

# ALL ABOUT FOOD ALLERGY

## Curriculum links

### Global competencies

Students require a wide range of skills and knowledge to complement their growth as global citizens. The *All about food allergy* program is an excellent resource that helps students develop these core competencies so they can thrive when interacting with others and contributing to society throughout their lifetime. While across Canada, the language that refers to the core competencies in regional curriculums may differ, the overarching set of attitudes, skills, knowledge and values that they identify are the same.

The *All about food allergy* program uses a variety of approaches to address the global competencies identified as:



**Critical Thinking and Problem Solving**



**Innovation, Creativity and Entrepreneurship**



**Learning to Learn/  
Self-Aware and  
Self-Directed**



**Collaboration**



**Communication**



**Global Citizenship  
and Sustainability**




The *All about food allergy* program has been developed primarily for grades 4-6. However, teachers may easily adapt the program to other grade levels and student needs.

## Cross-Curricular Links

As an educator, you are being asked to teach an ever-widening array of skills and knowledge. As a result, you need to use the most time-effective programs to address curriculum outcomes in multiple subjects concurrently. The *All about food allergy* program is designed with cross-curricular integration in mind so that the program is an easy, ready-to-use resource that checks off multiple learning standard requirements. By choosing to teach all four modules within this program, many multi-disciplinary outcomes will be met.

A quick guide by region, grade, and curricular area for the *All about food allergy* program, when taught in its entirety, have been identified on the following pages for grades 4, 5 and 6.

## Extensions

Teachers who have used the *All about food allergy* program have identified numerous extensions to enrich cross-curricular integration. Depending on the approach taken and the opportunities provided for students to analyze, discuss, create, and reflect, there are multiple ways for teachers to extend learning. Below are extension examples with suggested curriculum outcomes noted throughout this document by this symbol: 



### What extensions and integrations can you think of?

Share them with us in the survey at [foodallergycanada.ca/AAFAProgram](http://foodallergycanada.ca/AAFAProgram) when you are finished teaching the program.



# Extensions



## Health/Nutrition/Wellness

- Use the food examples brought to class, explore the relationship between reading an ingredient label for nutrition vs. for food allergy safety and what those with food allergy may need to consider for good nutrition, variety, and balance in the diet
- Go to the grocery store to read ingredient labels for a specific food allergen to identify safe food options
- Record the food eaten during the adoption of a food allergy for a day activity and assess how you can meet nutritional needs
- Teach your family/extended relatives about food allergy and the steps to treating anaphylaxis – write or film a journal of their reflections and how you feel your training was received
- Identify the role people can play in supporting those with food allergy (family, friends, emergency medical services, etc.)
- Role play situations where bullying of someone with a food allergy might occur – explore conflict resolution strategies for self and others and the effect of group pressure, both positive and negative
- Discuss the maturity changes that occur during puberty and the increasing responsibility for students with food allergy and their friend group vs. being dependent on parents, caregivers, teachers, etc.
- Discuss the impact of having food allergy, including stress/anxiety/other feelings that influence mental health and self-identity, while also addressing what strategies can be used to cope and manage with confidence, and what community resources are available to support mental health
- Discuss the potential for those with a medical condition like food allergy to experience social exclusion, prejudice behaviour, stereotyping, bullying etc. from both peers and adults (i.e., teachers, coaches, etc.)
- Explore how people influence each other, both positively and negatively, and what the ripple effect may be when students learn about food allergy in the school, discuss what the impact is to the community
- Discuss why those with food allergy may not disclose their medical condition to others in various settings and situations and how those around them can help them feel more comfortable in doing so
- Identify what areas of the classroom, school and/or community can be risky for those with food allergy, assess the risk and how the risk can be minimized – including times of year celebratory foods are brought to school (i.e., Halloween, Easter, Christmas, etc.)
- Identify and discuss the potential benefits to having food allergy (i.e., healthier eating/more spending money due to cooking at home, frequent hand washing for cleanliness)



## Science

- Explain what happens to their bodies when they have food allergy and when experiencing anaphylaxis – include the role of mast cells – through a diagram, oral presentation, etc.
- Describe the signs and symptoms of anaphylaxis and the body systems involved through a diagram, oral presentation, etc.
- Explain the role of epinephrine in treating anaphylaxis, the importance of using it right away, and how an epinephrine auto-injector is given
- Research the potential factors contributing to food allergy (genetic, environmental, microbiome) – present/report on the results
- Research current and emerging immunotherapy treatments for food allergy (OIT, SLIT, EPIT) – present and report on the results

# Extensions (continued)



## Mathematics/Financial Literacy

- Predict how many students have food allergy in the school, what food may be the most common food allergen, and what the other food allergens might be – to validate, teachers will need to get the actual number of students impacted and to which allergens
  - Develop and distribute an anonymous questionnaire/survey to determine the number of students with food allergy by grade in the school and what their allergens are
  - Graph the results of the survey in various ways (pictograph, line graph, bar graph) and use fractions, ratios, decimals, and percentages to represent findings
  - Interpret the collected data and identify mean (frequency), median (average) and mode
  - Identify and discuss the potential impact of their findings
- Use the food examples brought into class to create a classroom store with pricing marked on each item – have students determine the costs to create a meal for a family with food allergy vs. one without
- Set up a grocery store in the classroom or visit a grocery store, predict and then record the extra time it takes to shop for someone with food allergy vs. without, factor in the time it takes to review each ingredient label
- Create and run a fundraiser with proceeds going to Food Allergy Canada, this could be in conjunction with students adopting a food allergy for a day activity, have students consider how they will advertise their pledge to family members and the school community and how they measure success
- Identify the potential financial challenges associated with food allergy and how they may affect budgeting for basic needs (i.e., nutrition, affordability of epinephrine auto-injectors)



## Language/Fine Arts

- Create a storyboard, script and film the culminating activities (i.e., Food Allergy Jeopardy Game, Student Anaphylaxis Emergency Response Exercise)
- Perform the Student Anaphylaxis Emergency Response Exercise role play for other grade levels, a school assembly, or for parents at student-led conferences
- Develop a rubric and identify strengths, interest and areas of improvement in their and/or their peers' role plays or as an audience member
- Create a class or group Jeopardy game of their own, consider the use of media, including technology
- Create a poster with food allergy facts for placement on school walls, posters can be created by an individual or group
- Develop a rubric and critique poster(s) for overall design and effectiveness
- Create a class blog, website or wiki that shares credible and accurate facts about food allergy and anaphylaxis
- Use technology to create images/artwork with food allergy information (i.e., Powtoon) and share with others
- Create a book (fact or fiction), fairytale or comic about food allergy to share with younger grades
- Write a letter to the editor of a local or online publication about the importance of food allergy and your opinion on what should be done to improve food allergy education in schools
- Write a letter to parents explaining the importance of adopting a food allergy for the day and what it will entail
- Write poetry using self-expressive language to share feelings and thoughts about ideas shared in the program
- Discuss why Food Allergy Canada offers this program and if they are biased
- Use Writer's Workshop techniques for student planning, drafting, seeking feedback, editing and publishing written and media texts and drama presentations

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This booklet is organized by province/territory with each subject and its corresponding curriculum links outlined within each grade level. To jump directly to what you need, find your province and then click on the required grade level. To return to this page, click on the home icon located at the beginning of each grade level.



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Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol **e**, simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 4



### Physical and Health Education Outcomes

#### Curricular Competency Learning Standards:

##### Healthy and Active Living **e**

- Explain the relationship of healthy eating to overall health and well-being
- Identify and describe factors that influence healthy choices

##### Social and community health

- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations **e**
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining positive relationships
- Describe and apply strategies that promote a safe and caring environment

##### Mental well-being

- Describe and assess strategies for promoting mental well-being
- Describe and assess strategies for managing problems related to mental well-being and substance use **e**
- Explore and describe strategies for managing physical, emotional, and social changes during puberty **e**
- Describe factors that positively influence mental well-being and self-identity

#### Content Learning Standards:

- Practices that promote health and well-being, including those related to physical activity, sleep, healthy eating, and illness prevention
- Food portion sizes and number of servings **e**
- Communicable and non-communicable illnesses
- Strategies for responding to bullying, discrimination, and violence
- Factors that influence self-identity, including body image and social media **e**

### Science Outcomes

#### Curricular Competency Learning Standards:

##### Questioning and predicting **e**

- Demonstrating curiosity about the natural world
- Identify questions about familiar objects and events that can be investigated scientifically
- Make predictions based on prior knowledge

##### Planning and conducting **e**

- Suggest ways to plan and conduct an inquiry to find answers to their questions
- Consider ethical responsibilities when deciding how to conduct an experiment
- Collect simple data

##### Processing and analyzing data and information **e**

- Sort and classify data and information using drawings or provided tables
- Use tables, simple bar graphics, or other formats to represent data and show simple patterns and trends
- Compare results with predictions, suggesting possible reasons for findings

##### Evaluating **e**

- Make simple inferences based on their results and prior knowledge
- Reflect on whether an investigation was a fair test
- Demonstrate an understanding and appreciation of evidence



### Applying and innovating

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




### Communicating

- Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate



## English Language Arts Outcomes

### Curricular Competency Learning Standards:

#### Comprehend and connect (reading, listening, viewing)


- Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding
- Use a variety of comprehension strategies before, during, and after reading, listening or reviewing to deepen understanding of text
- Consider different purposes, audiences, and perspectives in exploring texts
- Apply a variety of thinking skills to gain meaning from texts
- Identify how differences in context, perspectives, and voice influence meaning in texts 
- Use personal experience and knowledge to connect to text and deepen understanding of self, community and world
- Respond to text in personal and creative ways
- Recognize how literary elements, techniques, and devices enhance meaning in texts 
- Show an increasing understanding of the role of organization in meaning 

### Create and communicate (writing, speaking, representing)


- Exchange ideas and perspectives to build shared understanding
- Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences 
- Transform ideas and information to create original texts 

### Content Learning Standards:


#### Story/text:

- Forms, functions, and genres of text
- Text features 
- Evidence

#### Strategies and processes:

- Reading strategies
- Oral language strategies
- Metacognitive strategies
- Writing processes 

#### Language features, structures, and conventions:

- Features of oral language
- Paragraph structure 

## Mathematics Outcomes

### Curricular Competency Learning Standards:

#### Understanding and solving

- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

#### Communicating and representing

- Communicate mathematical thinking in many ways
- Explain and justify mathematical ideas and decisions
- Represent mathematical ideas in concrete, pictorial, and symbolic forms

#### Connecting and reflecting

- Reflect on mathematical thinking
- Connect mathematical concepts to each other and to other areas and personal interests



### Content Learning Standards: e

- Decimals to hundredths
- One-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs
- Financial literacy – monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions

## Arts Education Outcomes

### Curricular Competency Learning Standards:

#### Exploring and creating

- Choose artistic elements, processes, materials, movements, technologies, tools, techniques and environments using combinations and selections for specific purposes in art making
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

#### Reasoning and reflecting

- Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate
- Develop and refine ideas, processes, and technical skills in a variety of art forms
- Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art

### Communicating and documenting

- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Express feelings, ideas, and experiences in creative ways
- Describe and respond to works of art and explore artists' intent e
- Experience, document and present creative works in a variety of ways
- Demonstrate increasingly sophisticated application and/or engagement of curricular content


### Content Learning Standards:

- Elements and principles that together create meaning in the arts, including but not limited to:
  - Drama: character, time, place, plot, tension, mood and focus
  - Visual arts: elements of design: line, shape, space, texture, colour, form (visual arts); principles of design: pattern, repetition, balance, contrast, emphasis, rhythm (visual arts), variety e
- Processes, materials, technologies, tools and techniques to support arts activities
- A variety of dramatic forms
- Image development strategies e
- Symbolism and metaphor create and represent meaning e
- Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment





## Grade 5

Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol , simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 5


### Physical and Health Education Outcomes

#### Curricular Competency Learning Standards:




##### Healthy and active living

- Describe the impacts of personal choices on health and well-being
- Describe strategies for communicating medical concerns and getting help with health issues


##### Social and community health


- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining healthy relationships
- 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
- Describe and assess strategies for managing problems related to mental well-being and substance use, for others 
- Explore and describe strategies for managing physical, emotional, and social changes during puberty 
- Explore and describe how personal identities adapt and change in different settings and situations 

#### Content Learning Standards:

- Food choices to support active lifestyles and overall health
- Practices that promote health and well-being including those that prevent communicable and non-communicable illnesses
- Sources of health information and support services 

- Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings 

### Science Outcomes

#### Curricular Competency Learning Standards:

##### 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
- Choose appropriate data to collect to answer their questions
- Observe, measure, and record data, using appropriate tools, including digital technologies

##### Processing and analyzing data and information

- Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data
- Identify patterns and connections in data
- Compare data with predictions and develop explanations for results
- Demonstrate an openness to new ideas and consideration of alternatives

##### Evaluating

- Evaluate whether their investigations were fair tests
- Identify possible sources of error
- Suggest improvements to their investigation methods
- Identify some of the assumptions in secondary sources
- Demonstrate an understanding and appreciation of evidence
- 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, school, and neighbourhood through individual or collaborative approaches
- Co-operatively design projects
- 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

### Content Learning Standards:



#### Basic structures and functions of body systems:

- Digestive
- Musculo-skeletal 
- Respiratory
- Circulatory

## English Language Arts Outcomes

### Curricular Competency Learning Standards:

#### Comprehend and connect (reading, listening, viewing)



- Access information and ideas from a variety of sources and from prior knowledge to build understanding
- Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text
- Synthesize ideas from a variety of sources to build understanding
- Consider different purposes, audiences, and perspectives in exploring texts
- Apply a variety of thinking skills to gain meaning from texts
- Identify how differences in context, perspectives, and voice influence meaning in texts 
- Use personal experience and knowledge to connect to text and develop understanding of self, community, and world
- Respond to text in personal and creative ways
- Recognize how literary elements, techniques and devices enhance meaning in texts
- Show an increasing understanding of the role of organization in meaning 

#### Create and communicate (writing, speaking, representing)


- Exchange ideas and perspectives to build shared understanding
- Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences
- Use language in creative and playful ways to develop style
- Develop and apply expanding word knowledge
- Use oral storytelling processes
- Transform ideas and information to create original texts

### Content Learning Standards:


#### Story/text:

- Forms, functions, and genres of text
- Text features 
- Literary elements 
- Perspective/point of view

#### Strategies and processes:

- Reading strategies
- Oral language strategies
- Metacognitive strategies
- Writing processes 

#### Language features, structures, and conventions:

- Features of oral language
- Paragraph structure 

## Mathematics Outcomes

### Curricular Competency Learning Standards:

#### Understanding and solving

- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

#### Communicating and representing

- Communicate mathematical thinking in many ways
- Explain and justify mathematical ideas and decisions
- Represent mathematical ideas in concrete, pictorial, and symbolic forms



### Connecting and reflecting **e**

- Reflect on mathematical thinking
- Connect mathematical concepts to each other and to other areas and personal interests

### Content Learning Standards: **e**

- Decimals to thousandths
- Whole-number, fraction, and decimal benchmarks
- One-to-one correspondence and many-to-one correspondence, using double bar graphs
- Probability experiments, single events or outcomes
- Financial literacy – monetary calculations, including making change with amounts to 1000 dollars and developing simple financial plans

## Arts Education Outcomes

### Curricular Competency Learning Standards:

#### Exploring and creating

- Intentionally select artistic elements, processes, materials, movements, technologies, tools, techniques and environments to express meaning in their work
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

#### Reasoning and reflecting

- Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate
- Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations **e**
- Reflect on creative processes as an individual and as a group, and make connections to other experiences **e**
- Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art

### Communicating and documenting


- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Express feelings, ideas, and experiences through the arts
- Describe and respond to works of art and explore artists' intent **e**
- Experience, document and present creative works in a variety of ways
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### Content Learning Standards:

- Elements and principles that together create meaning in the arts, including but not limited to:
  - Drama: character, time, place, plot, tension, mood and focus
  - Visual arts: elements of design: line, shape, space, texture, colour, form (visual arts); principles of design: balance, pattern, repetition, contrast, emphasis, rhythm (visual arts), unity, harmony, variety **e**
- Processes, materials, technologies, tools and techniques to support creative works
- A variety of dramatic forms
- Image development strategies **e**
- Symbolism and metaphor create and represent meaning **e**
- Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment



## Grade 6

Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol , simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

**Grade 6** 


## Physical and Health Education Outcomes

### Curricular Competency Learning Standards:




#### Healthy and active living

- Explore and plan food choices to support personal health and well-being
- Describe the impacts of personal choices on health and well-being


#### Social and community health

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining healthy relationships
- Explore strategies for promoting the health and well-being of the school and community

#### Mental well-being

- Describe and assess strategies for promoting mental well-being, for self and others
- Describe and assess strategies for managing problems related to mental well-being and substance use, for others 
- Explore and describe strategies for managing physical, emotional, and social changes during puberty 
- Explore and describe how personal identities adapt and change in different settings and situations 

### Content Learning Standards:

- Influences on food choices
- Basic principles for responding to emergencies
- Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings 
- Consequences of bullying, stereotyping, and discrimination

## Science Outcomes

### Curricular Competency Learning Standards:

#### 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
- Choose appropriate data to collect to answer their questions
- Observe, measure, and record data, using appropriate tools, including digital technologies

#### Processing and analyzing data and information

- Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data
- Identify patterns and connections in data
- Compare data with predictions and develop explanations for results
- Demonstrate an openness to new ideas and consideration of alternatives

#### Evaluating

- Evaluate whether their investigations were fair tests
- Identify possible sources of error
- Suggest improvements to their investigation methods
- Identify some of the assumptions in secondary sources
- Demonstrate an understanding and appreciation of evidence
- 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, school, and neighbourhood through personal or collaborative approaches
- Co-operatively design projects
- 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

### Content Learning Standards:



#### Basic structures and functions of body systems:

- Hormonal
- Nervous 


## English Language Arts Outcomes

### Curricular Competency Learning Standards:

#### Comprehend and connect (reading, listening, viewing)



- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages 
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts 
- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways
- Recognize an increasing range of text structures and how they contribute to meaning

### Create and communicate (writing, speaking, representing)


- Exchange ideas and viewpoints to build shared understanding and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
- Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message 
- Select and use appropriate features, forms, and genres according to audience, purpose, and message
- Transform ideas and information to create original texts

### Content Learning Standards:


#### Story/text:

- Forms, functions, and genres of text
- Text features 
- Literary elements 
- Techniques of persuasion

#### Strategies and processes:

- Reading strategies
- Oral language strategies
- Metacognitive strategies
- Writing processes 

#### Language features, structures, and conventions:

- Features of oral language
- Paragraphing 
- Presentation techniques

## Mathematics Outcomes

### Curricular Competency Learning Standards:

#### Understanding and solving

- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures



### Communicating and representing

- Explain and justify mathematical ideas and decisions
- Communicate mathematical thinking in many ways
- Represent mathematical ideas in concrete, pictorial, and symbolic forms

### Connecting and reflecting

- Reflect on mathematical thinking
- Connect mathematical concepts to each other and to other areas and personal interests

### Content Learning Standards:

- Introduction to ratios
- Whole-number percents and percentage discounts
- Line graphs
- Financial literacy – simple budgeting and consumer math



