="list-style-type: none"> • Determines relevance of information and ideas within subtopics • Addresses information needs for task completion
Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry 3.3.4	<ul style="list-style-type: none"> • Integrates new ideas and information into personal understanding • Draws conclusions based on new understandings • Begins to establish goals for further inquiry or research process

ELA GRADE 5

GO#4 Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Generate ideas and develop a topic using a variety of strategies 4.1.1	<ul style="list-style-type: none"> • Focus a topic (orally and in writing), by integrating multiple ideas from a variety of sources
Use appropriate form (organizational structure, audience, purpose) to organize ideas and information 4.1.2	<ul style="list-style-type: none"> • Chooses and experiments with forms, appropriate for a variety of audiences and purposes • Identifies audience and sets a purpose to create texts • Organizes supporting details, according to sequence, categories, or key ideas, when representing an idea or a story • Organizes and reorganizes information and ideas in a variety of forms and genres of texts with guidance • Begins to develop topic, concluding, and supporting sentences in paragraphs
Create original texts (oral, print, and other media) 4.1.3	<ul style="list-style-type: none"> • Creates original narrative texts applying familiar narrative forms • Applies understanding of elements of narrative texts when creating texts (BME, rising action or events; cause and effect [problem and solution]; characters [main and minor]; setting [time and place]) • Creates original expository texts applying familiar expository forms • Applies understanding of elements of expository texts when creating texts (title, content – topic and related information and details, related vocabulary, logical organization – sequential, categorical, descriptive, compare/contrast; graphics, illustrations, publication information) • Creates original poetic texts applying familiar poetic forms (diamantes [diamond shaped]; spoonerisms [transposition of sounds (often the initial consonants) in two or more words, such as "shoving leopard" in place of "loving shepherd"].; free verse; puns; epitaphs) • Applies understanding of elements of poetic texts when creating texts (description, rhyme, repetition, similes, onomatopoeia, alliteration, line breaks, white space) • Creates texts using a computer
Use pre-established criteria to focus conversations about own and others' texts and representations 4.2.1	<ul style="list-style-type: none"> • Participates in criteria development to respond to own and others' draft texts and representations • Uses criteria when suggesting revisions to own and others' draft texts and representations • Uses criteria when asking for feedback about own and others' draft texts and representations
Revise ideas and organization to match intended purpose and audience 4.2.2	<ul style="list-style-type: none"> • Clarifies and extends ideas to engage intended audience • Experiments with the sequence or organization of ideas/information to meet intended purposes • Revises content to meet set criteria using a personal revision process (add: engages the intended audience, meets intended purpose) • Revises content to meet pre-established criteria using conferring with others feedback

ELA GRADE 5

GO #4 Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Write legibly & fluently while continuing to develop proficiency with keyboarding & word processing; uses related vocabulary 4.2.3	<ul style="list-style-type: none"> • Writes legibly and fluently • Develops proficiency with keyboarding and word processing when composing, revising, formatting, and publishing texts • Develops an expanding repertoire of vocabulary associated with keyboarding and word processing (add: uses templates, uses formatting tools – tab, margins, develops accuracy, increases speed)
Experiment with language to create desired effect in oral, print, and other media text 4.2.4 *The distinction between grade levels is the sophistication of vocabulary	<ul style="list-style-type: none"> • Experiments with descriptive and figurative language in personal representations to create effect • Uses new and accurate vocabulary in personal accounts • Uses varied sentence lengths and structures including: simple, compound, complex • Experiments with using a voice that is individual, expressive, and engaging with an awareness of and respect for the audience and intended purpose (add: uses varied sentence lengths and structure including: simple, compound, complex, varies sentence beginnings –strong leads, uses figurative language, uses language that is honest – point of view is evident, writing is clear and focused)
Use an editing process to enhance communication 4.3.1	<ul style="list-style-type: none"> • Uses an editing process, with guidance (add: eliminate run-on sentences, check for noun-pronoun agreement) • Discusses the function of the parts of speech in a sentence (add: interjection)
Increase conventional spelling, when writing; participates in an editing process using a variety of strategies and resources 4.3.2	<ul style="list-style-type: none"> • Continues to decrease reliance on approximated spelling and increases reliance on conventional spelling • Applies knowledge of spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words • Uses spelling references • Uses spelling strategies • Participates in an editing process to check spelling, with guidance • Uses spell check, dictionaries, thesauri on the computer
Use an editing process to check for punctuation and capitalization 4.3.3	<ul style="list-style-type: none"> • Applies rules of capitalization in personal representations • Applies rule for punctuation in personal representations • Participates in an editing process to edit for end punctuation and capitalization, with guidance (add: commas to signal subordinate clauses –pauses) • Edits for punctuation and capitalization with computer
Present and/or publish texts (oral, print, and media) 4.4.1	<ul style="list-style-type: none"> • Experiments with techniques used to enhance presentation of texts , with guidance (add: expression, openings and closings) • Engages (attracts and sustains) the audience (Required in GR5: chooses/adapts form of presentation to match audience, arranges presentation space to focus audience, display enthusiasm for topic, varies facial expression appropriately) • Experiments with media to enhance presentation of texts • Evaluates the effectiveness of presentation of texts on audience, with guidance

ELA GRADE 5

GO #5 Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making 5.1.1	<ul style="list-style-type: none"> • Follows pre-established group processes when collaborating with a peer to accomplish a task (add: resolving conflicts) • Begins to select appropriate roles for small / whole group task (s)
Adjust listening, viewing, speaking behaviours according to the situation 5.1.2	<ul style="list-style-type: none"> • Speaks and listens / views respectfully (Appropriate in GR5: disagreeing respectfully, responding respectfully with opinions) • Adjusts language to fit the context (audience, purpose, and situation) • Discusses differences in language use in a variety of school and community contexts
Assess group process using simple pre-established criteria, and determine areas for development 5.1.3 <i>*the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections</i>	<ul style="list-style-type: none"> • Participates in the development of criteria to evaluate group processes • Assesses the effectiveness of the group process using the set criteria • Reflects on personal behaviours and learning style • Reflects on personal behaviours that contribute to group success to set personal and/or group goals • Applies peer and/or group feedback about personal role in group processes
Acknowledge differing responses to common experiences 5.2.1	<ul style="list-style-type: none"> • Describes similarities and differences between own and others' ideas • Offers constructive feedback • Begins to recognize differing perspectives of common experiences
Describe how diversity is honoured and celebrated 5.2.2	<ul style="list-style-type: none"> • Shows respect of others' talents, strengths, interests, feelings and ideas to strengthen the community • Expresses and explores own identity through talents, strengths, feelings and ideas • Describes how cultures, ideas, and diversity are honoured and celebrated • Begins to develop an opinion about diversity
Explore how context influences the selection of language and form when celebrating 5.2.3	<ul style="list-style-type: none"> • Selects and uses appropriate language and form to celebrate others, special events, and accomplishments • Offers personal and academic strengths to others within and beyond the classroom communities • Begins to explain how the context influences the selection of appropriate language and form to honour and celebrate others

MATH GRADE 5

Strand: Number

General Outcome: Develop number sense

Outcomes	Achievement indicators – measurable outcomes
Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
1. Represent and describe whole numbers to 1 000 000. [C, CN, V, T]	<ul style="list-style-type: none"> • Write a given numeral using proper spacing without commas, e.g., 934 567. • Describe the pattern of adjacent place positions moving from right to left. • Describe the meaning of each digit in a given numeral. • Provide examples of large numbers used in print or electronic media. • Express a given numeral in expanded notation, e.g., $45\,321 = (4 \times 10\,000) + (5 \times 1000) + (3 \times 100) + (2 \times 10) + (1 \times 1)$ or $40\,000 + 5000 + 300 + 20 + 1$. • Write the numeral represented by a given expanded notation.
2. Use estimation strategies including: <ul style="list-style-type: none"> • front-end rounding • compensation • compatible numbers in problem-solving contexts. [C, CN, ME, PS, R, V]	<ul style="list-style-type: none"> • Provide a context for when estimation is used to: <ul style="list-style-type: none"> ○ make predictions ○ check reasonableness of an answer ○ determine approximate answers. • Describe contexts in which overestimating is important. • Determine the approximate solution to a given problem not requiring an exact answer. • Estimate a sum or product using compatible numbers. • Estimate the solution to a given problem using compensation and explain the reason for compensation. • Select and use an estimation strategy for a given problem. • Apply front-end rounding to estimate: <ul style="list-style-type: none"> ○ sums, e.g., $253 + 615$ is more than $200 + 600 = 800$ ○ differences, e.g., $974 - 250$ is close to $900 - 200 = 700$ ○ products, e.g., the product of 23×24 is greater than 20×20 (400) and less than 25×25 (625) ○ quotients, e.g., the quotient of $831 \div 4$ is greater than $800 \div 4$ (200).
3. Apply mental mathematics strategies and number properties, such as: <ul style="list-style-type: none"> • skip counting from a known fact • using doubling or halving • using patterns in the 9s facts • using repeated doubling or halving to determine answers for basic multiplication facts to 81 and related division facts. [C, CN, ME, R, V]	<ul style="list-style-type: none"> • Describe the mental mathematics strategy used to determine a given basic fact, such as: <ul style="list-style-type: none"> ○ skip count up by one or two groups from a known fact, e.g., if $5 \times 7 = 35$, then 6×7 is equal to $35 + 7$ and 7×7 is equal to $35 + 7 + 7$ ○ skip count down by one or two groups from a known fact, e.g., if $8 \times 8 = 64$, then 7×8 is equal to $64 - 8$ and 6×8 is equal to $64 - 8 - 8$ ○ doubling, e.g., for 8×3 think $4 \times 3 = 12$, and $8 \times 3 = 12 + 12$ ○ patterns when multiplying by 9, e.g., for 9×6, think $10 \times 6 = 60$, and $60 - 6 = 54$; for 7×9, think $7 \times 10 = 70$, and $70 - 7 = 63$ ○ repeated doubling, e.g., if 2×6 is equal to 12, then 4×6 is equal to 24 and 8×6 is equal to 48 ○ repeated halving, e.g., for $60 \div 4$, think $60 \div 2 = 30$ and $30 \div 2 = 15$. • Explain why multiplying by zero produces a product of zero. • Explain why division by zero is not possible or undefined, e.g., $8 \div 0$. • Recall multiplication facts to 81 and related division facts.
4. Apply mental mathematics strategies for multiplication, such as: <ul style="list-style-type: none"> • annexing then adding zero • halving and doubling • using the distributive property. [C, ME, R]	<ul style="list-style-type: none"> • Determine the products when one factor is a multiple of 10, 100 or 1000 by annexing zero or adding zeros, e.g., for 3×200 think 3×2 and then add two zeros. • Apply halving and doubling when determining a given product, e.g., 32×5 is the same as 16×10. • Apply the distributive property to determine a given product involving multiplying factors that are close to multiples of 10, e.g., $98 \times 7 = (100 \times 7) - (2 \times 7)$.

MATH GRADE 5

Strand: Number

General Outcome: Develop number sense

Outcomes	Achievement indicators – measurable outcomes
Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
5. Demonstrate an understanding of multiplication (2-digit by 2-digit) to solve problems. [C, CN, PS, V]	<ul style="list-style-type: none"> • Illustrate partial products in expanded notation for both factors, e.g., for 36×42, determine the partial products for $(30 + 6) \times (40 + 2)$. • Represent both 2-digit factors in expanded notation to illustrate the distributive property, e.g., to determine the partial products of 36×42, $(30 + 6) \times (40 + 2) = 30 \times 40 + 30 \times 2 + 6 \times 40 + 6 \times 2 = 1200 + 60 + 240 + 12 = 1512$. • Model the steps for multiplying 2-digit factors using an array and base ten blocks, and record the process symbolically. • Describe a solution procedure for determining the product of two given 2-digit factors using a pictorial representation, such as an area model. • Solve a given multiplication problem in context using personal strategies and record the process.
6. Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems. [C, CN, PS]	<ul style="list-style-type: none"> • Model the division process as equal sharing using base ten blocks and record it symbolically. • Explain that the interpretation of a remainder depends on the context: <ul style="list-style-type: none"> ○ ignore the remainder, e.g., making teams of 4 from 22 people ○ round up the quotient, e.g., the number of five passenger cars required to transport 13 people ○ express remainders as fractions, e.g., five apples shared by two people ○ express remainders as decimals, e.g., measurement and money. • Solve a given division problem in context using personal strategies and record the process.
7. Demonstrate an understanding of fractions by using concrete and pictorial representations to: <ul style="list-style-type: none"> • create sets of equivalent fractions • compare fractions with like and unlike denominators. [C, CN, PS, R, V]	<ul style="list-style-type: none"> • Create a set of equivalent fractions and explain why there are many equivalent fractions for any given fraction using concrete materials. • Model and explain that equivalent fractions represent the same quantity. • Determine if two given fractions are equivalent using concrete materials or pictorial representations. • Formulate and verify a rule for developing a set of equivalent fractions. • Identify equivalent fractions for a given fraction. • Compare two given fractions with unlike denominators by creating equivalent fractions. • Position a given set of fractions with like and unlike denominators on a number line and explain strategies used to determine the order.
8. Describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially and symbolically. [C, CN, R, V]	<ul style="list-style-type: none"> • Write the decimal for a given concrete or pictorial representation of part of a set, part of a region or part of a unit of measure. • Represent a given decimal using concrete materials or a pictorial representation. • Represent an equivalent tenth, hundredth or thousandth for a given decimal using a grid. • Express a given tenth as an equivalent hundredth and thousandth. • Express a given hundredth as an equivalent thousandth. • Describe the value of each digit in a given decimal.

