

Grade 5 Science Core Competencies

Curricular Competencies

Students (should) be able to do the following:

Questioning and predicting

- Demonstrate a sustained curiosity about a scientific topic or problem of personal interest
- Make observations in familiar or unfamiliar contexts
- Identify questions to answer or problems to solve through scientific inquiry
- Make predictions about the findings of their inquiry

Planning and conducting

- With support, plan appropriate investigations to answer their questions or solve problems they have identified
- Observe, measure, and record data, using appropriate tools, including digital technologies

Processing and analyzing data and information

- Experience and interpret the local environment
- Identify First Peoples perspectives and knowledge as sources of information
- Demonstrate an openness to new ideas and consideration of alternatives

Evaluating

- Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations

Applying and innovating

- Contribute to care for self, others, and community through personal or collaborative approaches
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

Communicating

- Communicate ideas, explanations, and processes in a variety of ways
- Express and reflect on personal, shared, or others' experiences of place

Content grade 5 Science

Students (should) know the following:

- local types of earth materials
- First Peoples concepts of interconnectedness in the environment
- the nature of sustainable practices around BC's resources
- First Peoples knowledge of sustainable practices

Grade 5 Physical and Health Education Core Competencies

Curricular Competencies

Students (should) be able to do the following:

Physical literacy

- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments
- Develop and apply a variety of movement concepts and strategies in different physical activities
- Apply methods of monitoring and adjusting exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and describe preferred types of physical activity

Healthy and active living

- Participate daily in physical activity designed to enhance and maintain health components of fitness
- Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community
- Analyze and describe the connections between eating, physical activity, and mental well-being
- Describe the impacts of personal choices on health and well-being
- Identify, apply, and reflect on strategies used to pursue personal healthy-living goals

Social and community health

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- Describe and apply strategies that promote a safe and caring environment

Mental well-being

- Describe and assess strategies for promoting mental well-being, for self and others

Content

Students (should) know the following:

- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills
- movement concepts and strategies
- ways to monitor and adjust physical exertion levels
- how to participate in different types of physical activities including individual and dual activities, rhythmic activities, and games
- differences between the health components of fitness
- training principles to enhance personal fitness levels, including the FITT principle
- benefits of physical activity and exercise

Grade 5 Social Core Competencies

Curricular Competencies

Students (should) be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Develop a plan of action to address a selected problem or issue
- Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
- Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)
- Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)
- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

Content

Students (should) know the following:

- the development and evolution of Canadian identity over time
- human rights and responses to discrimination in Canadian society
- levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding
- participation and representation in Canada's system of government
- resources and economic development in different regions of Canada
- First Peoples land ownership and use