## Arts Education Outcomes

### Curricular Competency Learning Standards:


#### Exploring and creating

- Intentionally select, apply, combine and arrange artistic elements, processes, materials, movements, technologies, tools, techniques and environments in art making
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play




#### Reasoning and reflecting

- Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations 
- Reflect on works of art and creative processes to understand artists' intentions 
- Interpret creative works using knowledge and skills from various areas of learning

### Communicating and documenting

- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Take creative risks to express feelings, ideas, and experiences
- Express feelings, ideas, and experiences through the arts
- Describe, interpret, and respond to works of art and explore artists' intent 
- Experience, document and present creative works in a variety of ways
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### Content Learning Standards:

- Elements and principles that together create meaning in the arts, including but not limited to:
  - Drama: character, time, place, plot, tension, mood, focus, contrast
  - Visual arts: elements of design: line, shape, space, texture, colour, form (visual arts), value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm (visual arts), variety, unity, harmony 
- Processes, materials, technologies, tools, strategies, and techniques to support creative works
- A variety of dramatic forms
- Image development strategies 
- Symbolism and metaphor create and represent meaning 
- Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment



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## Grade 4



### Physical Education and Wellness Outcomes

**Students interpret how resilience and perseverance can be influenced by a variety of life experiences.**

- Determine a variety of contexts in which experiences can be individual or shared
- Investigate experiences in a variety of contexts
- Describe strategies that support resilience
- Examine how challenging situations can involve perseverance

**Students analyze and explain responsibility and how it can impact personal and group safety.**

- Describe responsibility and its impact on personal and group safety in a variety of contexts
- Identify situations where responsibility supports the rights and feelings of others
- Examine how responsibility can impact safety in a variety of situations

**Students examine nutrition and explain how it informs decision making about food. **e****

- Explain the effect of nutrition on well-being
- Identify sources of credible nutritional information to determine the requirements for balanced food choices
- Consider nutritional information that supports decisions related to balanced food choices
- Explore benefits associated with various foods
- Investigate food choices that require alternative sources of nutrition

**Students reflect on resolution and explain connections to healthy relationships.**

- Describe strategies that can be used to support resolution to a problem, conflict, or challenge
- Recognize harmful bullying behaviours
- Identify actions that can be taken when bullying occurs
- Explain the significance of acknowledging conflict and taking responsibility when working toward resolution
- Discuss multiple points of view involved in a resolution

**Students explore various areas of development.**

- Describe changes related to social-emotional development **e**
- Consider how to interact and respond to others in a variety of contexts and situations
- Explore ways of supporting personal development

**Students examine factors that influence spending.**

- Consider a variety of factors when making decisions about spending money **e**

### Science Outcomes

**Students investigate evidence and reflect on its role in science. **e****

- Decide whether to collect descriptive or measured data during an investigation
- Interpret data collected from investigations
- Represent evidence from an investigation in a variety of ways
- Collect reliable data during investigations
- Draw conclusions using reliable and valid evidence from investigations
- Collect valid data by accurately using tools or technology during investigations
- Discuss tools or technology used to improve accuracy during investigations
- Collaborate to evaluate the reliability and validity of a collection of data



## English Language Arts Outcomes

### Students examine how the form and structure of texts can support the communication of ideas and information.

- Confirm the author's or text creator's purpose based on information in the text **e**
- Examine a variety of literary forms used to communicate ideas and information
- Determine how the structure of texts can support the organization and communication of ideas or information **e**
- Examine a variety of text features that provide important information in a text **e**
- Include a variety of text features to organize, clarify, or enhance information **e**
- Investigate ways that non-fiction texts can be organized to support sharing of information **e**
- Discuss a variety of facts and opinions expressed in non-fiction texts

### Students examine and demonstrate how listening and speaking support connections and clarify understandings.

- Contribute respectfully to a variety of interactions that involve listening and speaking
- Identify opinions or points of view shared in conversations or texts that are listened to
- Select appropriate volume, intonation, phrasing, and pausing to create a desired effect when speaking or presenting
- Project voice appropriately for the audience and situation
- Demonstrate active listening when engaging in collaborative work
- Use a variety of listening strategies to support understanding
- Adjust verbal and non-verbal language to enhance clarity or create effects when communicating
- Plan ideas and details in a logical manner, including introductions and conclusions
- Present information that engages, informs, persuades, or entertains an audience
- Integrate visual aids to enhance communication
- Vary word choice to appeal to an audience
- Participate in presentations as a respectful audience member

### Students investigate strategies and connections that support text comprehension.

- Examine connections between texts and self, between a text and other texts, and between texts and the world
- Reflect on personal connections to a text that best support understandings
- Infer cause and effect relationships in texts
- Make inferences in texts that reach beyond personal experiences
- Combine information from various sources to draw conclusions
- Infer ideas that are not explicitly stated in texts
- Synthesize a variety of information when creating summaries of texts
- Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information

### Students construct and organize text to share perspectives and develop creative expression. **e**

- Create written texts for a variety of audiences and purposes
- Create written texts using a variety of text forms and structures
- Develop creative expression through the use of organizational processes, methods, and tools
- Share perspectives on a topic in a clear and focused manner
- Develop a logical order by grouping ideas into paragraphs
- Write paragraphs with topic and concluding sentences
- Revise texts to enhance clarity or fluency
- Edit writing for spelling, punctuation, and grammar
- Incorporate images, charts, graphs, or other text features when publishing selected pieces to support a purpose or connect with an audience
- Select a variety of presentation forms or text features to critically share perspectives
- Apply creative thinking processes to enhance the expression of ideas or emotions
- Relate how connections between audience, purpose, and text form can influence creative expression
- Access information from a variety of sources to critically answer questions or expand knowledge





- Demonstrate how information can be ethically shared using a variety of methods or tools
- Use information ethically to create text for an intended audience
- Choose and cite appropriate sources of information to inform research

## Mathematics Outcomes

### Students apply equivalence to the interpretation of fractions. **e**

- Express a fraction in simplest form
- Express fractions as decimal numbers and vice versa, limited to tenths and hundredths

### Students interpret percentages. **e**

- Investigate percentage in familiar situations
- Compare percentages within 100%
- Express the fraction, decimal, and percentage representations of the same part-whole relationship

### Students evaluate the use of scale in graphical representations of data. **e**

- Engage in a statistical problem-solving process
- Select an appropriate scale to represent data
- Represent data in a graph using many-to-one correspondence
- Describe the effect of scale on representation
- Justify the choice of graph used to represent certain data
- Compare different graphs of the same data
- Interpret data represented in various graphs

## Fine Arts Outcomes - Drama

### Students relate the voice and the body as a means to portray roles, characters, and situations.

- Discuss how empathy and perspectives can guide character development
- Experiment with role play in the development of a character

- Make decisions as a group
- Experiment with various dramatic forms to support individual and group expression
- Sustain body actions in the representation of character
- Analyze different ways of moving alone and with others
- Experiment with how characters react in different situations
- Explore how blocking can contribute to presentations in drama
- Explore how combining the body and voice can contribute to character development
- Explore how changes in vocal quality can influence words and meaning
- Use dramatic forms to support expressive use of the voice
- Use techniques for the safe production and projection of the voice through a variety of drama activities
- Evaluate projection of the voice when speaking in a variety of spaces

### Students employ narrative as a structure for organizing, creating, and presenting dramatizations.

- Choose an inspiration for a narrative
- Explore various ways to structure a narrative
- Express a narrative from a point of view of another character or characters
- Perform a narrative from a personal point of view
- Experiment with various ways to use the voice to represent a character within a narrative
- Collaborate with others when creating and representing a narrative in drama
- Perform narratives from a script
- Represent a narrative non-verbally
- Apply creative processes when creating a narrative
- Participate as a performer and as an audience member in drama



## Fine Arts Outcomes – Visual Arts

### Students employ narrative as a structure for organizing ideas in artworks. **e**

- Choose an inspiration for representing a narrative
- Create two- and three- dimensional works of art to convey a narrative
- Create artworks from various perspectives
- Explore how principles of design can enhance communication of a narrative
- Explore how the elements of art can be used to communicate mood or feelings
- Investigate how the elements of art can be used to represent perspective in artworks.

Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol **e**, simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 5

## Physical Education and Wellness Outcomes

### Students reflect and relate life experiences to perseverance and well-being

- Examine how life experiences can shape understanding over time
- Identify life experiences that have influenced thinking or behaviour
- Reflect on personal learning and development in a variety of experiences
- Connect perseverance to improvements in individual or community circumstances
- Identify protective factors that can support perseverance
- Describe the effects of perseverance on well-being

### Students analyze responsibility and consider the impact on well-being

- Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others
- Examine the impacts of a variety of factors on personal actions and decisions
- Describe situations where responsible leadership supports the safety and well-being of self and others
- Identify laws, rules, practices, and protocols that support safety and well-being in a variety of contexts

### Students evaluate aspects of nutrition and examine their benefits to well-being **e**

- Describe how nutrition can affect physical and mental health and well-being
- Investigate how various personal factors can influence nutrition and hydration requirements
- Assess the nutritional value of a variety of snacks and meals

### Students acknowledge and connect perspectives of self and others through communication and listening skills

- Describe how experiences can affect individual or group perspectives
- Identify personal and environmental factors that influence perspectives
- Describe how listening and communication skills can support understanding of individual and group perspectives
- Identify ways to reach shared understandings when perspectives or opinions within a group are different
- Demonstrate respectful communication skills when working with others on tasks or challenges

### Students investigate maturation and identify changes during adolescence **e**

- Identify and describe physical, cognitive, and behavioural changes that occur during adolescence

### Students demonstrate how planning can support financial goals **e**

- Examine factors that influence consumer choice



## Science Outcomes

### Students investigate the internal systems of organisms and explain how they support vital biological processes.



- Relate vital biological processes to a human or other animal's internal biological systems
- Examine the function of the human digestive, respiratory, circulatory, and musculoskeletal systems
- Identify the digestive, respiratory, circulatory, and musculoskeletal systems of the human body and the major body parts of each system
- Investigate the relationships between body systems that are involved in moving oxygen and nutrients throughout the human body

### Students investigate how evidence is gathered and explain the importance of ethics in science.

- Identify biases that could influence an investigation
- Discuss the use of diverse representations of data in communicating evidence
- Compare the clarity and accuracy of evidence communicated by diverse representations of data
- Discuss potential impacts of evidence that is not communicated clearly and accurately
- Examine the importance of scientific ethics in investigations
- Demonstrate scientific ethics during investigations

## English Language Arts Outcomes




### Students examine how text genres, forms, and structures support and enhance communication.

- Examine the purpose of a variety of digital or non-digital texts
- Engage with a variety of genres of literary texts
- Examine a variety of text features that organize content and emphasize information that is most important
- Include a variety of text features to organize content and to identify information that is most important
- Examine organizational structures of non-fiction texts 
- Discuss a variety of opinions regarding the structure, content, or source of information expressed in non-fiction texts 

### Students investigate how oral language can be designed to communicate ideas and information.

- Integrate verbal, non-verbal, and paraverbal language to enhance communication
- Ensure messages are heard clearly by using breath, body, and energy to project voice
- Adjust the pitch or projection of the voice with respect to purpose, audience, context, and space
- Adjust language conventions or protocols in oral communication
- Select appropriate formats for oral communication based on audience and purpose
- Present ideas and information in a logical manner to inform, persuade, or entertain
- Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions
- Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas
- Use respectful language when collaborating with others
- Demonstrate adaptability to build consensus when perspectives or opinions within groups differ

### Students analyze information, contexts, and perspectives using a variety of comprehension strategies.

- Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world
- Analyze ideas and information in texts to interpret and respond
- Use evidence from texts or additional sources to support responses and interpretations
- Explore how varied perspectives presented in texts can influence personal perspectives 
- Identify various perspectives in texts and propose alternative perspectives 
- Examine information from texts that describes context around people, ideas, or events
- Consider how personal interests, experiences, or perspectives might influence how texts are understood or created
- Investigate background information about the author or text creator to provide context for informational texts 



**Students enhance the accuracy and artistry of expression through creative and critical thinking processes. e**

- Create written texts for a variety of audiences and purposes
- Create written texts in a variety of forms and structures
- Develop creative expression through the use of organizational processes, methods, and tools
- Express ideas through multiple-paragraph works that include topic introductions, supporting evidence, and conclusions
- Arrange and express ideas logically, using interesting details and transitions between sentences or paragraphs
- Communicate a clear position supported by relevant evidence
- Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas
- Edit writing for spelling, punctuation, and grammar
- Publish selected pieces, incorporating graphics, captions, charts, or other text features to support a purpose or connect with an audience
- Write to inform, explain, describe, or report for a variety of purposes and audiences
- Narrow research questions to determine a clear, well-defined topic
- Develop a main idea or topic supported by facts, details, examples, and explanations
- Evaluate the validity and reliability of information and sources
- Select a variety of relevant sources to inform writing
- Summarize and organize ideas gained from multiple sources using a variety of methods or tools
- Access and use information ethically
- Experiment with methods or tools to enhance communication or create effects

## Mathematics Outcomes

**Students employ ratios to represent relationships between quantities. e**

- Express part-part ratios and part-whole ratios of the same whole to describe various situations
- Express, symbolically, the same part-whole relationship as a ratio, fraction, decimal, and percentage

**Students analyze frequency in categorical data. e**

- Examine categorized data in tables and graphs
- Determine frequency for each category of a set of data by counting individual data points
- Identify the mode in various representations of data
- Recognize data sets with no mode, one mode, or multiple modes
- Justify possible answers to a statistical question using mode
- Discuss potential categories for open-ended questions and closed-list questions in relation to the same statistical question
- Formulate closed-list questions to collect data to answer a statistical question
- Categorize data that was collected using closed-list questions
- Organize counts of categorized data in a frequency table
- Create various representations of data, including with technology, to interpret frequency


## Fine Arts Outcomes - Drama

**Students investigate voice and staging as a means of expression in drama.**


- Experiment with how the voice can create a variety of sounds
- Differentiate between stereotypes and authentic character
- Explore the use of articulators in adjusting vocal sounds
- Experiment with how the voice can shape the development of a character or situation
- Implement changes to a particular area to create a performance space
- Explore how blocking can contribute to presentations in drama
- Explore the effects that body positions can have on dramatic expression
- Explore the effects that technical elements have in a dramatization
- Discuss the effectiveness of technical elements used in a dramatization e




**Students represent narratives based on a variety of inspirations and through the application of artistic choices.**

- Create a plan for structuring a narrative
- Experiment with improvisation as a way to structure a narrative
- Explore how the use of technical elements can enhance the structure of a narrative
- Choose a topic to communicate through a narrative
- Perform invented or scripted dramas based on a narrative
- Make artistic choices in the creation of a narrative
- Express a character's status through role play
- Describe how feedback about the narrative was incorporated 
- Experiment with the possibilities of the voice and the body in communication of a narrative
- Demonstrate how to follow staging cues when clarifying positions and movement of performers in a narrative
- Participate as an audience member and as a performer in drama


## Fine Arts Outcomes – Visual Arts

**Students analyze colour for its versatility in communicating meaning in artworks. **

- Examine how colour can communicate meaning or mood in artworks
- Create artworks using colour symbolically
- Discuss how colour can be used as a focal point or as a means to direct the eye when viewing artworks
- Experiment with how to create focal points in artwork
- Make artistic choices that demonstrate the use of focal points in artworks


**Students represent narrative in artworks based on a variety of inspirations and through the application of artistic choices. **

- Create two- and three-dimensional works of art based on a narrative
- Create artworks individually and collectively
- Illustrate a narrative based on a variety of events, themes, or inspirations
- Make artistic choices when revising or reimagining how a narrative can be illustrated
- Evaluate the effectiveness of artistic choices in the communication of a narrative
- Apply creative processes to design challenges

Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol , simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 6

## Physical Education and Wellness Outcomes

**Students connect strategies for well-being to life opportunities and lifelong learning **

- Identify experiences in which discipline can have a positive effect on well-being
- Apply motivation strategies in a variety of contexts

**Students examine risk and identify the factors that influence action.**

- Discuss how feelings associated with risk taking affect actions and decisions
- Describe consequences that may result from risk taking in various contexts
- Reflect on the positive and negative impacts of risk taking in a variety of contexts



**Students examine access to food and its effect on making decisions related to nutrition. e**

- Identify factors that affect access to food
- Discuss the effects of limited nutritional food choices on physical and mental well-being
- Examine how access affects nutritional choices in a variety of contexts
- Compare costs of food in a variety of contexts

**Students consider and describe a variety of perspectives that support the development of healthy relationships.**

- Demonstrate positive social behaviours to develop and maintain healthy relationships
- Consider ways in which diverse perspectives align or differ
- Identify how the consideration of others' perspectives contributes to empathy
- Examine the connections between perspectives and social and emotional well-being
- Examine how empathy toward others with different perspectives supports healthy relationships

**Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. e**

- Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence
- Identify personal and environmental factors that can influence well-being and maturation during adolescence
- Connect personal and environmental factors to decision making during adolescence

## Science Outcomes

**Students investigate how evidence is gathered and explain the importance of ethics in science. e**

- Discuss the role of scientific explanations
- Develop and test a hypothesis based on a scientific explanation
- Create scientific explanations for how natural phenomena occur

- Discuss observations and measurements used to create scientific explanations
- Evaluate the trustworthiness of evidence and explanations from a variety of sources
- Communicate explanations using appropriate digital or non-digital technologies
- Construct digital or non-digital graphs and tables using proper labels, legends, scales, and titles
- Determine the appropriateness of methods of communicating explanations based on the audience
- Discuss processes that can be used to validate evidence and explanations

## English Language Arts Outcomes

**Students analyze how text form and structure clarify information and support connecting with self, others, and the world.**

- Analyze the purpose of a variety of digital or non-digital texts e
- Examine the form and structure of a variety of literary texts e
- Make connections between texts read for enjoyment and academic development
- Examine a variety of text features that organize content, identify important information, and enhance understandings of texts e
- Include a variety of text features to help organize content, identify important information, and enhance personal expression e
- Investigate ways that non-fiction texts can be organized to enhance the presentation of factual information e
- Provide personal opinions regarding the structure, content, or source of information expressed in non-fiction texts
- Confirm the accuracy of information presented in non-fiction texts e



**Students connect the quality and efficacy of oral communication to oral language skills.**

- Develop and deliver presentations for specific purposes and audiences
- Adjust presentations based on audience background, motivation, or interests **e**
- Reflect on the preparation, content, and delivery of oral communication and consider opportunities for improvement **e**
- Offer relevant information and logical reasoning to enhance collaborative dialogue
- Consider varied perspectives or opinions when collaborating
- Reflect on and share new, expanded, or adjusted learnings resulting from collaborative dialogue

**Students interpret and respond to texts through application of comprehension strategies.**

- Respond to texts by summarizing main ideas and providing supporting evidence from the texts
- Make connections between new ideas and information in texts and known ideas and information
- Analyze ideas and information to support comprehension and interpretation of texts
- Synthesize ideas and information in texts to confirm or expand understandings
- Revise or confirm predictions based on new or additional information and sources
- Infer meanings from texts based on context clues
- Interpret and draw conclusions from texts using stated and implied ideas or information
- Distinguish between information that is stated and inferred
- Analyze ideas and information using text evidence
- Connect perspectives reflected in texts to personal experiences
- Compare personal perspectives to varied perspectives found in texts
- Select the information needed to support a perspective
- Share how considering differences in perspectives can develop empathy
- Consider whether an author or a text creator presents information with or without bias **e**