MATH GRADE 5

Strand: Number

General Outcome: Develop number sense

Outcomes	Achievement indicators – measurable outcomes
Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
9. Relate decimals to fractions (to thousandths). [CN, R, V]	<ul style="list-style-type: none"> • Write a given decimal in fractional form. • Write a given fraction with a denominator of 10, 100 or 1000 as a decimal. • Express a given pictorial or concrete representation as a fraction or decimal, e.g., 250 shaded squares on a thousandth grid can be expressed as 0.250 or $\frac{250}{1000}$.
10. Compare and order decimals (to thousandths) by using: <ul style="list-style-type: none"> • benchmarks • place value • equivalent decimals. [CN, R, V]	<ul style="list-style-type: none"> • Order a given set of decimals by placing them on a number line that contains benchmarks, 0.0, 0.5, 1.0. • Order a given set of decimals including only tenths using place value. • Order a given set of decimals including only hundredths using place value. • Order a given set of decimals including only thousandths using place value. • Explain what is the same and what is different about 0.2, 0.20 and 0.200. • Order a given set of decimals including tenths, hundredths and thousandths using equivalent decimals.
11. Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths). [C, CN, PS, R, V]	<ul style="list-style-type: none"> • Place the decimal point in a sum or difference using front-end estimation, e.g., for $6.3 + 0.25 + 306.158$, think $6 + 306$, so the sum is greater than 312. • Correct errors of decimal point placements in sums and differences without using paper and pencil. • Explain why keeping track of place value positions is important when adding and subtracting decimals. • Predict sums and differences of decimals using estimation strategies. • Solve a given problem that involves addition and subtraction of decimals, limited to thousandths.

MATH GRADE 5

Strand: Patterns and Relations (Patterns)

General Outcome: Use patterns to describe the world and solve problems

Outcomes	Achievement indicators – measurable outcomes
Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
1. Determine the pattern rule to make predictions about subsequent elements. [C, CN, PS, R, V]	<ul style="list-style-type: none"> • Extend a given pattern with and without concrete materials, and explain how each element differs from the proceeding one. • Describe, orally or in writing, a given pattern using mathematical language, such as one more, one less, five more. • Write a mathematical expression to represent a given pattern, such as $r + 1$, $r - 1$, $r + 5$ • Describe the relationship in a given table or chart using a mathematical expression. • Determine and explain why a given number is or is not the next element in a pattern. • Predict subsequent elements in a given pattern. • Solve a given problem by using a pattern rule to determine subsequent elements. • Represent a given pattern visually to verify predictions.

Strand: Patterns and Relations (Variables and Equations)

General Outcome: Represent algebraic expressions in multiple ways

2. Solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions. [C, CN, PS, R]	<ul style="list-style-type: none"> • Express a given problem in context as an equation where the unknown is represented by a letter variable. • Solve a given single-variable equation with the unknown in any of the terms, e.g., $n + 2 = 5$, $4 + a = 7$, $6 = r - 2$, $10 = 2c$. • Create a problem in context for a given equation.
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Strand: Shape and Space (Measurement)

General Outcome: Use direct or indirect measurement to solve problems.

1. Design and construct different rectangles given either perimeter or area, or both (whole numbers) and draw conclusions. [C, CN, PS, R, V]	<ul style="list-style-type: none"> • Construct or draw two or more rectangles for a given perimeter in a problem-solving context. • Construct or draw two or more rectangles for a given area in a problem-solving context. • Illustrate that for any given perimeter, the square or shape closest to a square will result in the greatest area. • Illustrate that for any given perimeter, the rectangle with the smallest possible width will result in the least area. • Provide a real-life context for when it is important to consider the relationship between area and perimeter.
2. Demonstrate an understanding of measuring length (mm) by: <ul style="list-style-type: none"> • selecting and justifying referents for the unit mm • modelling and describing the relationship between mm and cm units, and between mm and m units. [C, CN, ME, PS, R, V]	<ul style="list-style-type: none"> • Provide a referent for one millimetre and explain the choice. • Provide a referent for one centimetre and explain the choice. • Provide a referent for one metre and explain the choice. • Show that 10 millimetres is equivalent to 1 centimetre using concrete materials, e.g., ruler. • Show that 1000 millimetres is equivalent to 1 metre using concrete materials, e.g., metre stick. • Provide examples of when millimetres are used as the unit of measure.

MATH GRADE 5

Strand: Shape and Space (Measurement)

General Outcome: Use direct or indirect measurement to solve problems.

Outcomes	Achievement indicators – measurable outcomes
<p>Outcomes <i>It is expected that students will:</i></p>	<p>Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i></p>
<p>3. Demonstrate understanding of volume by:</p> <ul style="list-style-type: none"> • selecting and justifying referents for cm^3 or m^3 units • estimating volume by using referents for cm^3 or m^3 • measuring and recording volume (cm^3 or m^3) • constructing rectangular prisms for a given volume. <p>[C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> • Identify the cube as the most efficient unit for measuring volume and explain why. • Provide a referent for a cubic centimetre and explain the choice. • Provide a referent for a cubic metre and explain the choice. • Determine which standard cubic unit is represented by a given referent. • Estimate the volume of a given 3-D object using personal referents. • Determine the volume of a given 3-D object using manipulatives and explain the strategy. • Construct a rectangular prism for a given volume. • Explain that many rectangular prisms are possible for a given volume by constructing more than one rectangular prism for the same given volume.
<p>4. Demonstrate an understanding of capacity by:</p> <ul style="list-style-type: none"> • describing the relationship between mL and L • selecting and justifying referents for mL or L units • estimating capacity by using referents for mL or L • measuring and recording capacity (mL or L). <p>[C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> • Demonstrate that 1000 millilitres is equivalent to 1 litre by filling a 1 litre container using a combination of smaller containers. • Provide a referent for a litre and explain the choice. • Provide a referent for a millilitre and explain the choice. • Determine which capacity unit is represented by a given referent. • Estimate the capacity of a given container using personal referents. • Determine the capacity of a given container using materials that take the shape of the inside of the container, e.g., a liquid, rice, sand, beads, and explain the strategy.
<p>Strand: Shape and Space: (3-D Objects and 2-D Shapes)</p> <p>General Outcome: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</p>	
<p>5. Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are:</p> <ul style="list-style-type: none"> • parallel • intersecting • perpendicular • vertical • horizontal. <p>[C, CN, R, T, V]</p>	<ul style="list-style-type: none"> • Identify parallel, intersecting, perpendicular, vertical and horizontal edges and faces on 3-D objects. • Identify parallel, intersecting, perpendicular, vertical and horizontal sides on 2-D shapes. • Provide examples from the environment that show parallel, intersecting, perpendicular, vertical and horizontal line segments. • Find examples of edges, faces and sides that are parallel, intersecting, perpendicular, vertical and horizontal in print and electronic media, such as newspapers, magazines and the Internet. • Draw 2-D shapes or 3-D objects that have edges, faces and sides that are parallel, intersecting, perpendicular, vertical or horizontal. • Describe the faces and edges of a given 3-D object using terms, such as parallel, intersecting, perpendicular, vertical or horizontal. • Describe the sides of a given 2-D shape using terms, such as parallel, intersecting, perpendicular, vertical or horizontal.

MATH GRADE 5

Strand: Shape and Space: (3-D Objects and 2-D Shapes)

General Outcome: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

Outcomes	Achievement indicators – measurable outcomes
Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
6. Identify and sort quadrilaterals, including: <ul style="list-style-type: none"> • rectangles • squares • trapezoids • parallelograms • rhombuses according to their attributes. [C, R, V]	<ul style="list-style-type: none"> • Identify and describe the characteristics of a pre-sorted set of quadrilaterals. • Sort a given set of quadrilaterals and explain the sorting rule. • Sort a given set of quadrilaterals according to the lengths of the sides. • Sort a given set of quadrilaterals according to whether or not opposite sides are parallel.
Strand: Shape and Space: (Transformations) General Outcome: Describe and analyze position and motion of objects and shapes.	
7. Perform a single transformation (translation, rotation, or reflection) of a 2-D shape (with and without technology) and draw and describe the image. [C, CN, T, V]	<ul style="list-style-type: none"> • Translate a given 2-D shape horizontally, vertically or diagonally, and describe the position and orientation of the image. • Rotate a given 2-D shape about a point, and describe the position and orientation of the image. • Reflect a given 2-D shape in a line of reflection, and describe the position and orientation of the image. • Perform a transformation of a given 2-D shape by following instructions. • Draw a 2-D shape, translate the shape, and record the translation by describing the direction and magnitude of the movement. • Draw a 2-D shape, rotate the shape and describe the direction of the turn (clockwise or counterclockwise), the fraction of the turn and point of rotation. • Draw a 2-D shape, reflect the shape, and identify the line of reflection and the distance of the image from the line of reflection. • Predict the result of a single transformation of a 2-D shape and verify the prediction.
8. Identify a single transformation, including a translation, rotation and reflection of 2-D shapes. [C, T, V]	<ul style="list-style-type: none"> • Provide an example of a translation, a rotation and a reflection. • Identify a given single transformation as a translation, rotation or reflection. • Describe a given rotation by the direction of the turn (clockwise or counterclockwise).

MATH GRADE 5

Strand: Strand: Statistics and Probability (Data Analysis)

General Outcome: Collect, display and analyze data to solve problems

Outcomes	Achievement indicators – measurable outcomes
Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
1. Differentiate between first-hand and second-hand data. [C, R, T, V]	<ul style="list-style-type: none"> • Explain the difference between first-hand and second-hand data. • Formulate a question that can best be answered using first-hand data and explain why. • Formulate a question that can best be answered using second-hand data and explain why. • Find examples of second-hand data in print and electronic media, such as newspapers, magazines and the Internet.
2. Construct and interpret double bar graphs to draw conclusions. [C, PS, R, T, V]	<ul style="list-style-type: none"> • Determine the attributes (title, axes, intervals and legend) of double bar graphs by comparing a given set of double bar graphs. • Represent a given set of data by creating a double bar graph, label the title and axes, and create a legend without the use of technology. • Draw conclusions from a given double bar graph to answer questions. • Provide examples of double bar graphs used in a variety of print and electronic media, such as newspapers, magazines and the Internet. • Solve a given problem by constructing and interpreting a double bar graph.
Strand: Strand: Statistics and Probability (Chance and Uncertainty) General Outcome: Use experimental or theoretical probabilities to represent and solve problems involving uncertainty	
3. Describe the likelihood of a single outcome occurring using words, such as: <ul style="list-style-type: none"> • impossible • possible • certain. [C, CN, PS, R]	<ul style="list-style-type: none"> • Provide examples of events that are impossible, possible or certain from personal contexts. • Classify the likelihood of a single outcome occurring in a probability experiment as impossible, possible or certain. • Design and conduct a probability experiment in which the likelihood of a single outcome occurring is impossible, possible or certain. • Conduct a given probability experiment a number of times, record the outcomes and explain the results.
4. Compare the likelihood of two possible outcomes occurring using words, such as: <ul style="list-style-type: none"> • less likely • equally likely • more likely. [C, CN, PS, R]	<ul style="list-style-type: none"> • Identify outcomes from a given probability experiment which are less likely, equally likely or more likely to occur than other outcomes. • Design and conduct a probability experiment in which one outcome is less likely to occur than the other outcome. • Design and conduct a probability experiment in which one outcome is equally as likely to occur as the other outcome. • Design and conduct a probability experiment in which one outcome is more likely to occur than the other outcome.

SCIENCE GRADE 5

LIFE SYSTEMS: Human Organ Systems

BIG IDEA: The human body and its major organ systems are made up of specific cells, which have a specific form and function and require a well balanced diet to work properly

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate an understanding of structure, form & function of the respiratory, circulatory, nervous digestive, excretory, integument, & nervous systems, and interactions of organs within each system	<ul style="list-style-type: none"> • Describe basic structure, form and function of the major organs in the respiratory, circulatory, digestive, excretory, integument, and nervous system • Describe using models/ simulations, ways in which skeletal, muscular, and nervous systems work together to produce movement • Identify the cell as the basic unit of life • Identify the cell as the basic unit of life • Explain what happens to excess nutrients that are not immediately used by the body.
SKILLS OUTCOMES	
Investigate structure, form and function of major organs of nervous respiratory, circulatory, digestive, excretory, integument; systems	<ul style="list-style-type: none"> • Formulate questions about and identify the needs of humans, and explore possible answers to these questions and ways of meeting these needs • Plan investigations for some of these answers and solutions, identify variables that need to be held constant to ensure a fair test, and identify criteria for assessing solutions • Use appropriate vocabulary, including correct science and technology terms, in describing their investigations, explorations, and observations • Compile data gathered through investigation in order to record and present results, using tally charts, tables, and labelled graphs produced by hand or with a computer • Communicate the procedures and results of investigations for specific purposes and to specific audiences using electronic media, oral presentations, written notes, descriptions, drawings, charts
RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL	
Demonstrate understanding of factors that contribute to good health and a healthy life style.	<ul style="list-style-type: none"> • Describe the types of nutrients in foods and their function in maintaining healthy organs and a healthy body • Identify a balanced diet as one containing carbohydrates, fats, proteins, vitamins, minerals, fibre, and water and design a diet that contains all of these items • Identify food sources and store bought) from which people can maintain a well balanced diet • Demonstrate that some disorders can be affected by diet

SCIENCE GRADE 5

MATTER AND MATERIALS - Properties of and Changes in Matter

BIG IDEA: Materials can change physical state between solid, liquid, and gas depending on their properties and applications.

