

# Learning Outcomes

## Sample for Grade 5 by Lesson

### LESSON 1 – A DAY IN THE LIFE OF A WHEELCHAIR ATHLETE

#### LANGUAGE ARTS

##### Oral Language (Speaking and Listening)

###### *Purposes*

- A2** use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by:
- staying on topic in a focussed discussion
  - recounting experiences in a logical order
  - using an effective introduction and conclusion
  - using effective details, evidence, or examples to enhance meaning

- explaining and supporting a viewpoint

##### Reading and Viewing

###### *Purposes*

- B4** view and demonstrate comprehension of visual texts (e.g., signs, cartoons, illustrations, newspapers, diagrams, posters, videos, advertising)

##### Writing and Representing

###### *Thinking*

- C9** use writing and representing to extend thinking, by:
- developing explanations
  - expressing alternative opinions or perspectives

- exploring new ideas (e.g., expressing an unfamiliar viewpoint)

#### PHYSICAL EDUCATION

##### Active Living

###### *Knowledge*

- A1** describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends)

### LESSON 2 – WHAT IS A DISABILITY?

#### LANGUAGE ARTS

##### Oral Language (Speaking and Listening)

###### *Thinking*

- A9** use speaking and listening to improve and extend thinking, by:
- questioning and speculating
  - acquiring new ideas
  - analysing and evaluating ideas
  - developing explanations
  - considering alternative viewpoints
  - problem solving

##### Reading and Viewing

###### *Purposes*

- B4** view and demonstrate comprehension of visual texts (e.g., signs, cartoons, illustrations, newspapers, diagrams, posters, videos, advertising)

##### Writing and Representing

###### *Purposes*

- C2** write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring:
- clearly developed ideas by using interesting supporting details and explanations
  - sentence fluency through clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with an increasingly fluid style
  - effective word choice through the use of new words, words selected for specificity, and powerful adverbs and verbs
  - a voice demonstrating an appreciation of, and interest in, the topic

- an organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details

#### SCIENCES

##### Life Science

###### *Human Body*

- explain how the different body systems are interconnected

## LESSON 3 – UNDERSTANDING THE SPINE

### SCIENCES

#### Life Science

##### *Human Body*

- describe the basic structure and functions of the human respiratory, digestive, circulatory, skeletal, muscular, and nervous systems
- explain how the different body systems are interconnected

### FINE ARTS

#### Context

##### *Creating/Communicating*

- demonstrate the ability to collaborate to develop a group display for the school or community

### HEALTH AND CAREER EDUCATION

#### Goals and Decisions

**A1** describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making

#### Health

##### *Safety and Injury Prevention*

**C9** demonstrate strategies for responding to social pressures that can contribute to risk taking (e.g., state an opinion assertively, make an excuse to leave)

## LESSON 4 – THE CLASSIFICATION SYSTEM

### MATHEMATICS

#### Number

**A11** demonstrate an understanding of addition and subtraction of decimals (limited to thousandths) [C, CN, PS, R, V]

### SCIENCES

#### Life Science

##### *Human Body*

- describe the basic structure and functions of the human respiratory, digestive, circulatory, skeletal, muscular, and nervous systems
- explain how the different body systems are interconnected

## LESSON 5 – WHEELCHAIR RUGBY CHAIRS

### SCIENCES

#### Physical Science

##### *Forces and Simple Machines*

- demonstrate how various forces can affect the movement of objects

- demonstrate mechanical advantage of simple machines, including lever, wedge, pulley, ramp, screw, and wheel
- design a compound machine

- describe applications of simple and compound machines used in daily life in BC communities

## LESSON 6 – WHEELCHAIR RUGBY – THE GAME

### SCIENCES

#### Physical Science

##### *Forces and Simple Machines*

- demonstrate how various forces can affect the movement of objects

### PHYSICAL EDUCATION

#### Active Living

##### *Knowledge*

**A1** describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends)

**A2** define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility

## LESSON 7 – WHEELCHAIR RUGBY SPORT TRADING CARDS

### LANGUAGE ARTS

#### Writing and Representing

##### *Purposes*

- C2** write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring:
- clearly developed ideas by using interesting supporting details and explanations
  - sentence fluency through clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with an increasingly fluid style

- effective word choice through the use of new words, words selected for specificity, and powerful adverbs and verbs
- a voice demonstrating an appreciation of, and interest in, the topic
- an organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details

### SOCIAL STUDIES

#### Skills and Processes

- A3** gather a body of information from a variety of primary and secondary sources

### CORE FRENCH

#### Acquiring Information

- identify specific information from French-language resources to complete authentic tasks:
  - express acquired information in oral and visual forms