**Students create texts that reflect personal voice and style through creative and critical thinking processes. **e****

- Create written texts for a variety of audiences and purposes
- Create written texts in a variety of forms and structures
- Develop creative expression through the use of writing processes
- Analyze how ideas align with the purpose, audience, and form of writing
- Express personal ideas through multiple paragraphs for the purpose of engaging an audience
- Organize writing around clear ideas or positions that are supported by examples or relevant evidence
- Express ideas using organizational structures that enhance writing
- Relate ideas and connect paragraphs using a variety of transitions
- Revise text for clarity, focus, and audience
- Edit writing for spelling, punctuation, and grammar
- Publish selected writing, incorporating graphics, captions, charts, or other text features to express individuality
- Apply creative thinking processes through experimenting with, evaluating, and selecting details to produce a desired effect
- Create text that uses imagery, rhyme, dialogue, emphasis, or effect
- Enhance personal style and voice through careful selection of words to create emphasis or effects
- Write to inform, explain, describe, or report for a variety of purposes and audiences
- Narrow research questions to determine a clear, well-defined topic
- Support the main idea or topic with relevant facts, details, examples, and explanations from multiple sources
- Summarize and organize ideas gained from multiple sources using a variety of methods or tools
- Analyze the validity and reliability of information and sources
- Access and use information ethically
- Experiment with methods or tools to enhance communication or create effects
- Select a method or tool to present written works



## Mathematics Outcomes

### Students apply equivalence to the interpretation of ratios and rates. **e**

- Relate percentage of a number to a proportion
- Determine a percent of a number, limited to percentages within 100%
- Solve problems involving ratios, rates, and proportions

### Students investigate relative frequency using experimental data. **e**

- Interpret frequency of categorized data as relative frequency
- Express relative frequencies as decimals, fractions, or percentages
- Collect categorized data through experiments
- Determine relative frequency for categories of a sample of data
- Describe the likelihood of an outcome in an experiment using relative frequency
- Analyze relative frequency statistics from experiments with different sample sizes

## Fine Arts Outcomes - Drama

### Students associate voice with staging in the development of characters, roles, and situations.

- Extend vocal production to reflect character
- Experiment with how the voice can establish mood or setting in a dramatization
- Examine how the voice can support the believability of a character or situation
- Examine how the voice can be used to develop authentic characters and stereotypes
- Evaluate the use of voice in the development of a character, setting, and mood
- Recognize the connection between body and voice in verbal expression
- Incorporate technical elements in a dramatization
- Combine body positions and stage areas in the exploration of dramatic action
- Discuss the advantages and disadvantages of blocking and staging choices **e**

### Students express intention as an integral part of artistic expression in drama.

- Demonstrate how intention can be communicated through the structure and organization of a dramatization
- Devise a plan that outlines the requirements needed to rehearse and perform a dramatic work
- Rehearse performances before presenting to an audience
- Collaborate to solve staging or movement challenges in a variety of performance spaces
- Participate as an audience member and as a performer in drama
- Adjust body, breath, and voice to communicate intention
- Demonstrate how voice and body can be combined to represent a character, role, or situation
- Practise sustaining a character's status, intention, or feelings
- Evaluate how adjustments made to the voice and body are appropriate for the ideas expressed
- Respond to a variety of stimuli in the creation and exploration of dramatic expression
- Participate in drama activities that explore and challenge creative expression
- Take creative risks during the process of developing a character, role, or situation
- Problem solve to enhance or refine the intention of a dramatization
- Evaluate the effectiveness of communicating intention in drama **e**
- Describe how feedback was incorporated to clarify or enhance artistic intention **e**





## Fine Arts Outcomes – Visual Arts

### Students investigate organization as a structural component in artworks. ☺

- Explore and discuss various ways that artworks can be organized to communicate meaning or style
- Make artistic choices in the creation of artworks

### Students express intention as an integral part of artistic expression in visual arts. ☺

- Incorporate the principles of design to clarify intention
- Evaluate the effectiveness of the media used to convey artistic intention
- Make intentional artistic choices to create a desired effect in artworks
- Determine what tools, media, or techniques are required to achieve artistic intention in artworks
- Create artworks that intentionally reflect realistic, symbolic, or abstract representations
- Create artworks with the intention of communicating a subject or a theme

### Students relate change to historical events and appreciation of visual arts practices. ☺

- Create artworks that reflect visual and popular culture
- Use visual arts vocabulary when responding to or sharing opinions about artworks



Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol **e**, simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 4

### Health Education Outcomes

#### Understanding, Skills, and Confidences

- USC4.1 - Assess what healthy eating and physical activity mean for pre/adolescence **e**
- USC4.2 - Illustrate how both traditional healing (including First Nations and Métis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes)
- USC4.3 - Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships
- USC4.4 - Determine basic personal responsibility for safety and protection in various environments/situations
- USC4.5 - Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others
- USC4.6 - Assess healthy stress management strategies **e**

#### Decision Making

- DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors

### Science

#### Broad Areas of Learning **e**

- Lifelong Learners
- Sense of Self, Community, and Place
- Engaged Citizens

#### Cross-curricular Competencies **e**

- Developing Thinking
- Developing Identity and Interdependence
- Developing Literacies
- Developing Social Responsibility

### English Language Arts Outcomes

#### Comprehend and Respond

- CR4.1 - Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address:
  - identity (e.g., Expressing Myself)
  - community (e.g., Building Community)
  - social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences
- CR4.2 - View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator's technique and the impact on viewers
- CR4.3 - Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions
- CR4.4 - Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada)



### Compose and Create

- CC4.1 – Compose and create a range of visual, multimedia, oral, and written texts that explore:
  - identity (e.g., Expressing Myself)
  - community (e.g., Celebrating and Honouring Others)
  - social responsibility (e.g., Within My Circle) through personal experiences and inquiry
- CC4.2 – Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings
- CC4.3 – Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes
- CC4.4 – Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence

### Assess and Reflect on Language Abilities

- AR4.1 – Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences, the selected strategies employed (e.g., using class-generated criteria), and explore possible ways to improve
- AR4.2 – Set and pursue personal goals to improve viewing, listening, reading, speaking, writing, and other representing tasks more effectively

## Mathematics Outcomes

### Number



- N4.6 – Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to:
  - provide examples of where fractions are used
- N4.7 – Demonstrate an understanding of decimal numbers in tenths and hundredths (pictorially, orally, in writing, and symbolically) by:
  - describing
  - representing
  - relating to fractions

### Statistics and Probability


- SP4.1 – Demonstrate an understanding of many-to-one correspondence by:
  - comparing correspondences on graphs
  - justifying the use of many-to-one correspondences
  - interpreting data shown using a many-to-one correspondence
  - creating bar graphs and pictographs using many-to-one correspondence

## Arts Education Outcomes


### Creative/Productive

- CP4.3 – Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration
- CP4.4 – Contribute ideas, when in and out of role, and further the development of the drama by participating in consensus building, choice of strategies, and selection of dramatic alternatives
- CP4.7 – Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan 
- CP4.8 – Create art works using a variety of visual art concepts (e.g., organic shapes), forms (e.g., kinetic sculpture, mural), and media (e.g., wood, wire, and found objects) 

### Critical/Responsive

- CR4.1 – Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives 







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## Grade 5



### Health Education Outcomes

#### Understanding, Skills, and Confidences

- USC5.1 - Analyze personal eating practices 
- USC5.2 - Understand the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty 
- USC5.3 - Analyze how infectious diseases (including HIV and Hepatitis C) and non-infectious illnesses/diseases challenge holistic well-being 
- USC5.4 - Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image
- USC5.5 - Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community 
- USC5.6 - Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying)
- USC5.7 - Assess the importance of self-regulation and taking responsibility for one's actions

#### Decision Making

- DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation

### Science Outcomes

#### Life Science: Human Body Systems

- HB5.1 - Analyze personal and societal requirements for, and the impact of, maintaining a healthy human body
- HB5.2 - Investigate the structure, function, and major organs of one or more human body systems such as the digestive, excretory, respiratory, circulatory, nervous, muscular, and skeletal systems
- HB5.3 - Assess how multiple human body systems function together to enable people to move, grow, and react to stimuli

### English Language Arts Outcomes

#### Comprehend and Respond

- CR5.1 - Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address:
  - identity (e.g., Exploring Heritage)
  - community (e.g., Teamwork)
  - social responsibility (e.g., What is Fair?)
- CR5.4 - Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate fiction, script, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations, Métis, and Inuit and countries (including Canada)


#### Compose and Create

- CC5.1 - Compose and create a range of visual, multimedia, oral, and written texts that explore:
  - identity (e.g., What Should I Do)
  - community (e.g., This is Our Planet)
  - social responsibility (e.g., Teamwork) and express personal thoughts shaped through inquiry
- CC5.2 - Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts



- CC5.3 - Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes
- CC5.4 - Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader

### Assess and Reflect on Language Abilities

- AR5.1 - Identify strengths in viewing, listening, reading, speaking, writing, and other forms of representing 

## Mathematics Outcomes

### Number


- N5.5 - Demonstrate an understanding of fractions by using concrete and pictorial representations to:
  - compare fractions with like and unlike denominators
- N5.6 - Demonstrate understanding of decimals to thousandths by:
  - describing and representing
  - relating to fractions


### Statistics and Probability

- SP5.1 - Differentiate between first-hand and second-hand data
- SP5.2 - Construct and interpret double bar graphs to draw conclusions

## Arts Education Outcomes

### Creative/Productive

- CP5.3 - Demonstrate how various roles, strategies, and elements (e.g., tension, contrast, symbols) function within a drama
- CP5.8 - 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) 

Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol , simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 6

## Health Education Outcomes

### Understanding, Skills, and Confidences

- USC6.1 - Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege)
- USC6.2 - Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities)
- USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations
- USC6.6 - Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities

### Decision Making

- DM6.8 - Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions



## Science

### Broad Areas of Learning

- Developing Lifelong Learners
- Developing a Sense of Self and Community
- Developing Engaged Citizens


### Cross-curricular Competencies

- Developing Thinking
- Developing Identity and Interdependence
- Developing Literacies
- Developing Social Responsibility


## English Language Arts Outcomes

### Comprehend and Respond

- CR6.1 – View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful)
- CR6.2 – Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading
- CR6.3 – Use pragmatic (e.g., function and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/ morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker’s non-verbal cues) to construct and confirm meaning
- CR6.4 – View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising)

- CR6.5 – Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions
- CR6.6 – Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures
- CR6.7 – Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions 

### Compose and Create

- CC6.1 – Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living)
- CC6.2 – Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities
- CC6.3 – Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning
- CC6.4 – Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons 
- CC6.5 – Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others’ ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success)



- CC6.6 - Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization
- CC6.7 - Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand
- CC6.8 - Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending)
- CC6.9 - Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts **e**

#### Assess and Reflect on Language Abilities

- AR6.1 - Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation
- AR6.3 - Appraise own and others' work for clarity **e**

## Mathematics Outcomes

### Number **e**

- N6.5 - Demonstrate understanding of percent (limited to whole numbers to 100) concretely, pictorially, and symbolically
- N6.8 - Demonstrate an understanding of ratio concretely, pictorially, and symbolically

### Statistics and Probability **e**

- SP6.1 - Extend understanding of data analysis to include:
  - line graphs
  - graphs of discrete data
  - data collection through questionnaires, experiments, databases, and electronic media
  - interpolation and extrapolation

## Arts Education Outcomes

### Creative/Productive

- CP6.4 - Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio drama).
- CP6.5 - Select and use focus, tension, conflict, and symbol to convey ideas
- CP6.6 - Collaborate on a drama that expresses ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender)
- CP6.12 - Demonstrate increased skills and problem-solving abilities in a variety of visual art media **e**

### Cultural/Historical **e**

- CH6.1 - Investigate how personal, cultural, or regional identity may be reflected in arts expressions



Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol **e**, simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 4



### Physical Education/Health Education

#### Outcomes

##### Safety

- K.3.4.B.3 – Identify common injuries (e.g., cuts, bruises, scrapes, burns, bumps, fractures, insect bites and stings, frostbite...) in everyday living, and ways to help (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids of others...)
- K.3.3.B.4 – Recognize roles of individuals in school and community who provide safety services (e.g., school staff, cross-walk patrols, police officers, block parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards...)
- S.3.4.A.2 – Demonstrate practices to assist an injured person (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person)

##### Personal and Social Management

- K.4.4.A.1 – Demonstrate an awareness of factors (e.g., personal attitudes, supportive environment, accomplishments, positive thinking, genetics, media stereotyping...) that influence self-esteem and self-confidence
- K.4.4.A.3 – Identify the steps of the decision-making/problem-solving process with an emphasis on the final steps (e.g., making the decision, taking action, evaluating results...)
- K.4.4.B.1a – Identify appropriate social behaviours (e.g., speaking kindly, acknowledging others' ideas and opinions, offering to help...) toward others in small-group situations

- K.4.4.B.2b – Identify ways (e.g., assign and accept responsibility for roles in an activity, celebrate successes of self and others, say "please/thank you"... ) to get along with others in cooperative/collaborative situations
- K.4.4.C.1a – Identify characteristics of and/or behaviours associated with different emotions (e.g., fear, helplessness, anger, affection, excitement, frustration, disappointment, enthusiasm...) in self and/or others
- K.4.4.C.2 – Recognize that people have different reactions (e.g., excitement, fear, motivation, inhibition...) to stressors **e**
- K.4.4.C.4a – Identify the stress management skills that may be useful in coping with stress **e**
- S.4.4.A.2 – Design, implement, evaluate, and revise an action plan for making a group decision (e.g., classroom rules and routines, planning a class or group activity...)
- S.4.4.A.3 – Demonstrate interpersonal skills (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) for getting along with others in class activities
- S.4.4.A.5 – Demonstrate use of stress management strategies (e.g., talking to supportive others, using guided imagery to visual positive outcomes, using positive self-talk, going for recess or family walk...) by oneself and/or with others in a variety of contexts (e.g., discussion groups, sharing circle, games...) **e**

##### Healthy Lifestyle Practices

- K.5.4.A.1 – Identify the importance of taking responsibility for personal hygiene practices on a regular basis (i.e., bath/shower, wash hair, wash hands, change clothes, brush teeth, engage in physical activity)
- S.5.4.A.3a – Assess personal food intake for a period of one to three days, and identify factors (e.g., culture, religions, availability, peers, television advertising, age...) that may influence food choices **e**
- S.5.4.A.3b – Use problem-solving strategies to reduce barriers to healthy eating, and improve food choices, if appropriate **e**





## Science Outcomes

No specific knowledge and understanding outcomes are identified for grade 4. However, in extension activities, there is an opportunity under Cluster 0 Outcomes to enrich for scientific inquiry as follows: **e**

- Asking Questions and Making Predictions
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Obtaining, Evaluating, and Communicating Information

## English Language Arts Outcomes

### Language as Sense Making – Learners are:

- Demonstrating and understanding that texts are complex
- Using and talking about a variety of strategies and processes to understand and create texts
- Reflecting on and using what they know about texts and themselves to make purposeful and personal decisions
- Building stamina for engagement, perseverance, and interactions with texts
- Enhancing meaning through dialogue, reflection, and revision

### Language as System – Learners are:

- Recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts
- Choosing and using multiple styles of communication for clarity and effect

### Language as Power and Agency – Learners are:

- Recognizing the need for validity and reliability
- Beginning to analyze differences in opinion
- Expressing and supporting opinions and judgments
- Recognizing that point of view has an impact on understanding
- Exploring the decision making of text creators
- Exploring how ideas like justice, equity, and fairness are complex
- Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world

### Language as Exploration and Design – Learners are:

- Designing for specific purposes and for different audiences
- Using strategies, resources, and sources to explore ideas and deepen and extend thinking
- Contributing to communities to share knowledge, explore ideas, and deepen thinking
- Blending experiences to represent ideas in different ways

## Mathematics Outcomes

### Develop number sense. **e**

- 4.N.8 - Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to
  - name and record fractions for the parts of a whole or a set
  - compare and order fractions
  - model and explain that for different wholes, two identical fractions may not represent the same quantity
  - provide examples of where fractions are used
- 4.N.10 - Relate decimals to fractions (to hundredths)

### Collect, display, and analyze data to solve problems. **e**

- 4.SP.1 - Demonstrate an understanding of many-to-one correspondence
- 4.SP.2 - Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions

## Dramatic Arts Outcomes

**The learner demonstrates an understanding of and a facility with a variety of dramatic forms. The learner is able to:**

- K-4 DR-M1.1. participate collaboratively in a variety of grade-appropriate dramatic forms
- 2-4 DR-M1.2. identify and describe, using appropriate vocabulary, the basic characteristics of dramatic forms in own dramatic arts learning experiences



**The learner develops competencies for using the tools and techniques of body, mind, and voice in a variety of contexts. The learner is able to:**

- K-4 DR-M2.1. use voice, dialogue, body, gesture, and movement selectively to establish characters and roles and to express feelings
- 3-4 DR-M2.2. demonstrate an understanding of voice, dialogue, body, gesture, and movement as tools for communicating character
- 1-4 DR-M2.5. take on different points of view in dramatic play
- K-8 DR-M2.6. collaborate with others in the interpretation of characters
- K-4 DR-M2.8. sustain a willing suspension of disbelief by staying focused and in character in play experiences

**The learner demonstrates an understanding of and a facility with theatrical elements that contribute to the dramatic arts. The learner is able to:**

- 1-8 DR-M3.1. demonstrate an understanding of beginning, problem, and resolution as basic components of dramatic play
- 1-8 DR-M3.2. respond to, use, and create tension to develop dramatic play experiences
- 3-4 DR-M3.3. demonstrate an understanding of how scripts are organized (e.g., characters, dialogue, stage directions) **e**
- K-2 DR-M3.5. select and use real and imaginary costumes, props, and objects to support and enhance dramatic play
- 3-6 DR-M3.5. make, select, and use costumes, props, and sets for specific play experiences

**The learner generates ideas for creating drama using a variety of sources. The learner is able to:**

- K-4 DR-CR1.1. draw inspiration from personal experiences and relevant sources (e.g., feelings; memories; imagination; themes; observations; visual stimuli, learning in other subject areas; poems; stories; music; daily, family or community life) to ignite ideas and questions for dramatic arts creation

- K-8 DR-CR1.2. consider other arts disciplines (visual arts, dance, media arts, music) and other subject areas to inspire and trigger ideas for dramatic arts creation
- K-8 DR-CR1.3. explore the tools and techniques (body, mind, voice) and use improvisation to generate ideas for dramatic arts creation
- K-4 DR-CR1.4. create and use play areas for specific play experiences, and use a variety of objects imaginatively as props
- K-8 DR-CR1.5. engage in collaborative idea generation/ brainstorming as inspiration for dramatic arts creation

**The learner experiments with, develops, and uses ideas for creating drama. The learner is able to:**

- K-8 DR-CR2.1. experiment with drama tools (body, voice, and mind), and costumes, props, or found objects to test and elaborate ideas
- 3-4 DR-CR2.2. make decisions, with increasing independence, about the selection and use of ideas and dramatic elements and forms in own original work and in interpreting the work of others
- 3-4 DR-CR2.3 explain own decisions regarding the selection and use of ideas and dramatic elements and forms
- K-4 DR-CR2.4. incorporate serendipitous discoveries into own creative work, as appropriate
- K-8 DR-CR2.5. develop and extend dramatic arts ideas individually and in collaboration with others