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate an understanding of the three states of matter (solid, liquid, gas) and of changes in state	<ul style="list-style-type: none"> • Identify/describe changes to materials that are reversible & some that are not • Describe changes they observe in the properties of materials as they interact with each other • Describe examples of interactions between materials that result in the production of a gas • Identify the three different states of matter and give examples of each state • Describe the characteristic properties of each of the three states of matter based on their properties • Recognize, on basis of observations, that melting and evaporation require heat • Recognize melting, freezing, condensation, and evaporation as changes in state that can be reversed • Describe, using observation, non reversible changes that occur when some materials are heated • Investigate and describe the changes in the relative volume, shape, and temperature of materials when pressure is applied to them
SKILLS OUTCOMES	
Investigate common changes of state and make informed choices about materials when finding solutions to problems in designing and constructing objects based on their understanding of the states of matter	<ul style="list-style-type: none"> • Formulate questions about and identify needs and problems related to the properties and changes in the state of familiar materials and explore possible answers/solutions • Plan investigations for some of these answers and solutions, identify variables that need to be held constant to ensure a fair test & identify criteria to gauge solutions • Use a thermometer to measure the temperature of a material; • Conduct a fair test to determine the effectiveness of a variety of commercial and natural products designed for the same purpose • Use appropriate vocabulary to describe investigations, and observations • Compile data gathered through investigation in order to record & present results, using tally charts, tables, labelled graphs produced by hand or with a computer • Communicate the procedures and results in investigations for specific purposes and to specific audiences using electronic media, oral presentations, written notes and descriptions, drawings and charts • Design and make a device or product that minimizes heat loss
RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL	
Identify the properties that make different materials useful in everyday products and discuss the environmental impact of their use	<ul style="list-style-type: none"> • Identify sources of natural and manufactured materials found in a product & describe steps required to modify the natural materials to make the new product • Describe how physical and chemical processes change materials found at home and materials used in industry • Describe physical changes and chemical reactions that can take place in household products and explain how these reactions affect the use of the products • Measure, in different materials, observable changes that result from such processes as rusting, dissolving and bleaching and identify products that are affected by these processes • Describe chemical changes that can be caused in a substance, and explain how the changes affect the use and function of the substance • Compare the mass of a substance in its liquid and solid states • Relate the mass of a whole object to the sum of the mass of its parts

SCIENCE GRADE 5

ENERGY AND CONTROL: Conservation of Energy

BIG IDEA: Energy conservation of both renewable and non-renewable resources is important for a sustainable future.

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate an understanding of the importance of conservation of energy in relation to the wise use of renewable and non-renewable energy sources	<ul style="list-style-type: none"> ● Recognize that energy cannot be created or destroyed but can only be changed from one form into another ● Describe how energy is stored and transferred in a given device or system ● Recognize that energy cannot be created or destroyed but can only be changed from one form into another ● Investigate ways energy can be stored for later use ● Operate a mechanical device or system that uses a sensory or time based input ● Operate a mechanical device or system that uses a sensory or time based and describe how energy is transferred to a specified input ● Distinguish between a renewable and non-renewable source of energy
SKILLS OUTCOMES	
Design and construct devices that use a form of energy to meet a specific need or want, and investigate how the energy is transferred to a specified output	<ul style="list-style-type: none"> ● Formulate questions about and identify needs and problems related to protection of the natural environment and explore possible answers and solutions ● Plan investigations for some of these answers and solutions, identify variables that need to be held constant to ensure a fair test & identify criteria to gauge solutions ● Use appropriate vocabulary, including correct science and technology terms, in describing their investigations and observations ● Compile data gathered through investigation in order to record and present results, using tally charts, tables, and labelled graphs produced by hand or with a computer ● Communicate the procedures and results of investigations for specific purposes and to specific audiences, using electronic media, oral presentations, written notes and descriptions, drawings, and charts ● Design devices that can transform one form of energy into another
RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL	
Evaluate the reasons for conserving natural resources and identify possible ways of conserving and using energy wisely.	<ul style="list-style-type: none"> ● List various sources of energy and identify them as renewable ● Describe the advantages and disadvantages of using renewable energy sources as opposed to non-renewable sources ● Identify the forms of energy used in the home, school, and community and identify the energy source for each ● Describe how we use different natural resources as sources of energy and evaluate the effect of their use on natural and human made environments ● Identify factors that determine how effectively and economically a device can transform one form of energy into another ● Identify design features that improve the energy efficiency of buildings, devices and systems ● Identify ways humans use energy, evaluate the economic and environmental costs of each, and describe ways to avoid wasting energy ● Explain the ways in which technological innovations affect our use of natural resources and increase or decrease our ability to conserve energy ● Explain how humans rely on energy transfers from a variety of products and systems to survive

SCIENCE GRADE 5

Structures and Mechanisms: Forces Acting On Structures and Mechanisms

BIG IDEA: Forces will affect different structures and devices in different ways.

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate an understanding of the effect of forces acting on different structures and mechanisms	<ul style="list-style-type: none"> • Identify & measure forces acting on a structure & describe effects of application • Identify the parts of a structure that are under tension and those that are under compression when subjected to a load • Compare qualitatively and quantitatively the force needed to lift a load manually with the force required to lift the load with a simple machine • Describe, using their observations, the advantages and disadvantages of using different types of mechanical • Describe the turning force (torque) of different combinations of gears (e.g., the turning force of a higher gear and of a lower gear) • Identify the force required by different pulley systems (systems with one or more pulleys) to move a load, and compare the systems in qualitative terms
SKILLS OUTCOMES	
Design and make load-bearing structures and different mechanisms, and investigate the forces acting on them	<ul style="list-style-type: none"> • Formulate questions about and identify needs & problems related to structures and mechanisms in the outdoor environment, and explore possible answers/solutions • Plan investigations for some of these answers and solutions, identify variables that need to be held constant to ensure a fair test & identify criteria to gauge solutions • Use suitable vocabulary, including correct science and technology terminology, in describing their investigations and observations • Compile data gathered through investigation in order to record and present results, using tally charts, tables, and labelled graphs produced by hand or computer • Communicate the procedures and results of investigations for specific purposes and specific audiences, using electronic media, written notes and descriptions, charts, drawings, and oral presentations • Design and make a frame structure that can support a load • Make a mechanical system that performs a specific function • Cut, join, and rearrange pliable and rigid materials to make an object • Describe safety measures to use to ensure own & others' safety
RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL	
Evaluate the design of systems that include structures and mechanisms, and identify modifications to improve their effectiveness	<ul style="list-style-type: none"> • Identify specific considerations in actual manufacture of a product that they have designed and made • Identify problems that arose in the designing/making of a product and indicate how these could have been avoided or how they were solved; • Describe the consequences of having limited time and materials when making a product • Identify modifications intended to improve the performance, aesthetic appeal and impact on the environment of a product they designed • Identify the aesthetic qualities of a product they made and explain the usefulness of the product to others • Assess the effect of modifying a component of a system • Assess the effect of modifying a subsystem that interacts with other subsystems within a system to perform a specific function • Describe how different mechanisms are designed for a specific purpose or function; Recognize the advantages and disadvantages of using various mechanisms • Describe the changes in energy transfer that occurs when the number and size of gears in a gear system are modified

SCIENCE GRADE 5

Earth and Space Systems: Weather

BIG IDEA: Weather is affected by climatic factors.

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate an understanding of the major climatic factors and patterns associated with weather, based on altitude and latitude	<ul style="list-style-type: none"> • Explain the difference between weather and climate and the factors that influence both of these systems • Recognize large-scale and local weather systems • Predict local weather patterns using data from their own observations of weather and from weather reports • Explain the formation of clouds and the effects of different cloud formations on weather and climate • Describe the water cycle in terms of evaporation, condensation, and precipitation • Identify patterns in air movement • Describe the ways in which energy from the sun affects weather conditions • Compare outdoor air movement with indoor air movement • Identify and describe the major cloud types/formations • Identify the effects of air pressure
SKILLS OUTCOMES	
Investigate the major climatic factors associated with weather, and design, construct, and test a variety of instruments for recording various features of the weather	<ul style="list-style-type: none"> • Formulate questions about and identify needs and problems related to objects and events in the environment, and explore possible answers and solutions • Plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions • Use appropriate vocabulary, including correct science and technology terminology, in describing their investigations and observations • Compile data gathered through investigation in order to record and present results, using tally charts, tables, and labelled graphs produced by hand or with a computer • Communicate the procedures and results in investigations for specific purposes and to specific audiences using drawings, demonstrations, simple electronic media, and oral and written descriptions
RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL	
Examine how weather forecasts influence decisions concerning human activity and how humans have adapted to a variety of weather conditions	<ul style="list-style-type: none"> • Describe ways in which weather conditions affect the activities of humans and other • Explain how climatic and weather conditions influence the choice of materials used for building shelters • Explain how advances in technology and science enable humans to make predictions about weather • Recognize how the movement of large scale air masses affects regional weather in the NWT • Explain how weather conditions influence activities and events related to science and technology

SOCIAL STUDIES GRADE 5

Core Concepts – Embed in all themes

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
ACTIVE DEMONCRATIC CITIZENSHIP: develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities.	<ul style="list-style-type: none"> • Collaborate with others to establish and carry out group goals and responsibilities. S-100 • Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i> S-101 • Make decisions that reflect fairness and equality in their interactions with others. S-102 • Make decisions that reflect care, concern, and responsibility for the environment. S-103 • Negotiate constructively with others to build consensus and solve problems. S-104 • Recognize bias and discrimination and propose solutions. S-105 • Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>S-106
MANAGING INFORMATION AND IDEAS: information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools and technologies...include inquiry and research skills that enhance historical and geographical thinking	<ul style="list-style-type: none"> • Access, select information from oral, visual, material, print, or electronic sources. S-200 • Organize and record information in a variety of formats and reference sources appropriately. S-201 • Distinguish between primary and secondary information sources for research. S-202 • Select and use appropriate tools and technologies to accomplish tasks. S-203 • Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events. S-204 • Construct maps that include a title, compass rose, grid and scale, S-205 • Interpret maps that include a title, legend, compass rose, grid, and scale. S-206 • Use latitude and longitude to locate and describe places on maps and globes. S-207 • Use traditional knowledge to read the land. S-207A • Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies S-208
CRITICAL AND CREATIVE THINKING: make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools.	<ul style="list-style-type: none"> • Plan topics and goals for historical inquiry and research. S-300 • Evaluate the advantages and disadvantages of solutions to a problem. S-301 • Draw conclusions based on research and evidence. S-302 • Evaluate personal assumptions based on new information and ideas. S-303 • Distinguish fact from opinion and interpretation. S-304 • Observe and analyze material or visual evidence for research. S-305 • Assess the validity of information sources. S-306 • Compare differing accounts of historical events. S-307 • Compare diverse perspectives in a variety of information sources. S-308 • Interpret information and ideas in a variety of media. S-309 • Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged. S-310
COMMUNICATION: develop oral, visual, textual, and media literacy, and use information and communication technologies for the exchange of information and ideas.	<ul style="list-style-type: none"> • Listen actively to others to understand their perspectives. S-400 • Use language that is respectful of human diversity. S-401 • Support their ideas and opinions with information or observations. S-402 • Present information and ideas orally, visually, concretely, or electronically. S-403 • Elicit and clarify questions and ideas in discussions. S-404 • Articulate their beliefs and perspectives on issues. S-405

SOCIAL STUDIES GRADE 5

Origins and Connections to the Land (LE 1)

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
ESSENTIAL QUESTIONS	
<p>A: How did people get here? Which scientific migration theory or Aboriginal origin story helps you best answer this question? Which criteria did you use to arrive at your answer?</p> <p>B: Which Aboriginal origin story best shows how important the land and animals are in peoples’ lives? Which criteria did you use in order to make your choice?</p> <p>C: The land now called Canada has a great variety of climates, landforms, vegetation and bodies of water. How did they (and do they still) effect how people lived and their beliefs about the world?</p>	
Examine ways in which oral traditions of First Nations origins are different than scientific theories	<ul style="list-style-type: none"> • Demonstrate understanding of major components of scientific theory of Beringia. • Explain the two different approaches to understanding how Aboriginal people came to be in North America. • Describe ways in which oral tradition is an important source of knowledge about First Peoples (value) • Describe First Peoples’ stories of their origins, as well as current theories of migration to the North American Continent KI-004 • Value oral tradition as an important source of knowledge about First Peoples VCC-008
Explain how First Nations groups developed a culture and belief system that reflect the kind of land, animals, climate, water and vegetation they were surrounded by in North America	<ul style="list-style-type: none"> • Identify the major physical and vegetation zones, and rivers and bodies of water in North America and how these relate to First Nations traditional territories and beliefs • Describe practices and beliefs that reflected First People's connections with the land and the natural environment KL-017
SKILLS OUTCOMES	
<ul style="list-style-type: none"> • Fill in and label a map of Canada with physical regions, bodies of water, vegetation and traditional territories of Aboriginal peoples KL-015 	
Pre-Contact Cultures (LE 2)	
ESSENTIAL QUESTIONS:	
<p>A. Aboriginal people lived all over the land we call Canada today. Which group seems to you to have had the best way of life? Which criteria did you use to arrive at your answer?</p> <p>B. Among the pre-contact Aboriginal groups, what is the best way of making decisions and choosing leaders that you’ve discovered? Which criteria did you use to arrive at your answer?</p> <p>C. Should Aboriginal people have helped, ignored, or attacked the first Europeans they met? Explain why with examples from stories.</p>	
Explore to explain how life varied among pre-contact Aboriginal groups KI-006	<ul style="list-style-type: none"> • Explain how the diverse pre-contact Aboriginal groups lived based on their geographical location in Canada
Investigate and describe interactions among pre-contact Aboriginal groups and their structure KE-050	<ul style="list-style-type: none"> • Formal ties and ongoing interactions existed among Aboriginal groups before Europeans arrived • Identify and describe key interactions between chosen Aboriginal groups • Note similarities and differences in lifestyles between chosen Aboriginal groups
Demonstrate diverse approaches to decision-making and leadership among Aboriginal groups VP-014	<ul style="list-style-type: none"> • Provide examples of decision-making and leadership models in Aboriginal groups • Explain at least two different styles of decision-making and leadership among Aboriginal groups
Interpret ways that stories show how Aboriginal groups responded to their first encounters with Europeans KCC-024	<ul style="list-style-type: none"> • Discuss various stories which exist that describe early contact between Aboriginal groups and Europeans • Tell at least one story of first contact between First Nations and Europeans
SKILLS OUTCOMES	
<ul style="list-style-type: none"> • Use research skills to inquire into chosen Essential Questions 	