## LESSON 8 – MAPPING

### LANGUAGE ARTS

#### Oral Language (Speaking and Listening)

##### *Purposes*

- A2** use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by:
- staying on topic in a focussed discussion
  - recounting experiences in a logical order
  - using an effective introduction and conclusion
  - using effective details, evidence, or examples to enhance meaning
  - explaining and supporting a viewpoint
- A3** listen purposefully to understand ideas and information, by:
- summarizing and synthesizing main ideas and supporting details
  - generating questions
  - visualizing and sharing
  - making inferences and drawing conclusions
  - interpreting the speaker's verbal and nonverbal messages
  - ignoring distractions

#### Writing and Representing

##### *Purposes*

- C2** write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring:
- clearly developed ideas by using interesting supporting details and explanations
  - sentence fluency through clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with an increasingly fluid style
  - effective word choice through the use of new words, words selected for specificity, and powerful adverbs and verbs
  - a voice demonstrating an appreciation of, and interest in, the topic
  - an organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details

### SOCIAL STUDIES

#### Skills and Processes

- A3** gather a body of information from a variety of primary and secondary sources

- A4** create a presentation on a selected topic

#### Identity, Society and Culture

- B3** describe the contributions of significant individuals to the development of Canada's identity

### FINE ARTS

#### Context

##### *Perceiving and Responding*

- demonstrate respect for the work of self and others

##### *Creating/Communicating*

- create images:
  - that express personal identity
  - that reflect aspects of art from a variety of historical and cultural contexts
- demonstrate the ability to collaborate to develop a group display for the school or community

## LESSON 9 – FLAT FLAGS

### LANGUAGE ARTS

#### Writing and Representing

##### *Purposes*

**C1** write a variety of clear, focussed personal writing for a range of purposes and audiences that:

- demonstrates connections to personal experiences, ideas, and opinions, featuring:
  - clearly developed ideas by using effective supporting details, explanations, and comparisons
  - sentence fluency through sentence variety and lengths, with increasing rhythm and flow

- effective word choice by using a greater number of new, powerful, and more precise words
- an emerging and honest voice
- an organization that is meaningful, logical, and effective, and showcases a central idea or theme

- make 2-D and 3-D images:
  - using a variety of design strategies, including selection in various styles
  - to communicate ideas that engage more than one of the senses

### FINE ARTS

#### Image-Development and Design Strategies

##### *Creating/Communicating*

- draft ideas for images using feelings, observation, memory, and imagination

### SOCIAL STUDIES

#### Skills and Processes

**A3** gather a body of information from a variety of primary and secondary sources

## LESSON 10 – THE GROWTH OF WHEELCHAIR RUGBY

### MATHEMATICS

#### Statistics and Probability

##### *Data Analysis*

**D1** differentiate between first-hand and second-hand data [C, R, T, V]

**D2** construct and interpret double bar graphs to draw conclusions [C, PS, R, T, V]

### SOCIAL STUDIES

#### Skills and Processes

**A1** apply critical thinking skills — including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing — to a range of problems and issues

**A3** gather a body of information from a variety of primary and secondary sources

**A4** create a presentation on a selected topic

## LESSON 11 – TRAVEL DISTANCES

### MATHEMATICS

#### Shape and Space

##### *Measurement*

**C1** design and construct different rectangles given either perimeter or area, or both (whole numbers) and draw conclusions [C, CN, PS, R, V]

**C2** demonstrate an understanding of measuring length (mm) by:

- 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]

### SOCIAL STUDIES

#### Skills and Processes

**A1** apply critical thinking skills — including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing — to a range of problems and issues

**A3** gather a body of information from a variety of primary and secondary sources

**A4** create a presentation on a selected topic

## LESSON 12 – TIME ZONES

### MATHEMATICS

#### Patterns and Relations

##### *Variables and Equations*

**B2** solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions [C, CN, PS, R]

### SOCIAL STUDIES

#### Skills and Processes

**A1** apply critical thinking skills — including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing — to a range of problems and issues

**A2** use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada

**A3** gather a body of information from a variety of primary and secondary sources

**A4** create a presentation on a selected topic

#### Human and Physical Environment

**E1** describe the major physical regions of Canada

## LESSON 13 – SCOOTER RUGBY

### PHYSICAL EDUCATION

#### Movement Skills

##### *Games*

**B1** demonstrate preparation (ready position), movement, and follow-through phases of a selected activity

**B2** demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings

**B3** demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels

#### Safety, Fair Play and Leadership

**C1** demonstrate safe use of equipment and facilities to avoid putting self and others at risk

**C3** demonstrate fair play in physical activity

### CAREER AND PERSONAL PLANNING

#### Health

##### *Healthy Living*

**C1** identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media)

**C2** describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health