**The learner revises, refines, and shares dramatic arts ideas and creative work. The learner is able to:**

- K-4 DR-CR3.1. share work in progress to inform revisions **e**
- 3-8 DR-CR3.2. revise, refine, and rehearse drama work in response to peer/teacher feedback with communicative intent and audience in mind **e**
- 3-8 DR-CR3.3. finalize own dramatic work (e.g., make appropriate decisions as to whether own work is “finished”)
- K-4 DR-CR3.4 share own dramatic work with others through performances, scripts, or video recordings



**The learner demonstrates an understanding of the roles, purposes, and meanings of the dramatic arts in the lives of individuals and in communities. The learner is able to:**

- K-4 DR-C3.3. demonstrate an awareness of the intended meanings and/or purposes of the dramatic arts encountered in own performance and viewing experiences
- K-4 DR-C3.4. demonstrate an appreciation of the dramatic arts as a means of experiencing and exploring own and others' lives (e.g., feelings, values, stories, events, cultures)
- K-4 DR-C3.5. demonstrate an awareness of ways in which the dramatic arts reflect, influence, and shape issues and events, as well as traditions, values, beliefs, and identities of individuals and groups
- K-4 DR-C3.7. demonstrate an understanding of ways to interact appropriately in dramatic arts situations as participants, audience members, and performers

**The learner generates initial reactions to dramatic arts experiences. The learner is able to:**

- K-8 DR-R1.1. take time to perceive dramatic arts experiences before sharing opinions and making judgments **e**
- K-8 DR-R1.2. make personal connections to previous experiences with the dramatic arts and other art forms
- K-8 DR-R1.3. express first impression of own and others' dramatic arts work (e.g., thoughts, feelings, intuition, associations, questions, experiences, memories, stories, connections to other disciplines) **e**

**The learner analyzes and interprets dramatic arts experiences. The learner is able to: **e****

- K-8 DR-R3.1. analyze how dramatic arts elements communicate meaning
- 2-4 DR-R3.2. reflect, share, and explain personal responses (e.g., feelings, thoughts, images) evoked by dramatic arts experiences
- K-8 VA-R3.3. examine others' interpretations to understand diverse perspectives and inform new thinking about dramatic arts
- K-8 VA-R3.4. co-construct criteria to critically analyze and evaluate dramatic arts works and experiences

**The learner constructs meaning and applies new understandings from dramatic arts experiences.**

**The learner is able to:**

- K-4 DR-R4.1. justify own preferences, ideas, and interpretations about the dramatic arts
- K-4 DR-R4.2. recognize and respect that individuals and groups may have different preferences, ideas, interpretations, and opinions about the dramatic arts
- K-4 DR-R4.3. make informed choices for decision making about dramatic arts

## Visual Arts Outcomes


**The learner generates ideas for creating art using a variety of sources. The learner is able to: **e****

- K-4 VA-CR1.1. draw inspiration from personal experiences and relevant sources (e.g., feelings; memories; imagination; themes; observations; visual stimuli; learning in other subject areas; poems; stories; music; daily, family, or community life) to ignite ideas and questions for art creation
- K-8 VA-CR1.2. consider other arts disciplines (dance, dramatic arts, media arts, music) and other subject areas to inspire and trigger ideas for art creation


**The learner develops original artworks, integrating ideas and art elements, principles, and media. The learner is able to: **e****

- K-8 VA-CR2.1. experiment with art elements, principles, and media to test and elaborate ideas
- 3-4 VA-CR2.2. make ongoing decisions about the use of art media, elements, and subject matter on the basis of own purpose or intent for artmaking
- 3-4 VA-CR2.3. explain own decisions about the selection and use of art media, elements, and subject matter in own ongoing artmaking
- K-4 VA-CR2.4. incorporate serendipitous discoveries into own creative work, as appropriate
- K-8 VA-CR2.5. develop and extend artmaking ideas individually and in collaboration with others




**The learner revises, refines, and shares ideas and original artworks. The learner is able to:** 


- K-4 VA-CR3.1. share artworks in progress to inform revisions
- K-4 VA-CR3.2. revise and refine own artworks on the basis of established criteria
- 2-4 VA-CR3.3. finalize own artworks (e.g., make appropriate decisions as to whether own work is “finished”)
- 3-4 VA-CR3.4. work collaboratively to create and share group art projects
- K-4 VA-CR3.5. contribute ideas for creating “artist statements” to display with own artworks in a variety of contexts
- 3-6 VA-CR3.6. participate creatively and constructively in preparing art displays

**The learner demonstrates an understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities. The learner is able to:** 

- K-4 VA-C3.3. demonstrate an awareness of the intended meanings and/or purposes of artworks encountered in own viewing and artmaking experiences
- K-4 VA-C3.4. demonstrate an appreciation of art as a means of experiencing and exploring own and others’ lives (e.g., feelings, values, stories, events, cultures)
- K-4 VA-C3.5. demonstrate an awareness of ways in which visual arts reflect, influence, and shape issues and events, as well as traditions, values, beliefs, and identities of individuals and groups
- K-8 VA-C3.7. engage and/or interact appropriately with artworks in a variety of settings

**The learner generates initial reactions to visual art experiences. The learner is able to:** 


- K-8 VA-R1.2. make personal connections to previous experiences with visual art and other art forms
- K-8 VA-R1.3. express first impression of own and others’ artwork (e.g., thoughts, feelings, intuition, associations, questions, experiences, memories, stories, connections to other disciplines)

Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol , simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 5

### Physical Education/Health Education Outcomes

#### Safety

- K.3.5.B.4 - Identify available community supports that promote safety and community health (e.g., helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural healing modalities, physiotherapists, Block Parents...)
- K.3.5.B.5a - Describe examples of problems (e.g., schoolyard/street fight, sibling conflicts, bullying, harassment, ridiculing, excessive teasing, baby shaking...) related to physical and verbal abuse with regard to safety of others
- K.3.5.B.5b - Describe safety guidelines (e.g., play in supervised areas, follow code of conduct...) and the use of strategies (i.e., conflict-resolution skills) to deal with bullies and harassment in a variety of situations (e.g., classroom, sports, playground...)
- K.3.5.B.6b - Describe indicators of abusive relationships (e.g., behaviours that are threatening, harassing, secretive, or cause physical and/or mental injury, pain, or discomfort...) 

#### Personal and Social Management

- K.4.5.A.1 - Identify how one’s self-concept and feelings are affected by others (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings...)
- K.4.5.A.2b - Describe the importance of self-regulation and taking responsibility for one’s own actions (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) for personal success



- K.4.5.A.3 - Identify the influence of self (e.g., personal goals, emotions...) and others (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general...) on setting priorities and making responsible personal decisions (e.g., academic achievement, leisure activities...)
- K.4.5.B.1a - Describe behaviours (e.g., listen without interrupting, avoid ridicule or teasing, use inclusive language and actions...) that show respect for the rights and feelings of others
- K.4.5.B.2a - Review verbal and non-verbal behaviours that help (e.g., listening, keeping secrets, smiling...) and hinder (e.g., betraying loyalty, making fun of, not listening, interrupting, using inappropriate body language...) communication for building positive relationships
- K.4.5.B.2b - Identify qualities (e.g., honesty, support, reliability, common interests, loyalty, fairness...) that are important in establishing and maintaining a friendship
- K.4.5.B.4 - Identify and assess strategies (e.g., using decision-making/ problem-solving process, saying “no” assertively, walking away/staying away, using conflict-resolution skills...) for preventing or avoiding uncomfortable or dangerous situations
- S.4.5.A.2 - Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices
- S.4.5.A.3 - Demonstrate functional use of interpersonal skills (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences...) for getting along with others in making group decisions while participating in class activities
- S.4.5.A.4 - Demonstrate ways (e.g., compromising, accommodating, reaching consensus, recognizing who holds the power/authority, developing an understanding of issues, forecasting positive long-term results...) to turn conflict into a win-win situation in different case scenarios (e.g., disagreement with a friend or classmate...)

### Healthy Lifestyle Practices

- S.5.4.A.3a - Distinguish between medicinal and non-medicinal substances and their appropriate use (e.g., prescription drugs from a doctor to treat an illness rather than drugs obtained illegally; vitamins to meet daily requirements, ventilators/ puffers for asthma, EpiPens for allergies; over-the-counter drugs used for health reasons rather than for performance enhancement ...)
- K.5.5.E.1c - Describe how heredity (e.g., chromosomes, DNA...) influences growth and characteristics that contribute to personal identity (e.g., height, eye colour, bone structure, hair colour, body build, individual growth patterns, features, fraternal and identical twins...) **e**
- K.5.5.E.2 - Identify the social-emotional changes associated with puberty **e**

### Science Outcomes

**In addition to specific grade outcomes, in extension activities, there is an opportunity under Cluster 0**

**Outcomes to enrich for scientific inquiry as follows: **e****

- Asking Questions and Making Predictions
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Obtaining, Evaluating, and Communicating Information

### Maintaining a Healthy Body

- 5-1-01 - Use appropriate vocabulary related to their investigations of human health
- 5-1-02 - Interpret nutritional information found on food labels **e**
- 5-1-03 - Describe the types of nutrients in foods and their function in maintaining a healthy body **e**
- 5-1-05 - Evaluate prepared food products using the design process **e**
- 5-1-06 - Identify the major components of the digestive system, and describe its role in the human body
- 5-1-08 - Identify skin as the major component of the integumentary system, and describe its role in protecting and supporting the human body
- 5-1-09 - Identify components of the human body's defenses against infections, and describe their role in defending the body against infection



- 5-1-10 Identify the major components of the respiratory and circulatory systems, and describe the role of each system in the human body
- 5-1-12 Give examples of how systems of the human body work together
- 5-1-13 Identify and describe factors necessary to maintain a healthy body

- Contributing to communities to share knowledge, explore ideas, and deepen thinking
- Blending experiences to represent ideas in different ways

## English Language Arts Outcomes

### Language as Sense Making – Learners are:

- Demonstrating and understanding that texts are complex
- Using and talking about a variety of strategies and processes to understand and create texts
- Reflecting on and using what they know about texts and themselves to make purposeful and personal decisions
- Building stamina for engagement, perseverance, and interactions with texts
- Enhancing meaning through dialogue, reflection, and revision

### Language as System – Learners are:

- Recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts
- Choosing and using multiple styles of communication for clarity and effect

### Language as Power and Agency – Learners are:

- Recognizing the need for validity and reliability
- Beginning to analyze differences in opinion
- Expressing and supporting opinions and judgments
- Recognizing that point of view has an impact on understanding
- Exploring the decision making of text creators
- Exploring how ideas like justice, equity, and fairness are complex
- Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world

### Language as Exploration and Design – Learners are:

- Designing for specific purposes and for different audiences
- Using strategies, resources, and sources to explore ideas and deepen and extend thinking

## Mathematics Outcomes

### Develop number sense.

- 5.N.9 - Relate decimals to fractions (tenths, hundredths, thousandths)

### Collect, display, and analyze data to solve problems.

- 5.SP.1 - Differentiate between first-hand and second-hand data
- 5.SP.2 - Construct and interpret double bar graphs to draw conclusions

## Dramatic Arts Outcomes

### The learner demonstrates an understanding of and a facility with a variety of dramatic forms. The learner is able to:

- 5-8 DR-M1.1. use a variety of dramatic forms appropriately, demonstrating an understanding of the structure and purpose of the forms
- 5-8 DR-M1.2. identify and describe the basic characteristics of dramatic forms experienced as participants and/or as audience members

### The learner develops competencies for using the tools and techniques of body, mind, and voice in a variety of contexts. The learner is able to:

- 5-8 DR-M2.1. use the elements of characterization (voice, dialogue, body, gesture, and movement) selectively to develop a range of characters
- 5-8 DR-M2.2. sustain voice, dialogue, body, gesture, and movement consistent with the character and situation
- 5-8 DR-M2.3. select appropriate action and reaction consistent with the character and situation
- 5-8 DR-M2.4. use stage business appropriately to define and support characters
- 5-8 DR-M2.5. develop characters and roles from different points of view
- K-8 DR-M2.6. collaborate with others in the interpretation of characters



- 5–8 DR–M2.7. create and use back stories to support character development
- 5–8 DR–M2.8. stay focused and in character for the duration of various play and drama experiences

**The learner demonstrates an understanding of and a facility with theatrical elements that contribute to the dramatic arts. The learner is able to:**

- 1–8 DR–M3.1. demonstrate an understanding of beginning, problem, and resolution as basic components of dramatic play
- 1–8 DR–M3.2. respond to, use, and create tension to develop dramatic play experiences
- 5–8 DR–ML3.3. demonstrate an understanding of how to create and use a script
- 5–6 DR–M3.4. use blocking and movement appropriately (e.g., proper positioning, flow of action) in dramatic play
- 3–6 DR–M3.5. make, select, and use costumes, props, and sets for specific play experiences



**The learner generates ideas for creating drama using a variety of sources. The learner is able to:**

- K–8 DR–CR1.1. draw inspiration from personal experiences and relevant sources (e.g., feelings; memories; imagination; themes; observations; visual stimuli, learning in other subject areas; cultural traditions; personal responses to current events, social and environmental issues, media and technology) to ignite ideas and questions for dramatic arts creation
- K–8 DR–CR1.2. consider other arts disciplines (visual arts, dance, media arts, music) and other subject areas to inspire and trigger ideas for dramatic arts creation
- K–8 DR–CR1.3. explore the tools and techniques (body, mind, voice) and use improvisation to generate ideas for dramatic arts creation
- K–8 DR–CR1.5. engage in collaborative idea generation/ brainstorming as inspiration for dramatic arts creation
- K–8 DR–CR1.6. collect and explore a wide range of resources (e.g., stories, visuals, recordings) to stimulate and develop own ideas for dramatic arts creation

**The learner experiments with, develops, and uses ideas for creating drama. The learner is able to:**

- K–8 DR–CR2.1. experiment with drama tools (body, voice, and mind), and costumes, props, or found objects to test and elaborate ideas
- 5–8 DR–CR2.2. make appropriate choices regarding costumes, props, sets, and staging (e.g., lights, sound effects) to enhance and enrich drama
- 5–8 DR–CR2.3. make and justify ongoing decisions about the selection and use of dramatic forms and theatrical elements in developing own work
- 5–8 DR–CR2.4. recognize serendipitous discoveries and incorporate them into own creative work, as appropriate
- K–8 DR–CR2.5. develop and extend dramatic arts ideas individually and in collaboration with others

**The learner revises, refines, and shares dramatic arts ideas and creative work. The learner is able to:**

- 5–8 DR–CR3.1. select and share drama work in progress to inform revisions 
- 3–8 DR–CR3.2. revise, refine, and rehearse drama work in response to peer/teacher feedback with communicative intent and audience in mind 
- 3–8 DR–CR3.3. finalize own dramatic work (e.g., make appropriate decisions as to whether own work is “finished”)
- 5–8 DR–CR3.4. share own drama with others through performances, scripts, or video recordings
- 5–8 DR–CR3.5. collaborate with others to select, stage, and perform drama work with audience, setting, and purpose in mind

**The learner demonstrates an understanding of the roles, purposes, and meanings of the dramatic arts in the lives of individuals and in communities. The learner is able to:**

- 5–8 DR–C3.1. demonstrate an understanding of the multiple roles and purposes of the dramatic arts in society (e.g., for celebrations, commemorations, education, persuasion)
- 5–8 DR–C3.2. examine and explain own purposes for creating dramatic arts



- 5–8 DR–C3.3. demonstrate an understanding of the intended meanings and/or purposes of the dramatic arts encountered in own performance and viewing experiences
- 5–8 DR–C3.4. demonstrate an appreciation of the dramatic arts as a means of experiencing the world and understanding the perspectives of others
- 5–8 DR–C3.7. demonstrate behaviours and attitudes appropriate for performers and audience members in a variety of dramatic arts settings and contexts

**The learner generates initial reactions to dramatic arts experiences. The learner is able to:**

- K–8 DR–R1.1. take time to perceive dramatic arts experiences before sharing opinions and making judgments **e**
- K–8 DR–R1.2. make personal connections to previous experiences with the dramatic arts and other art forms
- K–8 DR–R1.3. express first impression of own and others' dramatic arts work (e.g., thoughts, feelings, intuition, associations, questions, experiences, memories, stories, connections to other disciplines) **e**

**The learner analyzes and interprets dramatic arts experiences. The learner is able to: **e****

- K–8 DR–R3.1. analyze how dramatic arts elements communicate meaning
- 5–8 DR–R3.2. share and justify interpretations of own and others' dramatic arts works
- K–8 VA–R3.3. examine others' interpretations to understand diverse perspectives and inform new thinking about dramatic arts
- K–8 VA–R3.4. co-construct criteria to critically analyze and evaluate dramatic arts works and experiences

**The learner constructs meaning and applies new understandings from dramatic arts experiences. The learner is able to: **e****

- 5–8 DR–R4.1. justify own preferences, ideas, interpretations, decisions, and evaluations about the dramatic arts

- 5–8 DR–R4.2. recognize and respect that individuals and groups may have different preferences, ideas, interpretations, opinions, and evaluations about the dramatic arts
- 5–8 DR–R4.3. make informed judgments and choices for decision making and evaluation

## Visual Arts Outcomes

**The learner demonstrates an understanding of and a facility with visual arts media, tools, and processes.**

**The learner is able to: **e****

- 5–6 VA–M2.4. demonstrate an understanding of oral, written, graphic, and modelled instructions to develop practical knowledge of and skills in a range of two- and three-dimensional media

**The learner generates ideas for creating art using a variety of sources. The learner is able to: **e****

- 5–8 VA–CR1.1. draw inspiration from personal experiences and relevant sources (e.g., feelings; memories; imagination; themes; observations; visual stimuli; learning in other subject areas; cultural traditions; personal responses to current events, social and environmental issues, media and technology) to ignite ideas and questions for art creation
- K–8 VA–CR1.2. consider other arts disciplines (dance, dramatic arts, media arts, music) and other subject areas to inspire and trigger ideas for art creation
- K–8 VA–CR1.4. engage in collaborative idea generation/ brainstorming as inspiration for art creation


**The learner develops original artworks, integrating ideas and art elements, principles, and media. The learner is able to: **e****

- K–8 VA–CR2.1. experiment with art elements, principles, and media to test and elaborate ideas
- 5–8 VA–CR2.2. use design strategies to visualize artmaking solutions and plan related processes (e.g., drawing storyboards, planning diagrams, creating preparatory images or objects, manipulating digital images)






- 5–8 VA–CR2.3. select and use art elements, principles, and media creatively to solve a range of artmaking problems (e.g., to represent the texture of dragon skin, explore and choose effective media and techniques)
- 5–8 VA–CR2.4. recognize serendipitous discoveries and incorporate them into own creative work, as appropriate
- K–8 VA–CR2.5. develop and extend artmaking ideas individually and in collaboration with others


**The learner revises, refines, and shares ideas and original artworks. The learner is able to:** 

- 5–8 VA–CR3.1. select and share artworks in progress to inform revisions
- 5–8 VA–CR3.2. revise, refine, and finalize own artworks on the basis of appropriate criteria
- 5–8 VA–CR3.3. contribute to the curatorial process, collaborating with others to select and share individual and group artworks
- 5–8 VA–CR3.4. create appropriate “artist statements” to display with own artworks in a variety of contexts
- 3–6 VA–CR3.5. participate creatively and constructively in preparing art displays


**The learner demonstrates an understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities. The learner is able to:** 

- 5–8 VA–C3.1. demonstrate an understanding of the multiple roles and purposes of art and design in society (e.g., personal fulfillment, social commentary, religious expression, commercial persuasion, status)
- 5–8 VA–C3.2. examine and explain own purposes for making art
- 5–8 VA–C3.3. demonstrate an understanding of the intended meanings and/or purposes of artworks encountered in own viewing and artmaking experiences
- 5–8 VA–C3.4. demonstrate an appreciation of art as a means of experiencing the world and understanding the perspectives of others
- 5–8 VA–C3.5. demonstrate an understanding of ways in which visual arts reflect, influence, and shape issues and events, as well as traditions, values, beliefs, and identities of individuals and groups

- 5–8 VA–C3.6. demonstrate an awareness of the impact of context on artists and their art (e.g., consider personal, social, cultural, geographical/environmental, historical contexts)
- K–8 VA–C3.7. engage and/or interact appropriately with artworks in a variety of settings

**The learner generates initial reactions to visual art experiences. The learner is able to:** 

- K–8 VA–R1.2. make personal connections to previous experiences with visual art and other art forms
- K–8 VA–R1.3. express first impression of own and others’ artwork (e.g., thoughts, feelings, intuition, associations, questions, experiences, memories, stories, connections to other disciplines)

Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol , simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 6

### Physical Education/Health Education Outcomes

#### Safety

- K.3.6.B.1 – Describe safe and unsafe situations at home, at school, and in the community while caring for self and others (i.e., playgrounds, babysitting, Internet use, shaken baby syndrome)
- K.3.6.B.3 – Show an understanding of basic injuries/ conditions (i.e., bleeding, heat exhaustion, heatstroke, frostbite, hyperthermia, hypothermia) and basic first-aid procedures (i.e., seek adult help, rest, apply compression, avoid touching/handling body fluids)
- K.3.6.B.4 – Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting)



- S.3.6.A.2 - Demonstrate basic first-aid procedures (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids...) for common injuries/conditions (e.g., nosebleeds, cuts, bumps, asthma attacks...)