SOCIAL STUDIES GRADE 5

Early European Exploration and Colonization (LE 3)

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
ESSENTIAL QUESTIONS:	
A. What were the reasons European nations had for crossing unmapped oceans, or paddling through unmapped lands? How are the reasons we are exploring today (deep sea, space) the same and how are they different as those of these early explorers?	
B. Which European nation was most successful in achieving its goals? Which criteria did you use to arrive at your answer?	
C. Who was the best explorer to come from Europe to Canada? Which criteria did you use to arrive at your answer?	
Identify European nations that were actively exploring in different parts of the world from 15 th to the 20 th centuries. KG-043	<ul style="list-style-type: none"> Identify European countries that established colonial empires and locate on a world map their areas of colonization (include: Portugal, Spain, France, England, Holland)
Identify the various reasons the European nations had for this exploration	<ul style="list-style-type: none"> Identify reasons why the Europeans wanted to expand their territories to include North America
Explorers had different goals and ways of going about their missions.	
European explorers had significant interactions with Aboriginal people they met in Canada. KP-047	<ul style="list-style-type: none"> Relate stories of European explorers and traders in their search for new lands in north America or the Northwest passage
European explorers and nations had varying degrees of success in the accomplishment of their missions. KCC-025	<ul style="list-style-type: none"> Explain how European explorers and nations had varying degrees of success in the accomplishment of their missions
Aboriginals and Europeans had different views about the land (sharing vs. owning).	<ul style="list-style-type: none"> Describe how a European explorer or nation may view land Explain how European explorers and their nations) may have viewed land differently than the Aboriginal people they encountered
SKILLS OUTCOMES	
<ul style="list-style-type: none"> Use research skills to inquire into a chosen Essential Question Use mapping skills to locate on a world map European nations involved in exploration, and where they explore in North America (includes: legends, cardinal directions, scale) Develop criteria in a small group setting for what they consider to be the essential qualities of a best explore or most successful exploring nation 	

SOCIAL STUDIES GRADE 5

Nouvelle France and Cultural Interactions (LE 4)

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
ESSENTIAL QUESTIONS: A. Describe a typical day in Nouvelle France and explain what part of daily life was the most similar or different from today? Which criteria did you use to arrive at your answer? B. Who was the most important leader in the early development of Nouvelle France: Samuel de Champlain, Chief Membertou, or Marquerite Bourgeois? What evidence did you use to defend your choice? C. Through their various kinds of interactions with each other, how did the way of life of both the Aboriginal peoples and the European colonists of Nouvelle France change? Which criteria did you use to arrive at your answer?	
Compare how aspects of daily life in Nouvelle France were different from life today (work, clothing, transportation, family roles...). KI-008	<ul style="list-style-type: none"> • Several specific ways that life in Nouvelle France differs from their own lives today (food, clothing, jobs, transportation, etc) • That Aboriginal people may have viewed “land” differently than the French colonists (and their nations) they encountered. For example: <i>Dene Kede</i> p.27-31: <i>Inuuqatigiit</i> p.92-93
There are many forms of leadership and different views on how to evaluate a ‘good’ leader.	<ul style="list-style-type: none"> • Explore and describe several leaders of the Nouvelle France era and the institutions/initiatives they led • Identify the leadership characteristics as outlined in: <i>Dene Kede</i> (p. 179-182): Leadership characteristics as outlined in <i>Inuuqatigiit</i> p. 74-77
Nouvelle France had a variety of political, religious, military, Aboriginal leaders.	<ul style="list-style-type: none"> • Describe contributions of individuals in the settlement of Nouvelle France
The interactions between French colonists and Aboriginal peoples took many forms (trade goods, tools, weapons, clothing, food, medicines, religious beliefs, transportation, diseases, military alliances). KCC-026	<ul style="list-style-type: none"> • Identify the kinds of trade and interactions that occurred between Aboriginal peoples and French colonists (including trading for furs, of tools and weapons, food, exchange of medicines, introduction of diseases, place names, religious traditions/beliefs...)
Both Aboriginal peoples and French colonists were changed through these interactions.	
Aboriginal and European relationships with and use of the land was rooted in different ways of seeing the world (worldviews).	<ul style="list-style-type: none"> • Describe how a European colonist might view “land” differently than an Aboriginal person and the implications of these differences
These different understandings had important consequences in early Nouvelle France and even in Canada today. KCC-033	
<ul style="list-style-type: none"> • SKILLS OUTCOMES • Use research skills to inquire into a chosen Essential Question • Use mapping skills to locate where the 4 first settlements of Nouvelle France were (includes: legends, cardinal directions, scale) • Develop criteria in a small group or individual setting for what they consider to be the qualities of a “best part of life” or “most important leader” in Nouvelle France • Use research skills to discover the many different kinds of interactions that occurred between Aboriginal peoples and French colonists – and the ways these interactions changed both peoples’ lives 	

SOCIAL STUDIES GRADE 5

French-English Rivalry (LE 5)

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
ESSENTIAL QUESTIONS: A. Can forcing people off their land ever be the right thing to do? B. Who would you name your school after: General Edward Cornwallis, James Murray, General Charles Lawrence, Chief Pontiac, Joseph Broussard (“Beausoleil”) or Guy Carleton? Which criteria did you use to arrive at your conclusion? C. Which of these events had the most impact on the development of Canada – The Great Peace (1701), Battle of the Plains of Abraham (1759), The Treaty of Paris (1763), The Royal Proclamation (1763), or The Quebec Act?	
Describe a variety of British, French and Aboriginal groups in terms of political, religious and military leaders from the 1700s in North America KCC-027	<ul style="list-style-type: none"> Describe several attempts to rebalance the relationship between French and English were embodied in documents such as: The Treaty of Paris, The Quebec Act. Explain that there were a range of leaders whose decisions and actions shaped Canada. These include: General Edward Cornwallis, James Murray, General Charles Lawrence, Joseph Broussard, Chief Pontiac, Guy Carleton, James Wolfe, Louis-Joseph Montcalm.
Identify leaders in terms of being good or not in terms of the impact of their decisions and actions on the development of the Canada we have today.	
Describe ways in which Britain and France were increasingly competing for the land of North America and how this expressed itself in wars, economic competition as well as through laws and treaties. KCC-028	
Explain how competition led to the expulsion of the French Acadians by the British.	<ul style="list-style-type: none"> Illustrate that France and England were competing for influence around the world. Describe how several major conflicts that have shaped Canada and North America, including: The War of Spanish Succession, The Seven Years War, The Battle of the Plains of Abraham. Explain how as British and American influence and population expanded events and conflicts with Aboriginal and French people occurred. This can be illustrated through events such as: The Acadian Expulsion, The Pontiac Uprising, the Siege of Louisbourg, the Battle of the Plains of Abraham.
Discuss the French rights to practice their religion, language	
Reveal ways that Aboriginal traditions and rights were important to, and recognized in many negotiations and agreements by French and British governments. KCC-029	<ul style="list-style-type: none"> Describe the various attempts to establish new relationships and understandings between the British and Aboriginal and American citizens. These can be found in documents like: The Great Peace, The Royal Proclamation, The Quebec Act.
Illustrate how Aboriginal and European claims to the land of North America differed and were at the root of some of the conflicts and tensions as the American, British and French colonies expanded.	
Explain how Aboriginal rights were significant to areas of North America and how they have been recognized formally and informally for centuries.	
SKILLS OUTCOMES <ul style="list-style-type: none"> Use mapping skills to locate where various British, French, American and Aboriginal communities were in North America (includes: legends, cardinal directions, scale). Develop criteria in a small group or individual setting for what they consider to be the qualities of a “leader worth recognizing”, and “responsibilities of present society for actions taken in the past.” Use research skills to discover the many different kinds of interactions that occurred between British, French and Aboriginal peoples in North America – including partnerships and conflicts. Use critical thinking and historical thinking skills to create connections between events in the past and their impact on the present – including the rights of peoples to land, language and culture. 	

SOCIAL STUDIES GRADE 5

Refugees, Warriors and Reformers (LE 6)

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
ESSENTIAL QUESTIONS	
<p>A. Which Loyalist group or individual should all Canadians know about? Which criteria did you use to arrive at your answer?</p> <p>B. Which is the most important person, event, or consequence of the War of 1812?</p> <p>C. As Canada gradually became a democratic country, where people vote for their leaders, (not like a king or queen), who was the best fighter in making this happen: William Lyon Mackenzie, Louis-Joseph Papineau, Robert Baldwin, or Louis LaFontaine?</p>	
The American Revolutionary War caused a widespread displacement of individuals and groups who were loyal to Britain. Many of these groups and individuals came to Canada.	<ul style="list-style-type: none"> • Know when the Revolutionary War occurred (1774-78) • Identify some of the major groups that were displaced because of their loyalty to Britain (Americans, European immigrants...) • Provide various reasons other groups and individuals came to Canada at this time (Aboriginal peoples searching for new homeland, slaves escaping...) • Illustrate/describe how the map of Canada changed after the Revolutionary War (New Brunswick, Upper and Lower Canada) • Interpret how Britain and France were still competing for influence and the United States wanted to control more of North America
This influx of people caused significant changes in Canada – to borders and to political organization of the colonies.	
Loyalists had a range of reasons and dreams for coming to Canada.	
The borders of Canada have changed over time	
There were several reasons for the War of 1812	<ul style="list-style-type: none"> • Know when the War of 1812 was! • Identify significant individuals (Brock, Tecumseh, Norton, Procter...), events (Battle of Detroit, Queenston Heights, Thames, York, Washington) and consequences of the War of 1812 (end of Indian Confederation, independence of Canada).
Aboriginal peoples were key players in the balance of power before and during the War of 1812. Much of this power was destroyed by the end of the war.	
People have come to Canada over many years for a variety of reasons.	<ul style="list-style-type: none"> • Explain how/why the Rebellions of 1837-38 were focused on gaining <i>representative government</i> for Canada. • Identify ways in which, William Lyon Mackenzie, Louis-Joseph Papineau, Robert Baldwin, Louis Fontaine were important leaders who took different approaches to this struggle.
Canada has struggled to become a country with democratic ways of making decisions. Sometimes this struggle has been violent, often it has been negotiated	
SKILLS OUTCOMES	
<ul style="list-style-type: none"> • Use mapping skills to locate New Brunswick, Nova Scotia, Upper and Lower Canada, PEI, the American colonies, Indian Territory on a map. • Develop criteria in a small group or individual setting for what they consider an ‘important story from Canada’s past’ related to Loyalists. • Use research skills to discover some of the kinds of motivations and actions of British, American and Aboriginal peoples during the War of 1812 – and the consequences of this war. • Use critical thinking and historical thinking skills to create connections between events in the past and their impact on the present – including the reasons immigrants have come to Canada. • Use critical thinking and historical thinking skills to develop an understanding of how Canada has developed the kind of democracy it has and the rights of different groups within Canada. 	

SOCIAL STUDIES GRADE 5

Negotiating Confederation (LE 7)

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
ESSENTIAL QUESTIONS: A. What stories would explain the different parts of the <i>Imagine If...</i> map of Canada B. What was the best argument for or against Confederation? C. From the perspective of ___ (pick a person from the list) ___ what were the advantages or disadvantages of Confederation (Macdonald, Cartier, Brown, Dorion, McGee, Tilley, Gray, Howe, Tupper)?	
Describe how/why the shape of Canada has changed shape several times in the 19 th century, including 1841, 67, 70 and 73.	<ul style="list-style-type: none"> • Discuss the impact the Act of Union had (Canada East and West, equal representation in provincial assemblies, gridlock)
Explain the many different pressures and tensions influencing the British colonies in North America in the 1860's	<ul style="list-style-type: none"> • Explain how/why Slavery was a primary cause of the American Civil War (1861-65) • Describe how the <i>Manifest Destiny</i> was an idea that justified American expansion to the West (and North). • Explain ways in which the Fenians demonstrated that they wanted an independent Ireland and that by attacking British colonies in North America, hoped to force Britain to negotiate in Ireland. Examples of raids, threats
Identify the fear of American expansion and domination (including Fenian raids, Manifest Destiny and trade agreements) were significant realities in the 1860s.	
Interpret the how the legislative gridlock between Canada East and Canada West was created by the Act of Union, and how this lead to a search for a solution to break this impasse.	<ul style="list-style-type: none"> • Identify the hopes of Canada West for expansion, Canada East for protection of language, religion and culture
Illustrate ways that the French-Catholic and English-Protestant differences were realities that needed to be recognized.	<ul style="list-style-type: none"> • Identify and explain the conference in Charlottetown and another in Quebec in 1864, British North America Act passed in 1867
Explain how the Maritime Union was a serious possibility in the 1860's.	<ul style="list-style-type: none"> • Explain what Maritime colonies hoped to achieve through union • Describe ways that the Charlottetown Conference was a proposal for Confederation as it was first laid out. • Provide arguments for and against Confederation
Describe the advantages and disadvantages to the proposed Confederation of 1864-67.	
Identify that were many individuals involved in the shaping of Confederation	<ul style="list-style-type: none"> • Describe how specific individuals were involved in negotiating Confederation (Macdonald, Cartier, Brown, McGee, Dorion, Howe, Tupper, Gray)
SKILLS OUTCOMES <ul style="list-style-type: none"> • Use mapping skills to locate New Brunswick, Nova Scotia, Canada East and West, PEI. • Develop criteria in a small group or individual setting for what they consider an 'important story from Canada's past' related a valid argument for or against Confederation. • Use research skills to be discover some of the arguments for or against Confederation or Maritime Union. • Identify individuals who supported or opposed Confederation • Place events related to the creation and evolution of Canada in chronological order. • Use critical thinking and historical thinking skills to create connections between events in the past and their impact on the present – including the reasons Confederation was one among many possibilities in the 1860's. 	