### Personal and Social Management

- K.4.6.A.1 - Describe individual characteristics (e.g., gender, race, family, religion, community, appearance, interests, hobbies, preferred learning approaches...) that contribute to the development of personal identity, self-confidence, and self-efficacy
- K.4.6.A.3 - Describe how personal factors (e.g., emotions, time, previous experience, prior knowledge, personal goals, abilities, religion...) and social factors (e.g., peers, friends, trends, society, culture, media, advertising...) influence making responsible and health-enhancing decisions (e.g., participating in daily physical activity...)
- K.4.6.B.1a - Identify the influences (e.g., family beliefs/values, role models, peers, advertising, television, movies...) that help or hinder responsible, social decision making (e.g., choosing friends, choosing activities, communicating with others...)
- K.4.6.B.1b - Recognize personal participation and responsibility (e.g., respect for and acceptance of individual differences, awareness of social norms and values, concern and compassion for others, cooperation, motivation to solve interpersonal problems...) in different social contexts
- K.4.6.B.2b - Identify the behaviours (e.g., showing respect, fulfilling a commitment, abstaining from put-downs, helping others who are experiencing difficulty, following directions, being encouraging...) that are important for working cooperatively and collaboratively with others
- K.4.6.C.1a - Determine strategies for sharing and expressing feelings in appropriate ways (e.g., talking out conflicts with safe adult assistance, using self-statements or self-talk for control, using active listening, participating in physical activities...)
- K.4.6.C.1b - Recognize the range of emotions that may be experienced when loss occurs, including the stages of grief (e.g., denial, anger, bargaining, sadness, depression, acceptance...), and where to go for help (e.g., family, teacher, school counsellor, elder, religious leader...)
- K.4.6.C.2 - Identify the personality traits (e.g., sense of humour, adaptability, patience, understanding...) that are conducive to handling stress and showing resiliency (i.e., ability to bounce back in a stressful situation) **e**
- K.4.6.C.3 - Describe the General Adaptation Syndrome (GAS) relating to stress and the body's response at the various stages (i.e., alarm stage, resistance stage, exhaustion stage) **e**
- K.4.6.C.4a - Identify stress-management strategies (e.g., using self-statements or self-talk, talking to parents, keeping an anger self-inventory, participating in physical activity, keeping a sense of humour...) for controlling anger in different situations (e.g., being called names, losing a game, being pressured by parents or peers...)
- S.4.6.A.2 - Determine positive and negative consequences of possible solutions as part of the decision-making/problem-solving process for making healthy living choices
- S.4.6.A.5 - Demonstrate the functional use of stress management strategies (e.g., using self-statements or positive self-talk, talking with others, taking time out, counting to 10, focusing, breathing deeply...) for managing stress in case scenarios related to a variety of situations (e.g., competition, anger, tests, public speaking, conflict, change, failure...) **e**

### Healthy Lifestyle Practices

- K5.6.A.2 - Identify practices and policies that support healthy schools and communities (e.g., school code of conduct, adequate supervision, school and community activities, labelling of hazardous products, evacuation procedures, fluoride treatment of drinking water, public health services...)
- K.5.6.C.1a - Identify food choices and types of physical activity for a healthy body (i.e., for bone development) **e**



- S.5.6.A.3a – Assess personal food intake and activity for a period of one to three days, based on daily recommended requirements **e**

## Science Outcomes

No specific knowledge and understanding outcomes are identified for grade 6. However, in extension activities, there is an opportunity under Cluster 0 Outcomes to enrich for scientific inquiry as follows: **e**

- Asking Questions and Making Predictions
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Obtaining, Evaluating, and Communicating Information

## English Language Arts Outcomes

### Language as Sense Making – Learners are:

- Monitoring, reflecting on, and discussing processes for making sense of and creating texts
- Strategically selecting and applying strategies and processes for making sense of and creating different types of text for different purposes and audiences
- Using a variety of thinking processes (e.g., computational, imaginative, creative, interpretive, critical) to make sense of and respond to increasingly varied and complex texts
- Using and integrating background knowledge and sources of information purposefully to make sense of increasingly varied and complex text

### Language as System – Learners are:

- Using their understanding of a range of text structures and features to understand and communicate clearly and effectively
- Assessing and applying their understanding of how the English language works to understand more challenging and unfamiliar texts, and for clarity, precision, and accuracy in own creations
- Examining, considering, and using knowledge of conventions of a growing range of forms and genres

### Language as Power and Agency – Learners are:

- Recognizing that one's identities are influenced by various factors and change over time and contexts
- Understanding that texts represent and promote particular beliefs, values, and ideas
- Exploring multiple perspectives, points of view, and interpretations
- Exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts
- Collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice

### Language as Exploration and Design – Learners are:

- Participating in, extending, and discussing creative processes for designing
- Selecting, assessing, and organizing a variety of sources and information for different purposes
- Reconstructing, manipulating, and remixing existing texts or sets of text to create new ideas, forms, purposes, and messages
- Tapping into and combining experiences with ideas, images, and sounds from various sources to create something new

## Mathematics Outcomes

### Develop number sense. **e**

- 6.N.5 – Demonstrate an understanding of ratio, concretely, pictorially, and symbolically
- 6.N.6 – Demonstrate an understanding of percent (limited to whole numbers), concretely, pictorially, and symbolically

### Collect, display, and analyze data to solve problems. **e**

- 6.SP.1 – Create, label, and interpret line graphs to draw conclusions
- 6.SP.2 – Select, justify, and use appropriate methods of collecting data, including
  - questionnaires
  - experiments
  - databases
  - electronic media
- 6.SP.3 – Graph collected data and analyze the graph to solve problems



## Dramatic Arts Outcomes

**The learner demonstrates an understanding of and a facility with a variety of dramatic forms. The learner is able to:**

- 5–8 DR–M1.1. use a variety of dramatic forms appropriately, demonstrating an understanding of the structure and purpose of the forms
- 5–8 DR–M1.2. identify and describe the basic characteristics of dramatic forms experienced as participants and/or as audience members

**The learner develops competencies for using the tools and techniques of body, mind, and voice in a variety of contexts. The learner is able to:**

- 5–8 DR–M2.1. use the elements of characterization (voice, dialogue, body, gesture, and movement) selectively to develop a range of characters
- 5–8 DR–M2.2. sustain voice, dialogue, body, gesture, and movement consistent with the character and situation
- 5–8 DR–M2.3. select appropriate action and reaction consistent with the character and situation
- 5–8 DR–M2.4. use stage business appropriately to define and support characters
- 5–8 DR–M2.5. develop characters and roles from different points of view
- K–8 DR–M2.6. collaborate with others in the interpretation of characters
- 5–8 DR–M2.7. create and use back stories to support character development
- 5–8 DR–M2.8. stay focused and in character for the duration of various play and drama experiences

**The learner demonstrates an understanding of and a facility with theatrical elements that contribute to the dramatic arts. The learner is able to:**

- 1–8 DR–M3.1. demonstrate an understanding of beginning, problem, and resolution as basic components of dramatic play
- 1–8 DR–M3.2. respond to, use, and create tension to develop dramatic play experiences
- 5–8 DR–ML3.3. demonstrate an understanding of how to create and use a script

- 5–6 DR–M3.4. use blocking and movement appropriately (e.g., proper positioning, flow of action) in dramatic play
- 3–6 DR–M3.5. make, select, and use costumes, props, and sets for specific play experiences

**The learner generates ideas for creating drama using a variety of sources. The learner is able to:**

- K–8 DR–CR1.1. draw inspiration from personal experiences and relevant sources (e.g., feelings; memories; imagination; themes; observations; visual stimuli, learning in other subject areas; cultural traditions; personal responses to current events, social and environmental issues, media and technology) to ignite ideas and questions for dramatic arts creation
- K–8 DR–CR1.2. consider other arts disciplines (visual arts, dance, media arts, music) and other subject areas to inspire and trigger ideas for dramatic arts creation
- K–8 DR–CR1.3. explore the tools and techniques (body, mind, voice) and use improvisation to generate ideas for dramatic arts creation
- K–8 DR–CR1.5. engage in collaborative idea generation/ brainstorming as inspiration for dramatic arts creation
- K–8 DR–CR1.6. collect and explore a wide range of resources (e.g., stories, visuals, recordings) to stimulate and develop own ideas for dramatic arts creation

**The learner experiments with, develops, and uses ideas for creating drama. The learner is able to:**

- K–8 DR–CR2.1. experiment with drama tools (body, voice, and mind), and costumes, props, or found objects to test and elaborate ideas
- 5–8 DR–CR2.2. make appropriate choices regarding costumes, props, sets, and staging (e.g., lights, sound effects) to enhance and enrich drama
- 5–8 DR–CR2.3. make and justify ongoing decisions about the selection and use of dramatic forms and theatrical elements in developing own work
- 5–8 DR–CR2.4. recognize serendipitous discoveries and incorporate them into own creative work, as appropriate
- K–8 DR–CR2.5. develop and extend dramatic arts ideas individually and in collaboration with others



**The learner revises, refines, and shares dramatic arts ideas and creative work. The learner is able to:**

- 5–8 DR–CR3.1. select and share drama work in progress to inform revisions **e**
- 3–8 DR–CR3.2. revise, refine, and rehearse drama work in response to peer/teacher feedback with communicative intent and audience in mind **e**
- 3–8 DR–CR3.3. finalize own dramatic work (e.g., make appropriate decisions as to whether own work is “finished”)
- 5–8 DR–CR3.4. share own drama with others through performances, scripts, or video recordings
- 5–8 DR–CR3.5. collaborate with others to select, stage, and perform drama work with audience, setting, and purpose in mind

**The learner demonstrates an understanding of the roles, purposes, and meanings of the dramatic arts in the lives of individuals and in communities. The learner is able to:**

- 5–8 DR–C3.1. demonstrate an understanding of the multiple roles and purposes of the dramatic arts in society (e.g., for celebrations, commemorations, education, persuasion)
- 5–8 DR–C3.2. examine and explain own purposes for creating dramatic arts
- 5–8 DR–C3.3. demonstrate an understanding of the intended meanings and/or purposes of the dramatic arts encountered in own performance and viewing experiences
- 5–8 DR–C3.4. demonstrate an appreciation of the dramatic arts as a means of experiencing the world and understanding the perspectives of others
- 5–8 DR–C3.7. demonstrate behaviours and attitudes appropriate for performers and audience members in a variety of dramatic arts settings and contexts

**The learner generates initial reactions to dramatic arts experiences. The learner is able to:**

- K–8 DR–R1.1. take time to perceive dramatic arts experiences before sharing opinions and making judgments **e**

- K–8 DR–R1.2. make personal connections to previous experiences with the dramatic arts and other art forms
- K–8 DR–R1.3. express first impression of own and others’ dramatic arts work (e.g., thoughts, feelings, intuition, associations, questions, experiences, memories, stories, connections to other disciplines) **e**

**The learner analyzes and interprets dramatic arts experiences. The learner is able to: **e****

- K–8 DR–R3.1. analyze how dramatic arts elements communicate meaning
- 5–8 DR–R3.2. share and justify interpretations of own and others’ dramatic arts works
- K–8 VA–R3.3. examine others’ interpretations to understand diverse perspectives and inform new thinking about dramatic arts
- K–8 VA–R3.4. co-construct criteria to critically analyze and evaluate dramatic arts works and experiences

**The learner constructs meaning and applies new understandings from dramatic arts experiences.**

**The learner is able to: **e****

- 5–8 DR–R4.1. justify own preferences, ideas, interpretations, decisions, and evaluations about the dramatic arts
- 5–8 DR–R4.2. recognize and respect that individuals and groups may have different preferences, ideas, interpretations, opinions, and evaluations about the dramatic arts
- 5–8 DR–R4.3. make informed judgments and choices for decision making and evaluation


## Visual Arts Outcomes

**The learner demonstrates an understanding of and a facility with visual arts media, tools, and processes.**


**The learner is able to: **e****

- 5–6 VA–M2.4. demonstrate an understanding of oral, written, graphic, and modelled instructions to develop practical knowledge of and skills in a range of two- and three-dimensional media




**The learner generates ideas for creating art using a variety of sources. The learner is able to:** 

- 5–8 VA–CR1.1. draw inspiration from personal experiences and relevant sources (e.g., feelings; memories; imagination; themes; observations; visual stimuli; learning in other subject areas; cultural traditions; personal responses to current events, social and environmental issues, media and technology) to ignite ideas and questions for art creation
- K–8 VA–CR1.2. consider other arts disciplines (dance, dramatic arts, media arts, music) and other subject areas to inspire and trigger ideas for art creation
- K–8 VA–CR1.4. engage in collaborative idea generation/ brainstorming as inspiration for art creation


**The learner develops original artworks, integrating ideas and art elements, principles, and media. The learner is able to:** 

- K–8 VA–CR2.1. experiment with art elements, principles, and media to test and elaborate ideas
- 5–8 VA–CR2.2. use design strategies to visualize artmaking solutions and plan related processes (e.g., drawing storyboards, planning diagrams, creating preparatory images or objects, manipulating digital images)
- 5–8 VA–CR2.3. select and use art elements, principles, and media creatively to solve a range of artmaking problems (e.g., to represent the texture of dragon skin, explore and choose effective media and techniques)
- 5–8 VA–CR2.4. recognize serendipitous discoveries and incorporate them into own creative work, as appropriate
- K–8 VA–CR2.5. develop and extend artmaking ideas individually and in collaboration with others


**The learner revises, refines, and shares ideas and original artworks. The learner is able to:** 

- 5–8 VA–CR3.1. select and share artworks in progress to inform revisions
- 5–8 VA–CR3.2. revise, refine, and finalize own artworks on the basis of appropriate criteria
- 5–8 VA–CR3.3. contribute to the curatorial process, collaborating with others to select and share individual and group artworks

- 5–8 VA–CR3.4. create appropriate “artist statements” to display with own artworks in a variety of contexts
- 3–6 VA–CR3.5. participate creatively and constructively in preparing art displays

**The learner demonstrates an understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities. The learner is able to:** 

- 5–8 VA–C3.1. demonstrate an understanding of the multiple roles and purposes of art and design in society (e.g., personal fulfillment, social commentary, religious expression, commercial persuasion, status)
- 5–8 VA–C3.2. examine and explain own purposes for making art
- 5–8 VA–C3.3. demonstrate an understanding of the intended meanings and/or purposes of artworks encountered in own viewing and artmaking experiences
- 5–8 VA–C3.4. demonstrate an appreciation of art as a means of experiencing the world and understanding the perspectives of others
- 5–8 VA–C3.5. demonstrate an understanding of ways in which visual arts reflect, influence, and shape issues and events, as well as traditions, values, beliefs, and identities of individuals and groups
- 5–8 VA–C3.6. demonstrate an awareness of the impact of context on artists and their art (e.g., consider personal, social, cultural, geographical/environmental, historical contexts)
- K–8 VA–C3.7. engage and/or interact appropriately with artworks in a variety of settings

**The learner generates initial reactions to visual art experiences. The learner is able to:** 

- K–8 VA–R1.2. make personal connections to previous experiences with visual art and other art forms
- K–8 VA–R1.3. express first impression of own and others’ artwork (e.g., thoughts, feelings, intuition, associations, questions, experiences, memories, stories, connections to other disciplines)



Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol **e**, simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 4



### Health and Physical Education Outcomes

#### Social-Emotional Learning Skills

- A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others **e**
- A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience **e**
- A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope **e**
- A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity
- A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging
- A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making

### Healthy Living

#### D1. Understanding Health Concepts

- D1.1 identify the key nutrients (e.g., fat, carbohydrates, protein, vitamins, minerals) provided by foods and beverages, and describe their importance for growth, mental and physical health, learning, and physical performance **e**
- D1.3 describe various types of bullying, abuse, and other non-consensual behaviour (e.g., social, emotional, physical, verbal), including cyberbullying, and identify the impacts they can have and appropriate ways of responding

#### D2. Making Healthy Choices

- D2.1 identify personal eating habits through self-monitoring over time, and set a goal for developing healthier eating habits, on the basis of the recommendations and guidelines in Canada's Food Guides **e**
- D2.2 apply a decision-making process to assess risks and make safe decisions in a variety of situations
- D2.5 demonstrate an understanding of how choices they make every day can have a positive impact on their mental health **e**

#### D3. Making Connections for Healthy Living

- D3.1 identify ways of promoting healthier eating habits in a variety of settings and situations **e**
- D3.3 demonstrate an understanding of different strategies they can use to manage stress in situations in which they have some control, as well as to adapt to challenging situations over which they have less immediate influence **e**



## Science and Technology Outcomes

### STEM Skills and Connections

- A1.1 use a scientific research process and associated skills to conduct investigations
- A1.2 use a scientific experimentation process and associated skills to conduct investigations
- A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes
- A3.1 describe practical applications of science and technology concepts in various occupations, including skilled trades, and how these applications address real-world problems
- A3.2 investigate how science and technology can be used with other subject areas to address real-world problems
- A3.3 analyse contributions to science and technology from various communities

## Language Outcomes

### Literacy Connections and Applications

- A1.1 explain how transferable skills can be used to support communication in various cultural, social, linguistic and domain-specific contexts and apply them when reading, listening to, viewing, and creating texts of various forms
- A1.2 explain how transferable skills help them to express their voice, be engaged in their learning, and plan the next steps to develop their capabilities and potential
- A2.3 gather, evaluate, and use information, considering validity, credibility, accuracy, and perspectives, to construct knowledge, create texts, and demonstrate learning
- A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts
- A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production

- A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions
- A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community
- A3.1 explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication
- A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts

### Foundations of Language

- B1.1 use effective listening skills, including asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes
- B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and non-verbally, express interest in what is being said at appropriate times, seek clarification, and develop an appropriate response
- B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently
- B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning





- B1.5 use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension
- B2.2 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context

### Comprehension: Understanding and Responding to Texts

- C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
- C1.2 describe some characteristics of various text forms and genres, including cultural text forms, and explain how they help communicate meaning **e**
- C1.3 identify text patterns, such as spatial order in a graphic text, and text features, such as type styles and hyperlinks, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning **e**
- C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts **e**
- C2.1 identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts
- C2.2 identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes **e**
- C2.4 use strategies such as adjusting reading rate, visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts
- C2.5 describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them
- C2.6 summarize the main idea of a text and the supporting details in sequence, and draw a simple conclusion

- C2.7 explain how strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts
- C3.2 make local and global inferences, using explicit and implicit evidence, to extend their understanding of various texts
- C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, and explaining cause and effect
- C3.5 identify explicit and implicit perspectives communicated in various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain and suggest how such biases could influence an audience **e**
- C3.6 explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, and describe what insights or messages are conveyed

### Composition: Expressing Ideas and Creating Texts

- D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning **e**
- D1.2 generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences
- D1.3 gather information and content relevant to a topic, using a variety of sources and strategies, and record the sources of information **e**
- D1.4 select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium **e**
- D2.1 draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies **e**



- D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre **e**
- D2.5 make revisions to the content of draft texts and to elements of style, such as word choice and adding or deleting sentences, to improve clarity, focus, and coherence, seeking feedback **e**
- D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts **e**
- D3.1 produce final texts using a variety of techniques and tools, including simple digital design and production tools, to achieve the intended effect
- D3.2 publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message
- D3.3 describe various strategies that helped them present and communicate their message when publishing and presenting texts, and explain how they helped them improve as a text creator **e**
- D1.3 select from among a variety of graphs, including multiple-bar graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs
- D1.4 create an infographic about a data set, representing the data in appropriate ways, including in frequency tables, stem-and-leaf plots, and multiple-bar graphs, and incorporating any other relevant information that helps to tell a story about the data
- D1.5 determine the mean and the median and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data
- D1.6 analyse different sets of data presented in various ways, including in stem-and-leaf plots and multiple-bar graphs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions
- D2.1 use mathematical language, including the terms “impossible”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening, represent this likelihood on a probability line, and use it to make predictions and informed decisions
- D2.2 make and test predictions about the likelihood that the mean, median, and mode(s) of a data set will be the same for data collected from different populations

## Mathematics Outcomes

### Number

- B1.4 represent fractions from halves to tenths using drawings, tools, and standard fractional notation, and explain the meanings of the denominator and the numerator **e**

### Data **e**

- D1.1 describe the difference between qualitative and quantitative data, and describe situations where each would be used
- D1.2 collect data from different primary and secondary sources to answer questions of interest that involve comparing two or more sets of data, and organize the data in frequency tables and stem-and-leaf plots

### Financial Literacy **e**

- F1.2 estimate and calculate the cost of transactions involving multiple items priced in whole-dollar amounts, not including sales tax, and the amount of change needed when payment is made in cash, using mental math
- F1.3 explain the concepts of spending, saving, earning, investing, and donating, and identify key factors to consider when making basic decisions related to each
- F1.4 explain the relationship between spending and saving, and describe how spending and saving behaviours may differ from one person to another



## The Arts Outcomes

### Drama

- B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places
- B1.2 demonstrate an understanding of the element of role by selectively using a few other elements of drama to build belief in a role and establish its dramatic context
- B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role
- B1.4 communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to enhance their drama work
- B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works **e**
- B2.2 explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others' drama works **e**
- B2.3 identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members **e**

### Visual Arts **e**

- D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences
- D1.3 use elements of design in art works to communicate ideas, messages, and understandings
- D2.3 demonstrate awareness of the meaning of signs, symbols, and styles in works of art
- D3.1 describe how visual art forms and styles represent various messages and contexts in the past and present

Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol **e**, simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 5

## Health and Physical Education Outcomes

### Social-Emotional Learning Skills

- A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others
- A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience **e**
- A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope **e**
- A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity
- A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging
- A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making



### Healthy Living

- D1.1 identify trusted people and support that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations
- D2.1 explain how to use nutrition fact tables and ingredient lists on food labels to make informed choices about healthy and safe foods **e**
- D2.2 demonstrate the ability to deal with threatening situations by applying social-emotional learning skills and safety strategies
- D2.4 identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation, and how these factors can support their personal health and well-being **e**
- D2.5 describe emotional and interpersonal stresses related to puberty, recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being **e**
- D2.6 demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support **e**
- D3.4 demonstrate an understanding of how our attitudes about mental health affect those around us and how they might contribute to or prevent creating stigma **e**

### Science and Technology Outcomes

#### STEM Skills and Connections **e**

- A1.1 use a scientific research process and associated skills to conduct investigations
- A1.2 use a scientific experimentation process and associated skills to conduct investigations
- A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes
- A3.1 describe practical applications of science and technology concepts in various occupations, including skilled trades, and how these applications address real-world problems

- A3.2 investigate how science and technology can be used with other subject areas to address real-world problems
- A3.3 analyse contributions to science and technology from various communities

### Life systems

- B1.1 assess effects of a variety of social and environmental factors on human health, and describe ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial **e**
- B1.2 evaluate beneficial and harmful effects of various technologies on human health and body systems, while taking different perspectives into consideration **e**
- B1.3 explain how food literacy can support decisions that affect physical and mental health **e**
- B2.1 identify systems of the human body, and describe their basic function
- B2.2 describe the basic structure and function of vital organs in various systems in the human body
- B2.3 describe interrelationships between human body systems
- B2.4 identify various diseases and medical disorders in humans and the organs and/or body system or systems that they affect

### Language Outcomes

#### Literacy Connections and Applications

- A1.1 explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms
- A1.2 explain how transferable skills help them to express their voice, be engaged in their learning, and plan the next steps to develop their capabilities and potential
- A2.3 gather, evaluate, and use information, considering validity, credibility, accuracy, and perspectives, to construct knowledge, create texts, and demonstrate learning
- A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts



- A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production
- A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions
- A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community
- A3.1 explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication
- A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts

### Foundations of Language

- B1.1 use effective listening skills, including expressing interest in what is being said at appropriate times, asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes
- B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and non-verbally, determine the purpose of a text, construct meaning, seek clarification, and develop an appropriate response
- B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently
- B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning
- B1.5 use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension
- B2.2 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context

### Comprehension: Understanding and Responding to Texts

- C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
- C1.2 describe some characteristics of various text forms and genres, including cultural text forms, and explain how they help communicate meaning **e**
- C1.3 identify text patterns, such as cause and effect in a persuasive text, and text features, such as a preface and glossary, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning **e**
- C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts **e**
- C2.1 identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts
- C2.2 identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes **e**
- C2.4 use strategies such as adjusting reading rate, visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts



- C2.5 describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them
- C2.6 summarize the main idea of a text and the supporting details in sequence, and draw a well-supported conclusion
- C2.7 explain how strategies such as visualizing, making predictions, summarizing, and connecting to their experiences have helped them comprehend various texts
- C3.2 make local and global inferences, using explicit and implicit evidence, to extend their understanding of various texts
- C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, recording relevant information, and explaining cause and effect
- C3.5 identify explicit and implicit perspectives communicated in various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain, and suggest how such biases could influence an audience **e**
- C3.6 explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, and describe what insights or messages are conveyed

### Composition: Expressing Ideas and Creating Texts

- D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning **e**
- D1.2 generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences
- D1.3 gather and record information and content relevant to a topic, using multiple textual sources; verify the reliability of sources, using simple criteria; and record the creator and source of all content created by others **e**

- D1.4 select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium **e**
- D2.1 draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies **e**
- D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre **e**
- D2.5 make revisions to the content of draft texts and to elements of style, such as word choice, and add or delete sentences, to improve clarity, focus, and coherence, seeking feedback **e**
- D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts **e**
- D3.1 produce final texts using a variety of techniques and tools, including digital design and production tools, to achieve the intended effect
- D3.2 publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message
- D3.3 describe various strategies and tools that helped them communicate their intended message when publishing and presenting texts, and suggest steps for future improvement as a text creator **e**

## Mathematics Outcomes

### Number **e**

- B1.7 describe relationships and show equivalences among fractions, decimal numbers up to hundredths, and whole number percents, using appropriate tools and drawings, in various contexts
- B2.9 represent and create equivalent ratios and rates, using a variety of tools and models, in various contexts



### Data




- D1.1 explain the importance of various sampling techniques for collecting a sample of data that is representative of a population
- D1.2 collect data, using appropriate sampling techniques as needed, to answer questions of interest about a population, and organize the data in relative-frequency tables
- D1.3 select from among a variety of graphs, including stacked-bar graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs
- D1.4 create an infographic about a data set, representing the data in appropriate ways, including in relative-frequency tables and stacked-bar graphs, and incorporating any other relevant information that helps to tell a story about the data
- D1.5 determine the mean and the median and identify the mode(s), if any, for various data sets involving whole numbers and decimal numbers, and explain what each of these measures indicates about the data
- D1.6 analyse different sets of data presented in various ways, including in stacked-bar graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions

### Financial Literacy

- F1.2 estimate and calculate the cost of transactions involving multiple items priced in dollars and cents, including sales tax, using various strategies
- F1.3 design sample basic budgets to manage finances for various earning and spending scenarios

## The Arts Outcomes


### Drama

- B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places
- B1.2 demonstrate an understanding of the element of role by selectively using some other elements of drama to build belief in a role and establish its dramatic context
- B1.3 plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role
- B1.4 communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to achieve specific dramatic effects
- B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works 
- B2.2 explain, using drama terminology, how different elements are used to communicate and reinforce the intended message in their own and others' drama works 
- B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members 

### Visual Arts

- D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view
- D1.3 use elements of design in art works to communicate ideas, messages, and understandings
- D2.2 explain how the elements and principles of design are used in their own and others' artwork to communicate meaning or understanding
- D3.1 describe how forms and styles of visual and media arts represent various messages and contexts in the past and present



Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol , simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.






## Grade 6

### Health and Physical Education Outcomes

#### Social-Emotional Learning Skills

- A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others
- A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience 
- A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope 
- A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity
- A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging
- A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making

#### Healthy Living

- D1.1 demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves
- D1.4 identify people, resources, and services in the school and the community that can provide support when a person is dealing with mental health issues and choices or situations involving substance use and addictive behaviours, and describe how to access these supports 
- D1.5 demonstrate an understanding of the interconnections between a person's thoughts, emotions, and actions, and of the potential impact of positive and negative thinking on mental health 
- D2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating
- D2.3 apply social-emotional learning skills to promote positive interaction and avoid or manage conflict in social situations, in person or online
- D2.5 describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence 
- D2.6 make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills 
- D3.2 recognize the responsibilities and risks associated with caring for themselves and others and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations
- D3.3 assess the effects of stereotypes and assumptions regarding gender roles and expectations, sexual orientation, race ethnicity, culture, mental health, and abilities on an individual's self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing harmful assumptions and stereotypes that can lead to destructive social attitudes including homophobia and racism 





## Science and Technology Outcomes

### STEM Skills and Connections

- A1.1 use a scientific research process and associated skills to conduct investigations
- A1.2 use a scientific experimentation process and associated skills to conduct investigations
- A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes
- A3.1 describe practical applications of science and technology concepts in various occupations, including skilled trades, and how these applications address real-world problems
- A3.2 investigate how science and technology can be used with other subject areas to address real-world problems
- A3.3 analyse contributions to science and technology from various communities

## Language Outcomes

### Literacy Connections and Applications

- A1.1 explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms
- A1.2 explain how transferable skills help them to express their voice, be engaged in their learning, and plan the next steps to develop their capabilities and potential
- A2.3 gather, evaluate, and use information, considering validity, credibility, accuracy, and perspectives, to construct knowledge, create texts, and demonstrate learning
- A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts
- A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production

- A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions
- A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community
- A3.1 explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication
- A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts

### Foundations of Language

- B1.1 analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes
- B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context
- B1.3 identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently
- B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and analyze the ways in which these strategies support understanding or communication, including how their use may vary across cultures



- B1.5 use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types, cohesive sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension
- B2.2 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context

### Comprehension: Understanding and Responding to Texts

- C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
- C1.2 analyze a variety text forms and genres, including cultural text forms, and explain how they help communicate meaning **e**
- C1.3 analyze text patterns, such as problem-solution in a report, and text features, such as subheadings and pull-down menus, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning **e**
- C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts **e**
- C2.1 identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas, that they can use to make connections and understand new texts
- C2.2 identify a variety of purposes for engaging with texts, select texts from diverse creators that are suitable for the purposes, and explain why the selections are appropriate **e**
- C2.4 use strategies such as visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts
- C2.5 explain how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them

- C2.6 summarize the main idea of a text and the supporting details in sequence, and draw well-supported conclusions
- C2.7 explain and compare how strategies such as visualizing, making predictions, summarizing, and connecting to their experiences have helped them comprehend various texts
- C3.2 make local and global inferences, using explicit and implicit evidence, to develop interpretations about various texts and to extend their understanding
- C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, evaluating the quality of information and its relevance for a specific purpose, and formulating conclusions
- C3.5 explain explicit and implicit perspectives communicated in various texts, including narrative texts, provide any evidence that could suggest bias in these perspectives, and suggest ways to avoid any such bias **e**
- C3.6 explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, analyze the insights or messages conveyed, and identify different positions presented

### Composition: Expressing Ideas and Creating Texts

- D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning **e**
- D1.2 generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences
- D1.3 gather information and content relevant to a topic, using multiple textual sources; summarize the information; verify the reliability of sources; and record the creator and source of all content created by others **e**



- D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium **e**
- D2.1 draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies **e**
- D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre **e**
- D2.5 make revisions to the content, elements of style, patterns, and features of draft texts, and add and delete sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback **e**
- D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers **e**
- D3.1 produce final texts using a variety of suitable techniques and tools, including digital design and production tools, to achieve the intended effect
- D3.2 publish and present texts they have created, using selected media and tools, and analyze how their choices helped them communicate their intended message
- D3.3 compare how various strategies and tools helped them communicate their intended message when publishing and presenting texts, and suggest future steps for improvement as a text creator **e**

## Mathematics Outcomes

### Number **e**

- B1.3 compare and order integers, decimal numbers, and fractions, separately and in combination, in various contexts
- B2.12 solve problems involving ratios, including percents and rates, using appropriate tools and strategies

### Data **e**

- D1.2 collect qualitative data and discrete and continuous quantitative data to answer questions of interest about a population, and organize the sets of data as appropriate, including using intervals
- D1.3 select from among a variety of graphs, including histograms and broken-line graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs
- D1.4 create an infographic about a data set, representing the data in appropriate ways, including in tables, histograms, and broken-line graphs, and incorporating any other relevant information that helps to tell a story about the data
- D1.5 determine the range as a measure of spread and the measures of central tendency for various data sets, and use this information to compare two or more data sets
- D1.6 analyse different sets of data presented in various ways, including in histograms and broken-line graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions

### Financial Literacy **e**

- F1.3 identify and describe various factors that may help or interfere with reaching financial goals
- F1.5 describe trading, lending, borrowing, and donating as different ways to distribute financial and other resources among individuals and organizations



## The Arts Outcomes


### Drama

- B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources
- B1.2 demonstrate an understanding of the element of role by selectively using other elements to build belief in a role and establish its dramatic context
- B1.3 plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role
- B1.4 communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer
- B2.1 express personal responses and preferences and make connections to themes and issues presented in their own and others' drama works **e**
- B2.2 identify a favourite scene and give reasons for their preference, using correct drama terminology to describe how the elements of drama contribute to its effectiveness **e**
- B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members **e**

### Visual Arts **e**

- D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view
- D1.3 use elements of design in art works to communicate ideas, messages, and understandings



Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol , simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 4



### Physical Education and Health Outcomes

#### Competency 3: To adopt a healthy, active lifestyle

##### A. Lifestyle habits







- A.1 Explains in his/her own words the concepts of lifestyle habits and health

##### F. Relaxation and stress management


- F.1 Explains in his/her own words a few benefits of relaxation
- F.2 Performs some physical relaxation exercises
- F.3 Performs a few mental relaxation exercises


### Ethics and Religious Culture Outcomes


#### Reflects on ethical questions


- A.1 Names the elements that contribute to the unique character of each human being
- A.4 Gives examples of actions illustrating that living beings need each other 
- A.5 Gives examples of actions illustrating that the members of a family need each other 
- B.1 Names the responsibilities that different family members may assume 
- B.2 Names the responsibilities that different people at school may assume 
- B.3 Names the values that guide behaviour in families and at school 
- B.4 Names the norms that guide behaviour in families and at school 
- B.5 Gives examples of actions that may foster the well-being of living beings
- B.6 Gives examples of actions that can harm living beings


- B.7 Names people or groups who take action to protect living beings


- C.1 Names the groups to which people belong 


- C.2 Makes connections between belonging to a group or groups and the development of personal identity 


- C.3 Gives examples of situations where needs are met in a group 

- C.4 Gives examples of situations illustrating the advantages of group life 

- C.5 Gives examples of situations illustrating the disadvantages of group life 

- C.6 Names various types of relationships that can exist among the members of a group 


- C.7 Explains how interpersonal relationships can contribute to or detract from the personal development of group members 


- D.1 Explains how behaviours, attitudes or actions can foster group life 

- D.2 Explains how behaviours, attitudes or actions can detract from group life 


- D.3 Explains how values guide group life 

- D.4 Explains how norms guide group life 

- D.5 Gives examples of situations in which values or norms can be questioned, modified or improved to foster community life 

- D.6 Names the roles and responsibilities that members of a group may assume 

- D.7 Names the conditions that foster the personal well-being of the members of a group

- G.1 Names references that support and enrich ethical reflection 

- G.3 Formulates ethical questions 

#### Demonstrates an understanding of the phenomenon of religion

- A.1 Names celebrations

- A.2 Describes ways of experiencing family celebrations: how the celebration is held, special decorations, special menu, guests, etc.