SOCIAL STUDIES GRADE 5

Furs, Farms and the Métis (LE 8)

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
ESSENTIAL QUESTIONS	
<p>A. How did the major ‘highways’ (rivers) of the fur trade shape the way Canada developed?</p> <p>B. What could farmers or fur traders in the 1800’s have done differently to solve their differences in the Red River region?</p> <p>C. Louis Riel is described as a hero for the Métis and a traitor by others in 1870? How would you describe him?</p>	
Rivers were the ‘highways’ of Canada for hundreds of years.	<ul style="list-style-type: none"> • Explain how and why the major fur trading and transportation rivers of Canada, (include Saint Lawrence, Ottawa, Albany, Nelson, Churchill, Red, Assiniboine, North and South Saskatchewan, Peace).
Many communities were established on these waterways as fur trading forts. Many fur trading forts have evolved over time to become important population centres in Canada today.	<ul style="list-style-type: none"> • Illustrate ways in which many fur trading posts became important communities over time (For Churchill, York Factory, Moose Factory, Fort William, Fort Garry, Fort Chipewyan, Fort Simpson, Fort Edmonton, Fort Victoria, Fort Rupert, Fort Langley).
The fur trade used the expertise of both Aboriginal and European peoples and developed partnerships of mutual benefit.	<ul style="list-style-type: none"> • Describe how the fur trade was built on the hunting expertise and land skills of Aboriginal peoples and developed for many years as a partnership with European traders. • Explain ways that these partnerships had benefits for European and Aboriginal peoples, and evolved over time.
The fur trade and farming (or ‘settlement’) used the land in very different ways – which led to conflict in the Red River settlement, and elsewhere.	<ul style="list-style-type: none"> • Demonstrate ways that ‘settlement’ or farming used the land in very different ways than the fur trade did.
The Métis at Red River had developed a particular role in the fur trade, through the Buffalo hunt.	<ul style="list-style-type: none"> • Illustrate the changes that Confederation, the influx of farmers and a declining fur trade brought to the people of the Red River area and the NorthWest generally.
People have different opinions on the people involved in the Red River Rebellion (or resistance of 1870 (i.e.: Louis Riel, John A Macdonald).	<ul style="list-style-type: none"> • Identify the role that individuals played in the entry of Manitoba into Canada. (Including Riel, Macdonald, McDougall).
SKILLS OUTCOMES	
<ul style="list-style-type: none"> • To use mapping skills to locate major fur trading and transportation rivers of Canada, (include Saint Lawrence, Ottawa, Albany, Nelson, Churchill, Red, Assiniboine, North and South Saskatchewan, Peace). • To use mapping skills to locate fur trading posts. • To develop criteria in a small group or individual setting for what impacts (positive and negative) the fur trade had on both Aboriginal and European peoples. • To use research skills to explore the kinds of partnerships that existed between Aboriginal and European peoples in the fur trade. • To use research skills to explore the different goals, ways of life, and ways of using the land of farmers and those involved in the fur trade. • To take alternate perspectives on the events in Red River of 1869-70 (Métis, Canadian settler, federal politicians, Catholics). 	

SOCIAL STUDIES GRADE 5

Treaties, War, and the Changing West (LE 9)

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p>ESSENTIAL QUESTIONS:</p> <p>A. Who got more of what they hoped from signing the treaties; The Government of Canada or the Aboriginal peoples? OR Why do you we have land claims today?</p> <p>B. What could the Métis, Aboriginal groups or the government of Canada have done differently to avoid the armed conflicts that broke out in 1885?</p> <p>C. Was immigration to the west a good idea? Respond from the perspective of an Aboriginal person who lived in the Prairies, a new immigrant to the Prairies, a Chinese railroad worker, John A. MacDonald and a resident of the Prairies today.</p>	
Identify a variety of motivations for the government of Canada to want treaties signed that covered the prairie and northern regions.	<ul style="list-style-type: none"> Factors shaping the federal government’s negotiation of treaties included: growing immigration pressures, the legal need to have <u>title</u> to land before surveying for the telegraph and railway could begin; the need to avoid an Aboriginal uprising similar to 1870 and the American West.
Explain a range of opinions and motivations among Aboriginal groups related to signing treaties, from strong opposition to strong support.	<ul style="list-style-type: none"> Factors shaping Aboriginal groups’ decisions around negotiating treaties included: the disappearing buffalo herds and severe lack of food for many groups; desire to develop a new way of life that included agriculture; desire to be loyal British subjects and to share the land equitably; determination to fight against encroachment on any traditional lands; distrust of government promises.
Describe ways in which the Numbered Treaties were signed in a context where Aboriginal peoples were still in a position of relative power.	
Illustrate ways that the government of Canada did not honour many of the promises in the treaties it signed.	<ul style="list-style-type: none"> After the treaties were signed, the government often did not honour its promises. The impact this has had on land claims today.
Describe how immigration into Western Canada was a key part of the National Policy of John A Macdonald (along with construction of the CPR and protective tariffs promoting Canadian industry).	<ul style="list-style-type: none"> In the 1880’s Métis, settlers and Aboriginal groups were all frustrated with the federal government not honouring its promises. The Métis and other groups had pursued peaceful forms of redress with the federal government over several years, without success
Explain how the railway represented a greater ease of access to the prairies, which was helpful for new farmers, and ways this impacted people who did not want agriculture to spread further into the West.	
Describe the Resistance/Rebellion of 1885 in terms of similarities and differences from the one in Red River in 1870.	<ul style="list-style-type: none"> The trial and hanging of Riel was the source of serious tensions in French-English relations for many years
Explain why Aboriginal groups for the most part stayed out of the armed conflicts of 1885.	
Illustrate ways that in 1885 Louis Riel’s leadership was increasingly erratic.	
Explain how the repercussions of the 1885 resistance and Riel’s hanging were negative for the Métis, Aboriginal peoples and French-English relations in Canada.	

SOCIAL STUDIES GRADE 5

Treaties, War, and the Changing West (LE 9)

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p>SKILLS OUTCOMES</p> <ul style="list-style-type: none">• Use mapping skills to locate the areas covered by the Numbered Treaties, the primary events of the resistance of 1885, the route of the CPR across the prairies, and the prairie provinces formed in 1905.• Use research skills to discover some of the opinions for or against signing treaties from both the federal government and Aboriginal peoples' perspectives.• Identify individuals who supported or opposed the Numbered treaties.• Use research skills to discover some of the treaty promises that the federal government did not honour over time.• Use critical and historical thinking skills to explore the connections between treaties negotiated in the 1800s and land claims today.• Use historical thinking skills to put themselves in the shoes of an individual or group from the historical period being explored (including federal officials, Aboriginal leaders, Chinese railway workers, new immigrants).• Identify individuals who supported or opposed the Resistance/uprising of 1885.	

HEALTH GRADE 5

MENTAL AND EMOTIONAL WELL BEING

Big Ideas: relationships, decision making, coping

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Effective communication is important in a relationship	<ul style="list-style-type: none"> • Describe effective speaking and active listening skills • Demonstrate effective speaking and active listening skills • Describe different communication skills • Describe the importance of effective communication in a relationship • Identify assertive communication skills • Demonstrate assertive communication skills • Identify steps in a refusal process • Practise the steps of the refusal process
Advertising is designed to influence decisions	<ul style="list-style-type: none"> • Identify advertising techniques used to persuade • Practise designing an advertisement using one or more persuasion techniques
Signs of stress are identifiable	<ul style="list-style-type: none"> • Identify situations that cause stress • Identify signs of stress
Specific actions can be taken to help deal with stress	<ul style="list-style-type: none"> • Identify specific ways of dealing with stress • Practise behaviours which help deal with stress
GROWTH AND DEVELOPMENT	
Big Ideas: body systems	
Explain how the respiratory system is essential for getting oxygen into and carbon dioxide out of the body	<ul style="list-style-type: none"> • Name and locate the main parts of the respiratory system • Describe the functions of the respiratory system • State the importance of the respiratory system • Name common problem conditions related to the respiratory system • Describe ways to care for the respiratory system
Describe ways that the circulatory system is essential for circulation of blood throughout the body	<ul style="list-style-type: none"> • Name and locate the main parts of the circulatory system • Describe the functions of the circulatory system • State the importance of the circulatory system • Name common problem conditions related to the circulatory system • Describe ways to care for the circulatory system
Identify lifestyle behaviours that maintain a healthy cardiovascular system	<ul style="list-style-type: none"> • Identify lifestyle behaviours that maintain a healthy cardiovascular system
Family Life	
Big Ideas: families, human development and reproduction	
Explain male and female roles in the family are determined by capabilities, potentials and cultural tradition	<ul style="list-style-type: none"> • Identify traditional male and female roles within the family • Identify how capabilities and potentials affect male and female roles • Describe how male and female roles are changing and have changed
Describe ways that family activities can enhance family living	<ul style="list-style-type: none"> • Identify activities which a family can do together • Describe the importance of family activities in enhancing family living
Identify ways that puberty is one stage of development in everyone's life	<ul style="list-style-type: none"> • Identify the physical changes in males and females at puberty • Describe personal hygiene practices related to puberty • Describe the mental, emotional and social changes which take place during adolescence
Explain how the reproductive system enables human life to begin	<ul style="list-style-type: none"> • Describe the functions of the male reproductive organs • Describe the functions of the female reproductive organs

HEALTH GRADE 5

Family Life

Big Ideas: families, human development and reproduction

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe menstruation as a natural occurrence in females	<ul style="list-style-type: none"> • Identify the main events of the menstrual cycle • Describe the importance of the menstrual cycle • Describe body hygiene and personal products related to menstruation
Explain how human life is formed by the union of an egg and a sperm	<ul style="list-style-type: none"> • Describe the journey of an egg • Describe the journey of the sperm • Describe the process of human fertilization

Nutrition

Big Ideas: Food classification, selection and appreciation

Identify how foods are classified into four food groups on the basis of nutrient content	<ul style="list-style-type: none"> • Identify the leader nutrients in each of the four food groups • Describe the functions of the leader nutrients of each of the four food groups • Classify foods that are good sources of leader nutrients into the four food groups
Explain why it is important to select at least the minimum number of recommended daily servings from each food group	<ul style="list-style-type: none"> • Identify the minimum number of recommended daily servings from each food group to meet nutritional requirements
Explain why food availability affects food choices	<ul style="list-style-type: none"> • Explain factors that affect availability of foods
Describe how food is processed in a variety of ways	<ul style="list-style-type: none"> • Describe some food processing methods • Explain the importance of food processing
Identify why a willingness to eat nutritious country food promotes food appreciation and health	<ul style="list-style-type: none"> • Plan and prepare a nutritious northern meal • Eat a nutritious northern meal • Complete a recipe book of nutritious country food

Dental Health

Big Ideas: oral hygiene, factors affecting dental health and service/products

Explain ways that the regular practice of effective oral hygiene skills promotes dental health	<ul style="list-style-type: none"> • Appraise toothbrushing and flossing skills
Identify ways that the use of tobacco products affects oral health	<ul style="list-style-type: none"> • Identify the effects of tobacco products on oral health
Describe how approved dental products promote dental health	<ul style="list-style-type: none"> • State the benefits and any disadvantages of dental health products • Prepare a home-made toothpaste
Explain ways that health workers play an important role in dental health care	<ul style="list-style-type: none"> • Identify the roles of dental health workers

Safety and First Aid

Big Ideas: fire safety, outdoor and fire arm safety, first aid

There are safety rules to follow to prevent fires	<ul style="list-style-type: none"> • List common causes of fires around the house • Identify fire prevention strategies
There are safety rules and procedures to follow for fires	<ul style="list-style-type: none"> • Describe correct procedures to react to fire and to exit a burning building • Practise correct procedures to exit a burning building • Develop a fire exit plan with their families
Safety on the land or in the bush involves planning and safety rules	<ul style="list-style-type: none"> • Identify items to include when planning a summer and/or winter hunting trip • Identify safety rules on the land or in the bush • Demonstrate safety rules around camping stoves and lanterns • Demonstrate safety rules around campfires • Identify safety rules around campstoves, lanterns, heaters, woodstoves, etc.