### Engages in dialogue

- A.2 Uses, in a situation involving dialogue:
  - a. conversation, discussion, narration, deliberation
  - b. interview
- B.1 Respects conditions that foster dialogue:
  - a. observes rules for engaging in dialogue
  - b. correctly expresses his/her ideas
  - c. respects the right of others to speak
  - d. attentively listens to what another person has to say in order to grasp the meaning
  - e. all other paths for fostering dialogue, ERC program
- C.2 Uses description to enumerate the characteristics of the subject discussed
- C.4 Uses comparison to highlight similarities and differences among the elements of the subject discussed
- C.6 Uses synthesis to provide a coherent summary of the elements of the subject discussed
- C.8 Uses explanation to help others to know or understand the meaning of the subject discussed
- D1.2 Recognizes, in a situation involving dialogue:
  - a. a judgment of preference
  - b. a judgment of prescription
  - c. a judgment of reality
- D1.3 Examines, in a situation involving dialogue:
  - a. a judgment of preference
  - b. a judgment of prescription
  - c. a judgment of reality
- D2.1 Explains, in his/her own words: **e**
  - a. a hasty generalization, a personal attack
  - b. an appeal to the people
- D2.2 Recognizes, in a situation involving dialogue: **e**
  - a. a hasty generalization
  - b. a personal attack
  - c. an appeal to the people
- D2.3. Examines, in a situation involving dialogue: **e**
  - a. a hasty generalization
  - b. a personal attack
  - c. an appeal to the people

## Science and Technology Outcomes

### Living Things

- A1. Characteristics of living things
  - a. Explains the basic needs of metabolism of living things **e**
- A2. Organization of living things
  - a. Describes the functions of certain parts of the anatomy
  - g. Associates the parts and systems of the anatomy of animals with their general functions
- B1. Sources of energy for living things **e**
  - b. Explains the nutritional needs common to all animals
  - g. Describes agricultural and food technologies
- D2. Use of living things for consumption **e**
  - a. Provides examples of how living things are used
- D4. Food production techniques **e**
  - a. Describes the main steps in the production of various basic foods
- F1. Terminology related to an understanding of living things
  - a. Appropriately uses terminology related to an understanding of living things
  - b. Distinguishes between the meaning of a term used in a scientific or technological context and its meaning in everyday language
- F2. Conventions and types of representations specific to the concepts studied
  - a. Communicates using appropriate types of representations that reflect the rules and conventions of science and technology

### Strategies **e**

- Studying a problem or a phenomenon from different points of view
- Distinguishing between the different types of information useful for solving the problem
- Recalling similar problems that have already been solved
- Becoming aware of his or her previous representations
- Drawing a diagram for the problem or illustrating it
- Formulating questions
- Putting forward hypotheses



- Exploring various ways of solving the problem
- Anticipating the results of his or her approach
- Imagining solutions to a problem in light of his or her explanations
- Taking into account the constraints involved in solving a problem or making an object
- Examining his or her mistakes in order to identify their source
- Using different types of reasoning
- Using different sources of information
- Validating sources of information
- Using different tools for recording information
- Using different means of communication to propose explanations or solutions
- Using tools to display information in tables and graphs or to draw a diagram
- Organizing information for a presentation
- Exchanging information
- Comparing different possible explanations for or solutions to a problem in order to assess them

d. Uses knowledge of the genre/text type to be viewed/read: immersion into models of the text type to determine important structures and features of the text type, and how these contribute to meaning in the text

e. Builds needed background knowledge and experiences

• A.2 During Reading/Viewing

a. Makes explicit connections between own personal experiences and story experiences

b. Applies knowledge of cueing systems to construct meaning

c. Uses a variety of reading strategies to make meaning of different text types

d. Relies on common structures and features of literary, popular and information-based texts to construct meaning

e. Relies on common structures and features of media texts to construct meaning

f. Recognizes the most common rhetorical conventions of information-based texts to build meaning, namely:

i. Description of ideas and concepts

ii. Sequence/chronology

iii. Compare/contrast

iv. Problem-solution

v. Cause-effect

g. Uses the purpose for reading and clues in the text to determine important aspects of a text

• A.3 After Reading/Viewing: Interpreting the Text

a. Constructs a personal response to the text

b. Uses details and evidence in the text to infer meaning(s)

c. Integrates new information with what is already known to construct meaning

d. Uses evidence to distinguish between own thinking, values and beliefs and those presented in the text

e. Uses other readers' interpretations to clarify and extend own ideas

f. Understands that all spoken, written and media texts are constructed by people to appeal to a specific or target audience

## English Language Arts Outcomes

### Producing and Interpreting Media Texts

- B.1 Images (in photographs, drawings and illustrations)
  - a. Uses and interprets the visual element of colour
  - b. Uses and interprets the visual element of perspective in illustrations or drawings
  - c. Uses and interprets camera techniques, such as camera distance
- B.2 Sound—in television, movies, some commercials
- B.3 Visuals that convey information and/or ideas such as timelines, graphics, graphics in comic books

### Language-Learning Processes

- A.1 Prereading/Viewing
  - a. Understands the purpose for reading, listening to and/or viewing
  - b. Uses prior knowledge
  - c. Previews the text



- g. Understands that texts must be questioned, since they are constructed by people with specific purposes in mind: **e**
  - i. Determines the specific or target audience by selecting details from the text
  - ii. Identifies and locates information about who wrote the text
  - iii. Examines how the message attracts and holds the reader's/viewer's attention
  - iv. Distinguishes fact from opinion, and real from imaginary
  - v. Considers who/what has been left out of the text and why this might be
  - vi. Identifies some of the ways that the author/producer has tried to influence the reader/audience
- B.1 Prewriting: **e**
  - a. Understands the purpose for the writing
  - b. Selects topic and text type based on purpose and audience
  - c. Examines models of text type through immersion into the text
- B.2 Drafting, i.e., initial version(s) of texts **e**
  - a. Writes to a specific familiar audience of family, friends and teacher
  - b. Writes to a specific wider audience on self-selected and assigned topics, issues and concerns
  - c. Uses a structure that fits the type of writing
  - d. Adjusts writing decisions to purpose and audience
  - e. Connects needs and expectations of a specific audience to writing decisions
- B.3 Revision, i.e., making changes to content of text and/or message and/or meaning **e**
  - a. Rereads for clarity
  - b. Adds descriptive words and sufficient details
  - c. Sequences information, events
  - d. Deletes unnecessary details and/or information
- B.4 Editing, i.e., rearranging/re-ordering what has already been written and proofreading **e**
  - a. Checks for spelling, punctuation and capitalization
  - b. Checks for conventions of grammar
  - c. Rearranges sentences and paragraphs for clarity and effect
- B.5 Publishing **e**
  - a. Selects personally significant pieces of writing to publish
  - b. Selects layout and highlights relevant structures and features to enhance the presentation
  - c. Feedback: seeks and provides throughout all stages of the writing process
- C.1 Preproduction:
  - a. Understands the purpose for the production
  - b. Selects text type depending on purpose, audience and context **e**
  - c. Examines models of text type to be produced through immersion into the type **e**
  - d. Drafts storyboard **e**
  - e. Identifies and gathers material, resources, expertise for the production
  - f. Determines criteria for production of a familiar text type **e**
- C.2 Production:
  - a. Uses prior knowledge of media text type from experiences with similar texts, immersion into text
  - b. Uses images and/or print and/or sound to produce a familiar media text
  - c. Uses storyboard and/or other planning resources to guide production of the text
  - d. Uses appropriate technology resources for the specific production as needed
- C.3 Postproduction:
  - a. Reviews images, records narration, adds titles or text, adds transitions, depending on the production and its message/meaning **e**
  - b. Edits, depending on technology resources **e**
  - c. Considers feedback from peers and others **e**
  - d. Presents text to intended audience
  - e. Evaluates the effectiveness of the text given audience and purpose **e**





## Text Types, Structures and Features – Self-Expressive Text Types

- A.1 Required Text Types
  - a. Speaking
    - i. Formal and informal thank-yous, expressions of appreciation and support
    - ii. Formal and informal introduction **e**
  - b. Reading, Listening, Writing & Media Production
    - i. Thank-you notes **e**
    - ii. Invitations **e**
    - iii. Greeting cards **e**
    - iv. Friendly letters
    - v. Poetry of different kinds written by and for children **e**
- A.2 Structures and Features
  - a. Reading, Writing and Media Production
    - i. Salutation, body and closing in a friendly letter
    - ii. Relevant details such as time, place and location in an invitation **e**
    - iii. Suitable message, given the communication context, in thank-you notes and greeting cards
    - iv. Images (photo or drawing) to respond to the reader's expectations and/or needs **e**
    - v. Self expressive language to relate ideas, feelings, experiences **e**
    - vi. Self-expressive language in poetry: line breaks or stanzas, images, figurative language to create vivid pictures **e**
- B.2 Structures and Features
  - a. Writing and Media Production
    - i. Self-expressive language to relate ideas, feelings, experience
    - ii. Word choice to indicate a specific time frame
    - iii. Synthesis of ideas and feelings to focus on what is most important

## Text Types, Structures and Features – Narrative and Literary Text Types

- A.1 Required Text Types
  - a. Speaking – The Student produces own stories, as well as dramatizations of others' stories, through:
    - i. Role-play involving character from own stories, from literature and from nonfiction
    - ii. Storytelling **e**
  - b. Reading and Listening (written and media texts)
    - iv. Nonfiction (written and media)
      - Articles in children's magazines or online web page
  - c. Writing and Media Production
    - i. Stories based on ideas, experiences and events
    - ii. Illustrated narrative in comic strip using own drawings, images or photos **e**
    - iii. Illustrated picture books using drawings and/or images and/or photos **e**
    - iv. Photo stories **e**
- A.2 Structures and Features
  - a. Spoken and Written Texts **e**
    - i. Plot structures and features
      - Predictable story patterns
      - Sequence of events
      - Incidents
      - Foreshadowing, i.e., the use of hints or clues to suggest what will happen later in the story (Reading only)
      - Flashback (Reading only)
      - Episodes, e.g., typically the subject of a chapter (Reading only)
      - Conflict, i.e., central problem around which a story is typically organized
      - Examples would include man against man, man against nature, issues involving what is right or wrong, etc.
      - Resolution of conflict
      - Theme, i.e., the central or underlying meaning or dominant idea(s) that structures a narrative. It should be noted, however, that theme is not a textual structure that every reader interprets in exactly the same way.



## ii. Characterization

- Main character in a story
- Stock and/or flat characters, i.e., characters with only one or two qualities or traits. Stereotypes, such as the mean stepmother, are examples of flat characters.
- Archetypes, e.g., the hero/heroine archetype, the villain, forces of good and evil such as superheroes (Reading only)

## iii. Setting

- The physical landscape and social context in which the action of story occurs, i.e., its time and place
- Descriptive details that construct the world of the story

## iv. Other features of narrative

- Literary conventions
- Humour, suspense, repetition
- Dialogue, e.g., to reveal character
- Point of view, i.e., narrative voice in first or third person

## b. Media texts

### i. Plot structure and features

- Use of images (photos or drawings) to extend the story and to provide story details **e**
- Use of music and/or sound to create suspense, mood, humor, conflict, etc. (Viewing only) **e**
- Use of colour to suggest emotion, to create mood, etc. **e**
- Use of different scenes or episodes to move the story forward (Viewing only)

### ii. Characterization

- Surface appearance of a character
- Use of details to convey an imaginary character **e**
- Use of explanation marks and speech bubbles to show thought and dialogue, e.g., in comic books or some animation films **e**
- Use of body language and gesture to convey character traits, including emotions (Viewing only)

- Use of music and/or sound to signal or stress some aspect of character (Viewing only) **e**
- Use of camera angle
- Stereotypes of individuals and groups (Viewing only) **e**

### iii. Setting

- Repetition of symbols, or motifs, to create mood, suspense, sense of continuity (Viewing only) **e**
- Use of light and dark (Viewing only) **e**
- Clothing and other details that create a sense of time and location

## Text Types, Structures and Features – Information-Based Text Types

### • A.1 Required Text Types

#### a. Speaking and Listening **e**

- Understands the use of talk to compose a first draft of thoughts, ideas, and information
- Understands the use of talk to clarify the steps in a procedure or an organizational plan

#### b. Writing and Media Production – the student writes/produces different planning texts, specifically: **e**

- Learning/thinking logs and lists that record thoughts, ideas and information
- Webbing and mapping texts, such as story mapping, to represent the relationship(s) between ideas or separate pieces of information
- Graphic organizers, outlines, timelines, graphs and diagrams to organize ideas and information coherently

### • A.2 Structures and Features

#### a. Written and Media Texts **e**

- Events/information in sequence
- Chronology or ordering of actions to undertake
- Visuals such as graphic organizers used to articulate relationship among actions or ideas
- Hierarchy of ideas/ information
- Visuals/images for organizing or planning a text



- B.1 Required Text Types
  - a. Speaking
    - i. Directions and instructions
    - ii. Explanation of a procedure or how something works
    - iii. Explanation of reasons for a decision
  - b. Reading, Listening, Writing and Media Production
    - i. Texts that explain a process/procedure
    - ii. Illustrated and multimedia how-to books **e**
    - iii. Texts that explain how or why something happens using a narrative structure
    - iv. Posters that explain **e**
    - v. Web sites (Reading and Viewing only)
- B.2 Structures and Features
  - a. Spoken, Written and Media texts
    - i. A title and a series of logical steps, in images and/or print, explaining how or why something occurs
    - ii. Headings, captions or labels to focus readers' attention on what is most important
    - iii. Sequential/chronological organization of information to explain how and/or why something is done in the way it is
    - iv. Images (photo or drawing) and text features that provide additional information or contribute to the organization of information
    - v. Navigational aids such as table of contents or alphabetical listing in longer texts, index, headings and page numbers **e**
    - vi. Bibliography (if needed) **e**
- C.1 Required Text Types
  - a. Speaking – The Student produces: **e**
    - i. spoken reports based on family, community or school experiences
    - ii. spoken reports that describe the way things are or were
  - b. Reading, Viewing and Listening (spoken, written and media texts)
    - i. Nonfiction that describes and reports details about a topic
    - ii. Articles in children's magazines that report **e**
    - iii. Letters that describe or report **e**
- C.2 Structures and Features
  - a. Written texts: **e**
    - i. Title to indicate contents
    - ii. General statement about the topic in opening paragraph
    - iii. Logical sequencing of details, facts, opinions based on events and/or information
    - iv. Subheadings and paragraphs to group and/or categorize information
    - v. Use of comparison and contrast
    - vi. Visuals and/or graphic organizers to extend content of written text
    - vii. Summary of events, observations, impressions to highlight what is most important
    - viii. Specific features of different formats depending on topics and purposes
  - b. Media Texts **e**
    - i. Headline or title to indicate contents
    - ii. Images/ visuals to contribute to description of events, details, or impressions
    - iii. Images/ visuals to classify and sequence details, recounts, events and
    - iv. information
- D.2 Structures and Features **e**
  - a. Written and Media Texts
    - ii. Strategic placement of images (photo or drawing) to attract the attention of reader/viewer



## Mathematics Outcomes

### Understanding and writing numbers **e**

- B.6 Reads and writes a fraction
- B.9 Matches a decimal or percentage to a fraction
- C.11 Matches
  - a. a fraction to its decimal
  - b. a fraction or percentage to its decimal

### Operations involving numbers **e**

- D.1 Expresses a decimal as a fraction, and vice versa
- D.2 Expresses a decimal as a percentage, and vice versa
- D.3 Expresses a fraction as a percentage, and vice versa
- D.4 Chooses an appropriate number form for a given context
  - Vocabulary
  - Percentage
  - Symbol
  - %

### Statistics **e**

- 1. Formulates questions for a survey (based on age-appropriate topics, students' language level, etc.)
- 2. Collects, describes and organizes data (classifies or categorizes) using tables
- 3. Interprets data using
  - b. a table, a bar graph, a pictograph, and a broken-line graph
- 4. Displays data using
  - b. a table, a bar graph, a pictograph and a broken-line graph

## Arts Education Outcomes – Drama

### Competency 1 – To invent short scenes

- A.1.1 Story development
  - a. Creates a story with continuous development, with a beginning and an ending
  - b. creates a story with continuous development, with a plot twist and an ending
- A.1.2 Type of discourse
  - a. Drafts a dialogue
  - b. Drafts a narration **e**

- B.1.1 Expression using the body
  - a. Finds an attitude and a gesture related to the character
  - b. Finds attitudes, gestures, mimicry, and movements related to the character
- B.1.2.1 Vocal Sounds
  - a. Uses in his/her creation a noise and a sound related to the dramatic action
  - b. Uses in his/her creation noises and sounds related to the dramatic action and the character's emotions
- B.1.2.2 Speech
  - b. Finds a vocal intensity related to the emotions and nature of the character
- B.2.1 Vocal techniques
  - a. Uses one of the following vocal techniques: breathing, posture, sound production or speed of delivery
  - b. Uses some of the following vocal techniques: breathing, posture, sound production, projection of sound, pronunciation and speed of delivery
- B.2.2 Body techniques
  - a. Uses one of the following body techniques: relaxation, flexibility or levels
  - b. Uses some of the following body techniques: relaxation, flexibility, levels, rhythms and energy
- B.2.3 Expressive elements
  - a. Finds a trait for his/her character
  - b. Finds a few traits for his/her character
- B.4.1 Space
  - a. Chooses simple blocking in a performance space
  - b. Memorizes blocking in a performance space
  - c. Shifts from a limited playing area to a performance area **e**
- B.4.2 Object
  - a. Finds an imaginary or utilitarian function for the object
  - b. Uses the object according to its imaginary or utilitarian function
- B.4.3 Set design
  - a. Arranges the playing area (space)
  - b. Arranges the playing area (objects and space)



- B.4.4 Costume
  - a. Chooses a costume element based on the character in the story
  - b. Chooses some costume elements based on the character in the story
- B.4.5 Sound Environment
  - a. Finds different vocal effects related to the character
- B.4.6 Lighting **e**
  - a. Stands in the light based on his/her performance choices
  - b. Chooses the intensity and colour of the light based on the story
- C. To organize the elements he/she has chosen
  - a. Tries out sequences of elements of dramatic language, performance techniques, styles of theatre and elements of drama
  - b. Puts the elements of the story in order
  - c. Organizes the content of his/her improvisations
  - e. Improvises spontaneously and with preparation: sounds, gestures and words
- D. To finalize a production
  - a. Makes adjustments to his/her short scene
  - b. Adjusts his/her production based on the initial stimulus for creation
- D.1.1 Performance conditions
  - a. Pays attention in his/her prepared or spontaneous improvisations
  - b. Focuses his/her listening in prepared or spontaneous improvisations
  - d. Directs his/her gaze in his/her prepared or spontaneous improvisations
- D.1.2 Rules that apply to group performance **e**
  - a. Responds to a performance direction in his/her prepared or spontaneous improvisations
  - b. Responds to performance directions in his/her prepared or spontaneous improvisations
- E. To share his/her creative experience **e**
  - a. Shares significant aspects related to the use of elements of dramatic language, performance techniques, styles of theatre or elements of drama
  - b. Describes important aspects related to the use of elements of dramatic language, performance techniques, styles of theatre or elements of drama
  - c. Uses subject-specific vocabulary