HEALTH GRADE 5

Safety and First Aid

Big Ideas: fire safety, outdoor and fire arm safety, first aid

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Safe handling and storage of firearms and ammunition prevents injuries and death	<ul style="list-style-type: none"> • Identify appropriate uses of firearms • Identify safe storage of firearms and ammunition • Identify behaviours around firearms to prevent injuries and death
First aid can minimize injuries caused by bleeding and burns	<ul style="list-style-type: none"> • Explain the term wound • State the importance of treating severe external bleeding • Demonstrate first aid for bleeding • Demonstrate first aid for burns and scalds
First aid can minimize injuries	<ul style="list-style-type: none"> • Describe contents of first aid kit

Alcohol and Other Drugs

Big Ideas: drugs, tobacco, alcohol, solvents, well-being

A drug is anything that is put into the body that makes it work differently	<ul style="list-style-type: none"> • Identify the specific drugs in certain commonly used substances
There are many myths surrounding drugs	<ul style="list-style-type: none"> • Identify some of the myths related to drugs • Identify community resources for accurate drug information
Using tobacco affects the Body	<ul style="list-style-type: none"> • Identify that smoking tobacco affects the heart • Explain that tobacco contains a drug
Alcohol affects the body	<ul style="list-style-type: none"> • Identify some short-term and long-term effects of drinking alcohol
Alcohol may be misused	<ul style="list-style-type: none"> • Identify the use and misuse of alcohol • Identify some of the social effects of alcohol misuse • Identify the resources available in a community to help someone with an alcohol problem
Solvent abuse affects the body	<ul style="list-style-type: none"> • Identify the short-term and long-term effects of solvent abuse
There are many factors which influence our decisions about the use of drugs (including tobacco, solvents and alcohol)	<ul style="list-style-type: none"> • Identify factors which will influence our decision to use or not use drugs (including tobacco, solvents and alcohol)
Peer pressure is one factor which can influence our decisions about the use of drugs	<ul style="list-style-type: none"> • Explain how peer pressure influences decisions • Demonstrate some ways of resisting peer pressure
Advertising is one factor which, can influence our decisions about the use of drugs	<ul style="list-style-type: none"> • Explain how advertising influences decisions • Identify places where you can find advertisements
There are many ways to feel good without using drugs	<ul style="list-style-type: none"> • Identify ways to make themselves and their friends feel good

CAREER DEVELOPMENT GRADE 5

Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Build and maintain a positive self-image	<ul style="list-style-type: none"> • Understand the concept of personal characteristics such as interests, dislikes, personal qualities, strengths and weaknesses 1.1.1 • Discover how positive characteristics are the basis of a positive self-image 1.1.2 • Understand how self-image influences behaviours 1.1.3 • Understand how personal behaviours influence the feelings and behaviours of others 1.1.4 • Identify positive characteristics about self as seen by self and others 1.1.5 • Demonstrate behaviours and attitudes reflective of a positive self-image 1.1.6 • Assess one’s self-image and evaluate its impact on self and others 1.1.7 • Transform behaviours and attitudes in order to improve one’s self-image 1.1.8
Interact positively and effectively with others	<ul style="list-style-type: none"> • Discover the unique character of individuals 2.1.1 • Explore sources and effects of peer pressure 2.1.2 • Explore implications, effects and consequences of helping others 2.1.3 • Explore interpersonal and group communication skills 2.1.4 • Demonstrate effective skills, knowledge and attitudes for interacting with others 2.1.5 • Demonstrate effective skills, knowledge and attitudes for interacting with others 2.1.6 • Demonstrate appropriate behaviours and attitudes when peer pressures are contrary to one’s beliefs 2.1.7 • Demonstrate openness to the diversity of cultures, lifestyles as well as mental and physical abilities 2.1.8 • Demonstrate a willingness to help others 2.1.9 • Adopt behaviours and attitudes that contribute to positive and effective interactions with others in interpersonal and group settings 2.1.10 • Acknowledge and appreciate the unique character of one’s self 2.1.11 • Re-examine one’s behaviours and attitudes in interpersonal and group communication contexts and determine those that contribute to positive and effective interactions with others 2.1.12 • Improve one’s interpersonal and group communication skills in order to build positive relationships in one’s life 2.1.13
Change and grow throughout one’s life	<ul style="list-style-type: none"> • Explore the concept of change and growth as part of life 3.1.1 • Understand that change and growth impact on one’s mental and physical health 3.1.2 • Explore personal feelings (mental and physical) 3.1.3 • Explore ways to express feelings 3.1.4 • Explore good health habits 3.1.5 • Express feelings 3.1.7 • Demonstrate good health habits 3.1.8 • Acknowledge the positive effects of expressing one’s feelings 3.1.9 • Acknowledge the positive effects of expressing one’s feelings 3.1.10 • Acknowledge the positive outcomes of asking for help 3.1.11 • Re-examine one’s health habits and adopt those that contribute positively to one’s growth 3.1.12 • Engage in good health habits 3.1.13

CAREER DEVELOPMENT GRADE 5

Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Participate in life-long learning supportive of life/work goals	<ul style="list-style-type: none"> • Understand the importance of preparing for one’s life and work paths 4.1.1 • Discover how different levels of work require different combinations of acquired skills, knowledge and attitudes 4.1.5 • Explore multiple work types and alternatives, both paid and unpaid 4.1.6 • Demonstrate effective information gathering strategies 4.1.9
Locate and understand life/work information	<ul style="list-style-type: none"> • Explore work of family members, school personnel and community workers/employers 5.1.1 • Explore work roles and settings of interest to oneself 5.1.2 • Explore the concept of work information and how parents, relatives, adult friends and neighbours can provide this information 5.1.3 • Discover how interests, knowledge, skills, beliefs and attitudes relate to work roles 5.1.4 • Explore various working conditions of work roles 5.1.5 • Understand how self-employment differs from working for others 5.1.6 • Explore various sources of work information 5.1.7 • Use various sources of information (e.g. Internet, television, newspapers) 5.1.8 • Express one’s opinion on work information that has been explored 5.1.9 • Improve one’s strategies for locating and using work information 5.1.10
Understand the relationship between Work and society/economy	<ul style="list-style-type: none"> • Understand how work can satisfy personal needs 6.1.1 • Understand how work can contribute positively to society 6.1.2 • Explore the impact of work on personal, social, economic and environmental problems 6.1.4 • Demonstrate how work can satisfy one’s personal needs 6.1.5 • Demonstrate how work might solve personal, social, economic and environmental problems 6.1.6 • Demonstrate the value of work for oneself 6.1.7 • Engage in work experiences that satisfy one’s needs as well as contribute to one’s community 6.1.8
Secure/create and maintain work	<ul style="list-style-type: none"> • Understand the importance that personal qualities have on creating, getting and keeping work 7.1.1 • Understand how cooperation among workers can help accomplish a task 7.1.3 • Experience cooperation in order to accomplish a task 7.1.8 • Demonstrate the ability to take responsibility for one’s actions 7.1.9 • Re-examine one’s experience while performing work activities and determine for oneself which abilities and attitudes contributed positively or negatively to the experience 7.1.10

CAREER DEVELOPMENT GRADE 5

Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Make life/work enhancing decisions	<ul style="list-style-type: none"> • Understand how choices are made 8.1.1 • Explore what can be learned from experiences 8.1.2 • Explore what might interfere with attaining goals 8.1.3 • Explore alternatives in decision-making situations 8.1.5 • Understand how personal beliefs and attitudes influence decision-making 8.1.6 • Understand how decisions affect self and others 8.1.7 • Assess what might interfere with attaining one’s goals 8.1.8 • Make decisions and take responsibility for them 8.1.10 • Evaluate the impact of personal decisions on self and others 8.1.12 • Engage in a responsible decision-making process 8.1.13
Maintain balanced life and work roles	<ul style="list-style-type: none"> • Explore the various roles an individual may have 9.1.1. • Explore work related activities in the home, community and school 9.1.2 • Understand how family members depend on one another, work together and share responsibilities 9.1.3 • Demonstrate how one works with other family members and shares family responsibilities 9.1.6 • Examine one’s different life roles and evaluate one’s responsibilities within each of them 9.1.8
Understand the changing nature of life/work roles	<ul style="list-style-type: none"> • Understand the positive impact of work on people 10.1.1 • Discover the changing life roles of men and women in work and family settings 10.1.2 • Understand how contributions of individuals both inside and outside the home are important to family and community 10.1.3 • Outline the life roles of males and females in one’s own family setting 10.1.4 • Examine the type of life roles one would like to consider 10.1.6
Understand, engage in and manage one’s own life/work building process	<ul style="list-style-type: none"> • Explore the concept of change is constant and its relation to life and work 11.1.1 • Explore the concept of following one’s own heart and its relation to life and work 11.1.3 • Explore the concept of goal setting as a source of inspiration and motivation in life and work 11.1.4 • Understand the value of focusing on the journey in life and work 11.1.5 • Discover the benefits of strong relationships to life and work 11.1.6 • Recognize situations of change and transformation in one’s environment 11.1.7 • Try new experiences according to one’s dreams, personal values and interests 11.1.9 • Plan and take part in an activity of interest and describe what one has learned during the activity 11.1.10 • Identify one’s set of relationships 11.1.11 • Examine one’s opinions and feelings about change. Learning, following one’s heart, setting goals, focusing on the journey and having or developing a network of allies 11.1.12 • Engage in experiences that expose one to change, continuous learning, personal values and dreams, goal setting, journeys and networking 11.1.13

ARTS GRADE 5

Dance

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Creative/Productive (CP) K-12 Goal: Students will inquire, create, and communicate through dance, drama, music, and visual art.	
Create dance compositions inspired by pop culture (e.g., street dances, current dance trends in music videos). CP5.1	<ul style="list-style-type: none"> • Investigate potential sources of ideas for dance related to pop culture (e.g., current street dances, popular dances of different eras, TV dance competitions). • Pose questions about pop culture to explore through a dance-making inquiry process (e.g., What popular dance movements, styles, and conventions could we include in our own dances?). • Collaborate with peers to select a common starting point, and generate further ideas for dance compositions. • Demonstrate research skills, and use guided Internet searches, as part of the inquiry and dance-making process (e.g., view contemporary street dances online). • Generate and develop movement ideas through improvisation. • Select, with increasing discernment, movements from explorations to create and connect dance phrases that express ideas. • Record dance and movement ideas in learning logs, videos, or reflective journals (e.g., using invented and/or traditional Labanotation symbols). • Develop and refine dance ideas collaboratively using critical reflection. • Describe ideas expressed in own dance compositions.
Express own ideas using pop dance forms and styles, and apply the elements of dance including: <ul style="list-style-type: none"> • Actions (extend repertoire of actions with flexibility and clarity of movement) • Body (arm and leg gestures that lead toward, away from, and around own bodies) • Dynamics (acceleration and deceleration) • Relationships (alone, partner, small groups) • Space (pathways, directions, levels, shape). CP5.2 	<ul style="list-style-type: none"> • Demonstrate innovation when applying the elements of actions, body, dynamics, relationships, and space in own dance compositions. • Create arm and leg gestures that lead toward, away from, and around own bodies. • Extend repertoire of actions with attention paid to flexibility and clarity of movements. • Control acceleration and deceleration of movements (quickly and slowly). • Examine how energy is used to resist gravity. • Move in a variety of ways to metric and non-metric (i.e., free or irregular) rhythms. • Carve space into volumes with own bodies. • Practise clarity of shape when in motion or in stillness. • Incorporate various relationships alone, with a partner, and in small groups. • Identify and experiment with transitions between dance phrases. • Organize movement sequences in meaningful ways. • Apply repetition and variety of movements and movement sequences in dances. • Recall and recreate movement phrases and sequences. • Extend own body’s range of movement and strength with attention paid to balance and correct alignment.
Drama	
Demonstrate how various roles, strategies, and elements (e.g., tension, contrast, symbols) function within a drama. CP5.3	<ul style="list-style-type: none"> • Demonstrate sustained belief in each dramatic situation and a variety of own roles. • Respond to others in role in ways that aid the progress of the drama. • Use language expressively when speaking and writing in role. • Analyze and describe how various roles and strategies (e.g., flashbacks) functioned within the drama. • Apply focus in own work, and explain why focus serves an important function in drama. • Describe how surprises can often create the element of tension, which serves an important function in drama work. • Investigate the use of contrast in drama work. • .

ARTS GRADE 5

Drama

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) CP5.3	<ul style="list-style-type: none"> • Demonstrate how symbols may serve specific functions in drama work (e.g., a character or object represents a particular idea or concept such as envy or greed). • Discuss drama work in relation to own lives and communities
Create drama using pop culture as inspiration (e.g., pop musicians and movie stars, street theatre, or stories and myths from pop culture). CP5.4	<ul style="list-style-type: none"> • Pose questions related to popular culture to inspire inquiry through drama (e.g., What if we were members of a film crew and a famous pop star suddenly disappeared from our set?). • Investigate and participate in various forms of popular theatre (e.g., street theatre, physical theatre, clowning, parades, puppet theatre, festival busking). • Use imagination to help extend the dramatic context. • Identify new ways to further the drama based on discussions of the work. • Work co-operatively within dramatic contexts and describe the responsibilities and challenges of working this way. • Improvise and provide alternative ideas in various dramatic situations. • Provide solutions to refine the work based on reflection and discussions about the drama.

Music

Demonstrate increased skills and abilities in use of the voice and one or more instruments. CP5.5	<ul style="list-style-type: none"> • Use voice and instruments purposefully to convey feelings and own ideas. • Sing in tune and continue to develop the ability to sing harmony. • Recognize there are a diverse range of voice types, styles, and forms of individual and group vocal expression. • Use traditional and non-traditional notational devices in music created and performed. • Explore the qualities and characteristics of own voices (e.g., range, timbre, dynamics). • Extend skills and abilities in the use of one or more selected instruments. • Analyse how instruments can be used in traditional and non-traditional ways to create a variety of distinctive sounds and styles. • Recognize and appreciate the acquisition of instrumental/vocal technical skills and their contribution to music expression.
Create sound compositions (vocal and instrumental) that draw inspiration from pop culture and demonstrate knowledge of: <ul style="list-style-type: none"> • Form (binary – AB, ternary – ABA, rondo – ABACADA) • Metre as an organizational technique • Tempo as an organizational technique • Rhythm including beat, tempo, patterns of duration, and metre • Melodies • Harmony as a fundamental component in creating texture (e.g., choral accompaniment) • Scales that differ in structure and tonality (pentatonic, major, minor) • Tone colour as an organizational technique • Expressive use of silence. CP5.6 	<ul style="list-style-type: none"> • Use elements of music and voice/instruments to convey feelings and own ideas. • Pose questions to initiate and guide inquiry into sound composition process. • Demonstrate ways that music can suggest images and moods or express ideas. • Investigate and demonstrate how metre, tempo, dynamics, and tone colour can be used as organizational techniques in music. • Demonstrate understanding that rhythm is subdivided into four categories: beat, tempo, patterns of duration, and metre. • Investigate ways that melodies can be shaped to create musical expression. • Examine ways that scales differ in structure and tonality (e.g., pentatonic, major, minor). • Demonstrate knowledge of different forms in music (e.g., binary - AB, ternary - ABA, rondo - ABACADA). • Investigate how silence can be used expressively in music. • Describe how own music compositions express unique ideas and possess expressive qualities. • Incorporate more than one related or contrasting idea within a single music composition. • Expand on sound/music ideas from journals.

ARTS GRADE 5

Music

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) CP5.6	<ul style="list-style-type: none"> • Use the Internet to find and discuss compositions that demonstrate music concepts currently under study. • Recall and describe own decision making in the creation of music and the development of musical ideas. • Use improvisation and accidental discoveries where appropriate in own compositions.

Visual Art

Create visual art works that express ideas about, and draw inspiration from, pop culture. CP5.7	<ul style="list-style-type: none"> • Pose questions about pop culture and investigate the questions individually or collectively through visual art (e.g., what and who are some Canadian pop culture icons and symbols?). • Collaborate with other students to plan a visual art inquiry into pop art. • Collaborate with other students to decide how to document the inquiry process and share resulting products. • Expand skills and abilities and demonstrate self-awareness in decision-making about art making methods and materials. • Experiment with pop art styles in 2-D and 3-D. • Describe how ideas can come from such sources as memory, research, observation, feelings, or imagination. • Expand on visual art ideas in their visual journals, learning logs, or sketchbooks. • Recognize the value of accidental discoveries in own work and put them to use, where appropriate. • Use self-reflection and describe why it is important to visual art processes. • Describe meaning of own art work.
Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint). CP5.8	<ul style="list-style-type: none"> • Use the elements of line, colour, texture, shape, form, and space in ways that reflect a pop art style. • Explore colour relationships in the environment and in pop art styles. • Identify how space can be positive or negative in art works and assess the use of these concepts in own work. • Examine ways of creating contrast (e.g., bold/subtle, rough/ smooth, light/dark). • Examine different types of balance (symmetrical, asymmetrical/informal, radial). • Demonstrate ability to represent visual details to enhance depictions of plants, animals, people, and objects. • Investigate how proportion is a matter of size comparison. • Analyze and investigate ways of creating the illusion of three dimensions through drawing.

Critical/Responsive: K-12 Goal: Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, creativity, research, and collaborative inquiry.

Dance, Drama, Music, Visual Art

Examine the influence of pop culture on own lives and societies, and investigate the work of selected pop culture artists (e.g., Andy Warhol, popular musicians, movie stars, televised music and dance competitions). CR5.1	<ul style="list-style-type: none"> • Analyze and describe the influence of pop culture on contemporary societies, and on own lives. • Investigate arts expressions that are currently part of mainstream popular culture, and research historical influences on these expressions (e.g., the influence of James Brown or Elvis Presley on contemporary music). • Analyze relationships between art and pop culture (e.g., visual artist Roy Lichtenstein, comic books, Brit pop bands, improv theatre and performance art for public spaces, dance in music videos). •
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ARTS GRADE 5

Dance, Drama, Music, Visual Art

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) CR5.1	<ul style="list-style-type: none"> Investigate and report on the role of marketing in the promotion and distribution of pop culture products (e.g., TV programs, movies, and viral marketing on the Internet).
Respond critically and creatively to a variety of pop culture expressions. CR5.2	<ul style="list-style-type: none"> Research contemporary popular Canadian artists and arts expressions and create own work in response. Justify interpretations and opinions of pop culture expressions based on critical thinking, research, and evidence in the work. Respond to contemporary pop culture arts expressions in two or more different ways (e.g., formal criticism, contextual approach, creative approach, or multi-connection approach as described in the curriculum support document entitled <i>Responding to Arts Expressions</i> available on the Ministry of Education website).
<p>Cultural/Historical (CH): K-12 Goal: Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.</p>	
<h3>Dance, Drama, Music, Visual Art</h3>	
Examine perspectives on contemporary life as expressed by artists in pop culture and mass media (e.g., representations of young people in ads, sitcoms, animations, and music videos). CH5.1	<ul style="list-style-type: none"> Critically analyze and describe representations of life by artists in pop culture (e.g., rock videos, television sitcoms, movies, and advertisements). Create arts expressions in response to research and personal opinions about the influence of pop culture trends, fads, and fashions. Critique pop culture representations for potential stereotypes. Research various careers of pop culture artists (e.g., animators, actors, directors, dancers/choreographers, fashion designers, musicians/composers, and filmmakers) and discuss rewards and challenges of careers in mass media.
Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts. CH5.2	<ul style="list-style-type: none"> Research and categorize traditional and contemporary First Nations and Métis arts expressions from different regions in Canada (e.g., West Coast, Northern, Plains, East Coast). Identify several contemporary Canadian First Nations, Métis, and Inuit artists and discuss cultural traditions and ideas reflected in their work (e.g., visual artist Allen Sapp, musician John Arcand, actor Gordon Tootoosis, dancer and musician Don Speidel). Investigate the influence of popular culture on contemporary First Nations artists (e.g., First Nations filmmakers and hip hop artists such as Eekwol). Examine how issues related to colonization, assimilation, and racism are expressed through the work of First Nations and Métis artists.
Analyze and describe how arts and pop culture expressions convey information about the time and place in which they were created. CH5.3	<ul style="list-style-type: none"> Investigate how the arts sometimes reflect or question mainstream values. Describe how changes in arts expressions reflect changes in society (e.g., examine artistic and social historical timelines). Explain how knowing more about the context in which an arts expression was created can help in understanding the work. Describe how popular artists and art forms (e.g., comics, animation, fashion design) have affected mainstream culture over time.

PHYSICAL EDUCATION GRADE 5

Activity

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	<i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
Select, perform and refine more challenging locomotor sequences A5-1	<ul style="list-style-type: none"> • Practise side-stepping and herringbone techniques of travelling up a hill on cross-country skis, focusing on pole placement, weight distribution and positioning of skis. (Alternative Environment) • Brainstorm as many variations of rolling as can be done safely, by varying the starting and ending positions; e.g., start in a crouch, end in a straddle (Types of Gymnastics)
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 A5-2	<ul style="list-style-type: none"> • Create treasure maps of a specified area; e.g., schoolyard, local trails, with the theme of finding a hidden treasure. Choose one of the maps and see if the mystery can be solved (Alternative Environment) • Work through modified track and field stations in small groups to practise and establish a personal best; e.g., ball throw, long jump, sprints, middle distance, high jump (Individual Activities)
Select, perform and refine more challenging nonlocomotor sequences A5-3	<ul style="list-style-type: none"> • Increase the possible range of body shapes, parts leading the movement and balances in such actions as expanding/contracting and rising/sinking. Explore and develop folk dances that involve nonlocomotor patterns; e.g., tinikling, a game/dance with long bamboo poles. (Dance)
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 A5-4	<ul style="list-style-type: none"> • In small groups, create statues, demonstrating balance at different levels. (Types of Gymnastics)
Select, perform and refine more challenging ways to receive, retain and send an object with control A5-5	<ul style="list-style-type: none"> • While playing three-on-three volleyball on small courts, use the overhead pass as the only method to begin play. Focus on positioning the feet and hands in the intended direction when passing the ball to teammates or to open spaces in the opponent’s court. (Games)
Consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship A5-6	<ul style="list-style-type: none"> • Practise aiming at a target, using a variety of objects at different stations; e.g., plastic discs, beanbags, softballs, quoits, basketballs (Individual Activities)
Select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering A5-7	<ul style="list-style-type: none"> • Participate in land- and water-based activities; e.g., orienteering with a compass, following a map while hiking, plant and animal identification. (Alternative Environment)
Demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others A5-8	<ul style="list-style-type: none"> • Participate in folk dances from Canada and other countries, especially in relation to work in social studies. (Dance)

PHYSICAL EDUCATION GRADE 5

Activity

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
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 A5-9	<ul style="list-style-type: none"> Explore concepts for and develop dances to music/story; e.g., using the song “Day-O” provides a theme of working in a banana plantation. Verbal/rhythmical concepts, such as the sound of a train, can be expressed through dance. (Dance)
Apply critical thinking and problem solving skills to create competitive and cooperative modified games that involve everyone A5-10	<ul style="list-style-type: none"> In a fielding game, determine modifications of rules, skills, equipment and boundaries to ensure that all students can participate successfully and make a contribution to the team. Ensure that the selected modifications are agreed upon and maintain the dignity of classmates and the integrity of the game. (Games)
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 A5-11	<ul style="list-style-type: none"> In mini team handball, defensive players focus on closing the gaps along the goal crease, as the ball circulates from side to side. (Games)
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 A5-12	<ul style="list-style-type: none"> In pairs, use a small die and a card with the six dominant movement patterns listed and numbered on it to create a dance. Roll the die and perform your choice of the corresponding dominant movement pattern (DMP) according to ability. Then roll again and find a way to connect the next DMP to the previous one in a fluid way. Combine six DMPs and demonstrate the sequence. (Types of Gymnastics)
Select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack A5-13	<ul style="list-style-type: none"> Develop skills in skipping routines/juggling patterns.(Individual Activities)
Benefits Health	
Explain the relationship between nutritional habits and physical activity B5-1	<ul style="list-style-type: none"> When stretching in the cool-down period, share how energy levels differ after various types of meals; e.g., turkey dinner, a dinner of stir-fries vegetables and rice. (Games)
Demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity B5-2	<ul style="list-style-type: none"> Participate in an obstacle course of activities that will help improve fitness levels; e.g., “jump the river”—swing on a rope, use a standing broad jump or use a running long jump to move over two parallel ropes placed on the floor.(Alternative Environment)
Identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities B5-3	<ul style="list-style-type: none"> Using a variety of gymnastic task cards, identify the major components of fitness required to perform the tasks.(Types of Gymnastics)
Acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities B5-4	<ul style="list-style-type: none"> Perform line dances that demonstrate how all body types can benefit from physical activity. (Dance)
Infer positive benefits gained from specific physical activities B5-6	<ul style="list-style-type: none"> Skate for a specified amount of time and record the number of laps completed and the post-exercise heart rate. Next class, try to skate more laps to see the relationship to heart rate.(Alternate Environment)
Describe how physical activity influences physical fitness and the body systems B5-7	<ul style="list-style-type: none"> Use appropriate moments to point out improvement in cardio-respiratory endurance, and discuss some of the dances that have contributed to this improvement; e.g., line dance. (Dance) Identify the fitness benefits of various games; e.g., curling, softball and badminton, highlighting if they are good for developing strength, endurance and/or flexibility. (Games)

PHYSICAL EDUCATION GRADE 5

Benefits Health

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
Understand the connection between physical activity, stress management and relaxation B5-8	<ul style="list-style-type: none"> Develop a plan to participate in an activity while at home; e.g., go for a bike ride or take the dog for a walk. Record feelings after participation.(Individual Activities)
Cooperation	
Identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity C5-1	<ul style="list-style-type: none"> After a small group game, meet with teammates and share one thing that was done well and one that needs improvement.(Games)
Demonstrate etiquette and fair play C5-3	<ul style="list-style-type: none"> Lead or start a dance, or decide how the dance should progress/end. Model respectful behaviours as a leader and a follower. (Dance)
Select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences C5-4	<ul style="list-style-type: none"> Develop a series of stations to be used for an activity lesson with Kindergarten students. Implement the lesson and evaluate its effectiveness.(Individual Activities)
Identify and demonstrate practices that contribute to teamwork C5-5	<ul style="list-style-type: none"> Play cooperative games in the pool. Part way through a game, discuss the factors that are making you successful/struggle and agree to try out a new strategy. (Alternate Environment)
Identify/demonstrate positive behaviours that show respect for self and others C5-6	<ul style="list-style-type: none"> Work in small groups to solve problems while participating in outdoor activities, such as scavenger hunts, wall climbing or relay races. (Alternate Environment)
Do it Daily ... for Life!	
Participate regularly in physical activity to develop components of health-related fitness and movement skills D5-1	<ul style="list-style-type: none"> Create events for a decathlon that will improve student strength, endurance, flexibility and cardio-respiratory abilities. Score points every time there is improvement in a personal best time/distance in an event. (Individual Activities)
Demonstrate factors that encourage movement D5-2	<ul style="list-style-type: none"> Create a steeplechase course on the school playground or in a local park. Discuss ways to improve performance on the course and try suggested improvement strategies during leisure time.(Alternate Environment)
Identify/follow rules, routines & procedures for safety in a variety of activities D5-3	<ul style="list-style-type: none"> Review and follow safety procedures for the use of gymnastic equipment, and review and follow conditioning techniques for rolls and bench work requiring balance.(Types of Gymnastics)
Participate in, and identify the benefits of, safe warm-up and cool-down activities D5-4	<ul style="list-style-type: none"> Warm up using movements that will help skill development during the lesson development and closure. Discuss the relationship between an appropriate warm-up and skill development.(Individual Activities)
Identify safe practices that promote an active, healthy lifestyle D5-5	<ul style="list-style-type: none"> Discuss correct forms and techniques to prevent injuries. Assess each other and provide feedback on techniques.(Types of Gymnastics)
Set long-term goals to develop own performance as per interests/abilities D5-6	<ul style="list-style-type: none"> Choose a favourite dance and modify it to include different things; e.g., a fitness component, an expressive component, balancing skills. (Dance)
Demonstrate different ways to achieve an activity goal that is personally challenging D5-7	<ul style="list-style-type: none"> Identify different ways to improve defensive work in invasion/territory games; e.g., pay attention to footwork drills, visual focus, mental practice or improving leg strength. (Games)
Create a strategy to promote participation in physical activity within the school and the community D5-8	<ul style="list-style-type: none"> PACHAT—Parent and Child Activity Time—provides opportunities for parents and children to be physically active together; e.g., family gym night, skate night, slide night. (Alternate Environment)
Identify factors made to be active within group or individual activities on a daily basis D5-9	<ul style="list-style-type: none"> In small groups, brainstorm factors that affect choices of physical activity; e.g., interests, physical attributes, and then develop movement sequences from a selection of topics, such as the ball game, snowbank rink and black diamond run. (Dance)

ICT - GRADE 5 - TRANSITIONING (GRADE 4 - 7)

Cognitive Domain

Outcomes	Achievement indicators – measurable outcomes	
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
Cognitive Domain <i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
Plan and Question		Supporting Skills
Knows – Comprehends (Become aware)	<ul style="list-style-type: none"> • Recalls and or records prior knowledge and asks topic-related questions • Follows given plans 	
Analyze – Apply (Believe)	<ul style="list-style-type: none"> • Constructs how and why questions, predictions, hunches, educated guesses and hypotheses and identifies information needs 	
	<ul style="list-style-type: none"> • Adapts given electronic plans 	<ul style="list-style-type: none"> • Moves text and images • Inserts and edits text, data, images, sound, video and or formulas • Formats text, images, graphs, and tables using toolbar icons, menu options, and or keyboard shortcuts • Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes • Formats page layout • Customizes the template of a graphic organizer, table, multimedia presentation, spreadsheet, and/or database
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Evaluates original inquiry questions and creates new questions for future inquiry 	
	<ul style="list-style-type: none"> • Designs own electronic plans 	<ul style="list-style-type: none"> • Manages electronic files and folders • Moves data between applications • Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages

ICT – GRADE 5 – TRANSITIONING (GRADE 4-7)

Cognitive Domain

Outcomes	Achievement indicators – measurable outcomes	
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
	• Gather and Make Sense	• Supporting Skills
Knows – Comprehends (Become aware)	<ul style="list-style-type: none"> • Finds and collects information from given media sources 	<ul style="list-style-type: none"> • Logs on and off ICT devices • Opens applications and files • Saves files • Prints files • Browses multimedia • Searches the Internet using teacher-selected search engines and keywords • Sends and receives text messages and electronic files using rules of etiquette • Manipulates input devices • Selects and uses peripherals to find, record, manipulate, save, print, and/or display information
	<ul style="list-style-type: none"> • Identifies sources of information and provides bibliographic/reference data 	<ul style="list-style-type: none"> • Recognizes and presses keys on the keyboard • Inserts hyperlinks to electronic sources
	<ul style="list-style-type: none"> • Records data or makes notes on gathered information and ideas using given categories and given ICT 	<ul style="list-style-type: none"> • Logs on and off ICT devices • Opens applications and files • Saves files • Navigates within an application • Moves data between applications • Recognizes and presses keys on the keyboard • Inserts and edits text, data, images, sound video and/or formulas
	<ul style="list-style-type: none"> • Collects primary data using electronic devices 	<ul style="list-style-type: none"> • Captures digital data
	<ul style="list-style-type: none"> • Questions whether information from media sources is real, useful, and/or distracting 	
Analyze – Apply (Believe)	<ul style="list-style-type: none"> • Refines information searches using a variety of media sources 	<ul style="list-style-type: none"> • Navigates within an application • Browses the Internet • Chooses /uses search engines & own keywords • Refines searches using Boolean logic
	<ul style="list-style-type: none"> • Analyzes textual, numerical, aural, and visual information gathered from media sources, applying established criteria 	<ul style="list-style-type: none"> • Investigates currency, authorship of electronic sources such as websites, email, CD-ROMs, syndications, blogs, wikis, podcasts, and broadcast media
	<ul style="list-style-type: none"> • Categorizes information using the ICT suitable for the purpose 	<ul style="list-style-type: none"> • Navigates within an application • Moves data between applications • Transfers ICT knowledge to new applications
	<ul style="list-style-type: none"> • Analyzes if info from media sources is sufficient, suitable for purpose/audience 	
	<ul style="list-style-type: none"> • Analyzes whether information from media sources has been manipulated 	
Synthesize Evaluate (Value)	<ul style="list-style-type: none"> • Incorporates new information with prior knowledge and adjusts inquiry strategies 	
	<ul style="list-style-type: none"> • Assesses textual, numerical, aural, and visual info, and sources of the media, to verify context, perspective, bias, motive 	

ICT - GRADE 5 - TRANSITIONING (GRADE 4-7)

Cognitive Domain

Outcomes		Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
	Produce to Show Understanding	Supporting Skills
Knows – Comprehends (Become aware)	<ul style="list-style-type: none"> • Participates in establishing criteria for student – created electronic work • Composes text, records, sound, sketches images, graphs, data, and/or creates video 	<ul style="list-style-type: none"> • Logs on and off ICT devices • Opens applications and files • Saves files • Navigates within an application • Manipulates input devices • Recognizes and presses keys on the keyboard • Moves text and images • Draws images using electronic tools • Inserts and edits texts, data, images, sound, video, and/or formulas • Recalls ICT vocabulary in context • Uses ICT vocabulary in context
	<ul style="list-style-type: none"> • Edits electronic work according to established criteria, conventions, and/or standards 	<ul style="list-style-type: none"> • Prints files • Navigates between applications • Sends and receives text messages and electronic files using rules of etiquette • Transfers ICT knowledge to new applications • Inserts and edits texts, data, images, sound, video, and/or formulas • Formats text, images, graphs, tables using toolbar icons, menu options, keyboard shortcuts • Edits text using spell check, dictionary, thesaurus, grammar check, and/or track changes • Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages
Analyze – Apply (Believe)	<ul style="list-style-type: none"> • Selects suitable ICT application and/or device to create electronic work and explains the selection 	<ul style="list-style-type: none"> • Recognizes and presses keys on the keyboard
	<ul style="list-style-type: none"> • Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback and personal preferences 	<ul style="list-style-type: none"> • Logs on and off ICT devices • Opens applications and files • Saves files • Formats text, images, graphs, and tables using toolbar icons, menu options, and/or keyboard shortcuts • Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes • Inserts hyperlinks to electronic sources • Formats page layout • Customizes template of graphic organizer, table, multimedia presentation, spreadsheet, database • Analyzes the intended use of images/video, and edits images/video using photo/video-editing software • Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages

ICT – GRADE 5 – TRANSITIONING (GRADE 4-7)

Cognitive Domain

Outcomes		Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
Produce to Show Understanding		Supporting Skills
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> Solves problems, reaches conclusions, makes decisions, and/or proposes answers to questions by analyzing data/information and concepts using ICT devices and/or applications 	<ul style="list-style-type: none"> Navigates within an application Moves data between applications Transfers ICT knowledge to new applications
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> Designs and creates non-sequenced ICT representations 	<ul style="list-style-type: none"> Moves data between applications
	<ul style="list-style-type: none"> Self-assesses ICT representations to go beyond established criteria by enhancing meaning and/or artistry, according to topic, audience, purpose and occasion 	
Communicate		Supporting Skills
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> Displays and/or discusses electronic work 	<ul style="list-style-type: none"> Logs on and off ICT devices Opens applications and files Navigates within an application Manages electronic files and folders Manipulates input devices Recognizes and presses keys on the keyboard Selects and uses peripherals to find, record, manipulate, save, print, and/or display information
Analyze – Apply (Believe)	<ul style="list-style-type: none"> Discusses information, ideas, and/or electronic work using tools for electronic communication 	<ul style="list-style-type: none"> Sends and receives text messages and electronic files using rules of etiquette
Synthesize Evaluate (Value)	<ul style="list-style-type: none"> Adjusts communication based on self-evaluation and feedback from a global audience 	
Reflect		Supporting Skills
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> Participates in guided conferences to think about using ICT to learn 	<ul style="list-style-type: none"> Uses ICT vocabulary in context
Analyze – Apply (Believe)	<ul style="list-style-type: none"> Invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn 	
Synthesize - Evaluate (Value)	<ul style="list-style-type: none"> Self-monitors learning goals, reflects on the value of ICT to complete learning tasks, and sets personal goals for using ICT to learn 	

ICT – GRADE 5 – TRANSITIONING (GRADE 4-7)

Cognitive Domain

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Ethics and Responsibility	
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Respects ICT equipment and personal technology space of other ICT users • Recognizes guidelines for safety and security • Recognizes the need to acknowledge authorship of intellectual property • Identifies possible health issues associated with using ICT
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Applies school division’s acceptable-use policy for ICT • Applies safety guidelines when communicating electronically • Explains consequences of unethical behaviour • Applies guidelines for ethical and responsible use of ICT
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Evaluates effects of personal ICT behaviour on others • Weights personal benefits and risks of using ICT
Social Implications	
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Identifies uses of ICT at home, at school, at work, and in the community • Relates societal consequences of ethical and unethical use of ICT • Chooses appropriate times and places to use wireless games and/or communication devices
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Analyzes current trends in ICT to predict effects of emerging technologies • Analyzes various ICT skill and competency requirements’ for personal career choices • Analyzes advantages and disadvantages of ICT use in society
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Weighs society’s right to information access against right to individual privacy • Weighs benefits versus risks to society of creating new ICTs
Collaboration	
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Works with others in teacher-directed learning tasks using ICT and assists others with ICT knowledge and procedures
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Collaborates with peers to accomplish self-directed learning with ICT in various settings • Collaborates with others over distance using ICT
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Leads a group in the process of collaborative learning • Weighs benefits and challenges of collaborating on learning with ICT
Motivation and Confidence	
Knows Comprehends (Become aware)	<ul style="list-style-type: none"> • Demonstrates confidence and self-motivation while doing ICT tasks alone and with others • Recognizes ICT problems and seeks assistance to solve them • Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems
Analyze – Apply (Believe) cont.	<ul style="list-style-type: none"> • Investigates ICT problems and applies strategies to solve them • Preserves in working through complex ICT problems using higher-level thinking skills
Synthesize – Evaluate (Value)	<ul style="list-style-type: none"> • Synthesizes knowledge and information to solve unique ICT problems

AAT WRITING GRADE 6
Part (A) Test Blueprint

AAT Part “A” Narrative Writing –Test Blueprint		
Reporting Category	Looking For...	Description of Writing Assignments
Content* (respond to a picture prompt by writing a narrative.)	Students establish their purpose, select ideas and supporting details to achieve the purpose, and communicate in a manner appropriate to their audience.	<p>The Narrative Writing Assignment is a picture prompt meant to stimulate the imagination of the student completing the narrative writing assignment? Students may organize their story ideas on a provided planning page.</p>
Organization* (organizing ideas and details into a coherent whole)	Students organize their ideas to produce a unified and coherent narrative that links events, details, sentences, and paragraphs.	
Sentence Structure (structuring sentences effectively)	Students control sentence structure and use a variety of sentence types, sentence beginnings, and sentence lengths to enhance communication.	
Vocabulary (selecting and using words and expressions correctly and effectively)	Students choose specific words and expressions that are accurate and effective, and enhance the student’s voice.	
Conventions (using the conventions of written language correctly and effectively)	Students use conventions accurately and effectively to communicate.	
<ul style="list-style-type: none"> Content and Organization are weighted to be worth twice as much as each of the other categories 		
AAT Part “A” Functional Writing –Test Blueprint		
Reporting Category	Looking For...	Description of Writing Assignments
Content* (thought and detail)	Students organize and develop ideas for a specified purpose and audience.	<p>The Functional Writing Assignment requires students to write to a specified audience in the context of a news article.</p>
Content Management* (using the conventions of written language correctly and effectively)	Students communicate accurately and effectively by selecting words and phrases appropriate to their purpose. Students demonstrate control of sentence structure, usage, mechanics, and format.	

AAT READING GRADE 6
Part (B) Test Blueprint (same as grade 3)

Reporting Category	Looking For...	Types of Reading Passages
Understanding Main Ideas / Details	The students should be able to identify key details and main ideas, differentiate between main and supporting characters, recognize character motivation and explicit relationships between events and characters, and categorize ideas.	There are two types of reading passages on the AAT: informational texts and narrative/poetic texts. Stories and poems comprise almost 68% of the test.
Organization of Ideas and Relationships Between Form and Content	The student should be able to identify genre (stories, poetry, plays, reports, and articles), organize features of story structure, use text and typographical features, recognize authors' techniques, and determine an author's purpose.	
Associating Meaning	The student should be able to associate meanings of words, expressions, and literary devices from prior knowledge and contextual clues.	
Synthesizing Ideas	The student should be able to draw conclusions by relating what is known to new information, add assess the plausibility of ideas and situations in literature.	

**AAT MATH GRADE 6
TEST BLUEPRINT**

Multiple Choice (MC) and Numerical Response (NR)			
Item Type	Number of Items	Number of Marks	Percentage of Test
MC	40	40	80%
NR	10	10	20%
TOTAL	50	50	100%
Content Domain of Test			
Strand		Percentage of Items on Test	
Number		25 – 35%	
Patterns and Relations		25 – 35%	
Shape and Space		20 – 30%	
Statistics and Probability		10 – 20%	
Cognitive Domain of Test			
Complexity Level		Percentage of Items on Test	
Low		30 – 40%	
Moderate		40 – 50%	
High		15 – 25%	