### Competency 3 – To appreciate dramatic works, personal productions and those of classmates **e**

- A. To examine an excerpt from a dramatic work or a dramatic production for elements of content
  - a. Observes some subject-specific elements in student productions
  - b. Observes some subject-specific elements in excerpts of works past and present, from here and elsewhere
- A.1.1 Expression using the body
  - a. Observes some of the following expressions using the body: attitude and gestures related to the characters
  - b. Observes some of the following expressions using the body: attitude, gestures, mimicry and movement related to the characters or the dramatic action
- A.1.2.1 Vocal Sounds
  - a. Locates some of the following expressions using the voice in dramatic action: noises and sounds
  - b. Locates some of the following expressions using the voice in dramatic action or related to the character's emotions: noises and sounds
- A.1.2.2 Speech
  - a. Observes the intensity of the voice related to the nature of the character
  - b. Observes the intensity of the voice related to the character's nature and emotions
- A.2.1 Performance conditions
  - a. Observes one of the following performance conditions: attention, memorization or direction of gaze
  - b. Observes some of the following performance conditions: listening, memorization and direction of gaze
- A.2.3 Vocal techniques
  - a. Observes one of the following vocal techniques: posture, sound production, speed of delivery
  - b. Observes some of the following vocal techniques: breathing, posture, sound production, projection of sound, pronunciation, speed of delivery



- A.2.4 Body techniques
  - a. Observes one of the following body techniques: relaxation, flexibility, levels
  - b. Observes some of the following body techniques: relaxation, flexibility, levels, rhythms, energy
- A.2.5 Expressive elements
  - a. Observes an expressive element used to show the nature of the character
  - b. Observes some expressive elements used to show the nature of the character
- A.4.1 Space
  - a. Observes the simple blocking used
  - b. Verifies the accuracy of the memorized blocking
- A.4.2 Object
  - a. Observes the imaginary or utilitarian function of the object in the story
- A.4.3 Set design
  - a. Observes the arrangement of the playing area (space)
  - b. Observes the arrangement of the playing area (objects and space)
- A.4.4 Costume
  - a. Observes the choice of a costume element
  - b. Observes the choice of some costume elements
- A.4.5 Sound environment
  - a. Observes different vocal effects related to the character
- A.4.6 Lighting
  - a. Observes the position of the character in the light
  - b. Observes the intensity and colour of the light
- A.5.1 Story development
  - a. Summarizes the story (beginning and ending)
  - b. Summarizes the story development, plot twists and ending
- C. To make connections between what he/she has felt and examined
  - a. Names an element observed in the short scene that elicited an emotion
  - b. Explains why an element in particular elicited an emotion
  - d. Uses subject-specific vocabulary
- D. To make a critical or aesthetic judgment
  - a. Shares a preference based on an observation
  - b. Explains why some elements caught his/her attention
  - d. Formulates a comment based on his/her observations
  - e. Formulates comments using examples from his/her observations
  - g. Uses subject-specific vocabulary
- E. To share his/her appreciation experience
  - a. Shares significant aspects related to the appreciation of elements of dramatic language, styles of theatre or elements of drama
  - b. Describes important aspects related to the appreciation of elements of dramatic language, performance techniques, styles of theatre or elements of drama
  - c. Uses subject-specific vocabulary

## Arts Education Outcomes – Visual Arts

### Competency 1 – To produce individual works in the visual arts **e**

- A. To use personal ideas inspired by the stimulus for creation
  - a. Looks for an idea related to the stimulus for creation while consulting sources of information
  - b. Looks for a few ideas related to the stimulus for creation while consulting sources of information
  - d. Chooses an idea that represents his/her perception of reality
  - e. Makes a sketch of his/her idea
  - f. Makes a few sketches of his/her idea
- B.1 Gestures and tools
  - a. Experiments with transforming gestures such as: freehand drawing, applying coloured pigments with flat brushstrokes, tearing, notching, cutting out, spreading glue on a surface, joining and pinching a malleable material
  - b. Experiments with transforming gestures such as: applying coloured pigments with flat brushstrokes, varied brushstrokes, and intaglio printing




- d. Uses transforming gestures that represent his/her idea
- e. Uses transforming gestures that clarify his/her idea
- f. Handles the following tools: brush, scissors, mouse and electronic pen
- g. Handles tools, including a sponge
- C. To organize the elements he/she has chosen
  - a. Uses the following ways of organizing space: enumeration, juxtaposition, repetition and alternance
  - b. Uses ways of organizing space, including superimposition, symmetry and asymmetry
  - c. Uses the following way of representing space: perspective with overlapping
- D. To finalize his/her production
  - a. Makes adjustments to certain transforming gestures and to the language of visual arts
  - b. Adjusts his/her production based on the initial stimulus for creation
  - c. Enhances certain aspects of his/her production using transforming gestures, elements of visual arts language, spatial organization and representation

### Competency 2 – To produce media works in the visual arts

- A. To use creative ideas inspired by a stimulus for creation of media works
  - a. Looks for an idea related to the stimulus for creation of media works, taking the intended viewers into account and referring to sources of information
  - b. Looks for a few ideas related to the stimulus for creation of media works, taking the message and intended viewers into account
  - d. Chooses an idea based on an intended viewer in his/her immediate environment
  - e. Chooses an idea based on the message and intended viewers
  - f. Makes a sketch of his/her idea
  - g. Makes a few sketches of his/her idea
- B.1 Gestures and tools
  - a. Experiments with transforming gestures such as: freehand drawing, applying coloured pigments with flat brushstrokes, tearing, notching, cutting out, spreading glue on a surface, joining and pinching a malleable material
  - b. Experiments with transforming gestures such as: applying coloured pigments with flat brushstrokes, varied brushstrokes, and intaglio printing
  - d. Uses transforming gestures that convey his/her idea to the intended viewers
  - e. Uses transforming gestures that clarify the visual message intended for viewers
  - f. Handles the following tools: brush, scissors, mouse and electronic pen
  - g. Handles tools, including a sponge
- C. To organize the elements that he/she has chosen, depending on the message (Cycles Two and Three) and the intended viewer
  - a. Uses the following ways of organizing space based on the intended viewers: enumeration, juxtaposition, repetition and alternance
  - b. Uses the following ways of organizing space based on the visual message and intended viewers: superimposition, symmetry and asymmetry
  - c. Uses the following way of representing space based on the visual message and intended viewers: perspective with overlapping
- D. To finalize his/her media creation
  - a. Validates a control group's understanding of the visual message
  - c. Makes adjustments to certain transforming gestures and to the language of visual arts based on the intended viewers
  - d. Adjusts his/her production based on the initial stimulus for creation, visual message and intended viewers
  - e. Enhances certain aspects of his/her production using transforming gestures, elements of visual arts language, and spatial organization and representation based on the visual message and intended viewers



Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol , simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 5

### Physical Education and Health Outcomes

#### Competency 3: To adopt a healthy, active lifestyle

##### A. Lifestyle habits







- A.1 Explains in his/her own words the concepts of lifestyle habits and health




















##### F. Relaxation and stress management

- F.1 Explains in his/her own words a few benefits of relaxation
- F.2 Performs some physical relaxation exercises
- F.3 Performs a few mental relaxation exercises
- F.4 Explains positive and negative forms of stress in his/her own words
- F.5 Names some sources of stress in everyday life
- F.6 Explains in his/her own words the importance of managing one's stress
- F.7 Names some stress management strategies

### Ethics and Religious Culture Outcomes

#### Reflects on ethical questions

- A.1 Names the elements that contribute to the unique character of each human being
- A.4 Gives examples of actions illustrating that living beings need each other 
- A.5 Gives examples of actions illustrating that the members of a family need each other 
- B.1 Names the responsibilities that different family members may assume 
- B.2 Names the responsibilities that different people at school may assume 
- B.3 Names the values that guide behaviour in families and at school 
- B.4 Names the norms that guide behaviour in families and at school 
- B.5 Gives examples of actions that may foster the well-being of living beings

- B.6 Gives examples of actions that can harm living beings
- B.7 Names people or groups who take action to protect living beings
- C.1 Names the groups to which people belong 
- C.2 Makes connections between belonging to a group or groups and the development of personal identity 
- C.3 Gives examples of situations where needs are met in a group 
- C.4 Gives examples of situations illustrating the advantages of group life 
- C.5 Gives examples of situations illustrating the disadvantages of group life 
- C.6 Names various types of relationships that can exist among the members of a group 
- C.7 Explains how interpersonal relationships can contribute to or detract from the personal development of group members 
- D.1 Explains how behaviours, attitudes or actions can foster group life 
- D.2 Explains how behaviours, attitudes or actions can detract from group life 
- D.3 Explains how values guide group life 
- D.4 Explains how norms guide group life 
- D.5 Gives examples of situations in which values or norms can be questioned, modified or improved to foster community life 
- D.6 Names the roles and responsibilities that members of a group may assume 
- D.7 Names the conditions that foster the personal well-being of the members of a group
- E.1 Explains how members of a society influence each other 
- E.2 Gives examples of situations in which the influence of members of a society has an impact on self-assertiveness 
- E.3 Explains how differences among individuals can be a source of enrichment 
- E.4 Explains how the differences among individuals can be a source of conflict 
- E.5 Gives examples of prejudices, generalizations or stereotypes that are present in society 
- E.6 Names the possible effects of prejudices, generalizations and stereotypes 





- F.1 Indicates what distinguishes an acceptable action from an unacceptable action **e**
- F.2 Explains how actions or attitudes can foster life in society **e**
- F.3 Explains how actions and attitudes can detract from life in society **e**
- F.4 Names sources of tension or conflict in society **e**
- F.5 Explains how actions and attitudes can reduce tensions or conflicts in society **e**
- F.6 Explains how values or norms guide life in society **e**
- F.7 Names the possible connections between a right and a responsibility **e**
- G.1 Names references that support and enrich ethical reflection **e**
- G.3 Formulates ethical questions **e**

#### **Demonstrates and understanding of the phenomenon of religion **e****

- A.1 Names celebrations
- A.2 Describes ways of experiencing family celebrations: how the celebration is held, special decorations, special menu, guests, etc.

#### **Engages in dialogue**

- A.2 Uses, in a situation involving dialogue:
  - a. conversation, discussion, narration, deliberation
  - b. interview
  - c. debate
- B.1 Respects conditions that foster dialogue:
  - a. observes rules for engaging in dialogue
  - b. correctly expresses his/her ideas
  - c. respects the right of others to speak
  - d. attentively listens to what another person has to say in order to grasp the meaning
  - e. all other paths for fostering dialogue, ERC program
- B.2 Contributes to establishing conditions that foster dialogue:
  - a. suggests rules for engaging in dialogue **e**
  - b. proposes ways of alleviating tensions **e**
  - c. introduces nuances to his/her comments and recognizes the nuances introduced by others
  - d. is open to different ways of thinking
  - e. all other paths for fostering dialogue, ERC program
- C.2 Uses description to enumerate the characteristics of the subject discussed
- C.4 Uses comparison to highlight similarities and differences among the elements of the subject discussed
- C.6 Uses synthesis to provide a coherent summary of the elements of the subject discussed
- C.8 Uses explanation to help others to know or understand the meaning of the subject discussed
- C.10 Uses justification to present, in a logical way, a few reasons and ideas that support a point of view
- D1.2 Recognizes, in a situation involving dialogue:
  - a. a judgment of preference
  - b. a judgment of prescription
  - c. a judgment of reality
  - d. a judgment of value
- D1.3 Examines, in a situation involving dialogue: **e**
  - a. a judgment of preference
  - b. a judgment of prescription
  - c. a judgment of reality
  - d. a judgment of value
- D2.1 Explains, in his/her own words: **e**
  - a. a hasty generalization, a personal attack
  - b. an appeal to the people
  - c. an appeal to the crowd
- D2.2 Recognizes, in a situation involving dialogue: **e**
  - a. a hasty generalization
  - b. a personal attack
  - c. an appeal to the people
  - d. an appeal to the crowd
  - e. an appeal to prejudice
  - f. an appeal to stereotype
  - g. an argument from authority
- D2.3. Examines, in a situation involving dialogue: **e**
  - a. a hasty generalization
  - b. a personal attack
  - c. an appeal to the people
  - d. an appeal to the crowd
  - e. an appeal to prejudice
  - f. an appeal to stereotype
  - g. an argument from authority



## Science and Technology Outcomes

### Living Things

- A1. Characteristics of living things **e**
  - a. Explains the basic needs of metabolism of living things
- A2. Organization of living things
  - a. Describes the functions of certain parts of the anatomy
  - g. Associates the parts and systems of the anatomy of animals with their general functions
- B1. Sources of energy for living things **e**
  - b. Explains the nutritional needs common to all animals
  - g. Describes agricultural and food technologies
- D2. Use of living things for consumption **e**
  - a. Provides examples of how living things are used
- D4. Food production techniques **e**
  - a. Describes the main steps in the production of various basic foods
- F1. Terminology related to an understanding of living things
  - a. Appropriately uses terminology related to an understanding of living things
  - b. Distinguishes between the meaning of a term used in a scientific or technological context and its meaning in everyday language
- F2. Conventions and types of representations specific to the concepts studied
  - a. Communicates using appropriate types of representations that reflect the rules and conventions of science and technology

### Strategies **e**

- Studying a problem or a phenomenon from different points of view
- Distinguishing between the different types of information useful for solving the problem
- Recalling similar problems that have already been solved
- Becoming aware of his or her previous representations
- Drawing a diagram for the problem or illustrating it
- Formulating questions
- Putting forward hypotheses
- Exploring various ways of solving the problem
- Anticipating the results of his or her approach

- Imagining solutions to a problem in light of his or her explanations
- Taking into account the constraints involved in solving a problem or making an object
- Examining his or her mistakes in order to identify their source
- Using different types of reasoning
- Using different sources of information
- Validating sources of information
- Using different tools for recording information
- Using different means of communication to propose explanations or solutions
- Using tools to display information in tables and graphs or to draw a diagram
- Organizing information for a presentation
- Exchanging information
- Comparing different possible explanations for or solutions to a problem in order to assess them

## English Language Arts Outcomes

### Producing and Interpreting Media Texts

- B.1 Images (in photographs, drawings and illustrations)
  - a. Uses and interprets the visual element of colour **e**
  - b. Uses and interprets the visual element of perspective in illustrations or drawings **e**
  - c. Uses and interprets camera techniques, such as camera distance
- B.2 Sound—in television, movies, some commercials
- B.3 Visuals that convey information and/or ideas such as timelines, graphics, graphics in comic books **e**

### Language-Learning Processes

- A.1 Prereading/Viewing
  - a. Understands the purpose for reading, listening to and/or viewing
  - b. Uses prior knowledge
  - c. Previews the text
  - d. Uses knowledge of the genre/text type to be viewed/read: immersion into models of the text type to determine important structures and features of the text type, and how these contribute to meaning in the text



- e. Builds needed background knowledge and experiences
- A.2 During Reading/Viewing
  - a. Makes explicit connections between own personal experiences and story experiences
  - b. Applies knowledge of cueing systems to construct meaning
  - c. Uses a variety of reading strategies to make meaning of different text types
  - d. Relies on common structures and features of literary, popular and information-based texts to construct meaning
  - e. Relies on common structures and features of media texts to construct meaning
  - f. Recognizes the most common rhetorical conventions of information-based texts to build meaning, namely:
    - i. Description of ideas and concepts
    - ii. Sequence/chronology
    - iii. Compare/contrast
    - iv. Problem-solution
    - v. Cause- effect
  - g. Uses the purpose for reading and clues in the text to determine important aspects of a text
- A.3 After Reading/Viewing: Interpreting the Text
  - a. Constructs a personal response to the text
  - b. Uses details and evidence in the text to infer meaning(s)
  - c. Integrates new information with what is already known to construct meaning
  - d. Uses evidence to distinguish between own thinking, values and beliefs and those presented in the text
  - e. Uses other readers' interpretations to clarify and extend own ideas
  - f. Understands that all spoken, written and media texts are constructed by people to appeal to a specific or target audience
- g. Understands that texts must be questioned, since they are constructed by people with specific purposes in mind: **e**
  - i. Determines the specific or target audience by selecting details from the text
  - ii. Identifies and locates information about who wrote the text
  - iii. Examines how the message attracts and holds the reader's/viewer's attention
  - iv. Distinguishes fact from opinion, and real from imaginary
  - v. Considers who/what has been left out of the text and why this might be
  - vi. Identifies some of the ways that the author/producer has tried to influence the reader/audience
- B.1 Prewriting: **e**
  - a. Understands the purpose for the writing
  - b. Selects topic and text type based on purpose and audience
  - c. Examines models of text type through immersion into the text
- B.2 Drafting, i.e., initial version(s) of texts **e**
  - a. Writes to a specific familiar audience of family, friends and teacher
  - b. Writes to a specific wider audience on self-selected and assigned topics, issues and concerns
  - c. Uses a structure that fits the type of writing
  - d. Adjusts writing decisions to purpose and audience
  - e. Connects needs and expectations of a specific audience to writing decisions
- B.3 Revision, i.e., making changes to content of text and/or message and/or meaning **e**
  - a. Rereads for clarity
  - b. Adds descriptive words and sufficient details
  - c. Sequences information, events
  - d. Deletes unnecessary details and/or information



- B.4 Editing, i.e., rearranging/re-ordering what has already been written and proofreading **e**
  - a. Checks for spelling, punctuation and capitalization
  - b. Checks for conventions of grammar
  - c. Rearranges sentences and paragraphs for clarity and effect
- B.5 Publishing **e**
  - a. Selects personally significant pieces of writing to publish
  - b. Selects layout and highlights relevant structures and features to enhance the presentation
  - c. Feedback: seeks and provides throughout all stages of the writing process
- C.1 Preproduction:
  - a. Understands the purpose for the production
  - b. Selects text type depending on purpose, audience and context **e**
  - c. Examines models of text type to be produced through immersion into the type **e**
  - d. Drafts storyboard **e**
  - e. Identifies and gathers material, resources, expertise for the production
  - f. Determines criteria for production of a familiar text type **e**
- C.2 Production:
  - a. Uses prior knowledge of media text type from experiences with similar texts, immersion into text
  - b. Uses images and/or print and/or sound to produce a familiar media text
  - c. Uses storyboard and/or other planning resources to guide production of the text
  - d. Uses appropriate technology resources for the specific production as needed
- C.3 Postproduction:
  - a. Reviews images, records narration, adds titles or text, adds transitions, depending on the production and its message/meaning **e**
  - b. Edits, depending on technology resources **e**
  - c. Considers feedback from peers and others **e**
  - d. Presents text to intended audience
  - e. Evaluates the effectiveness of the text given audience and purpose **e**

## Text Types, Structures and Features – Self-Expressive

### Text Types

- A.1 Required Text Types
  - a. Speaking
    - i. Formal and informal thank-yous, expressions of appreciation and support
    - ii. Formal and informal introduction **e**
  - b. Reading, Listening, Writing & Media Production
    - i. Thank-you notes **e**
    - ii. Invitations **e**
    - iii. Greeting cards **e**
    - iv. Friendly letters
    - v. Poetry of different kinds written by and for children **e**
- A.2 Structures and Features
  - a. Reading, Writing and Media Production
    - i. Salutation, body and closing in a friendly letter
    - ii. Relevant details such as time, place and location in an invitation **e**
    - iii. Suitable message, given the communication context, in thank-you notes and greeting cards **e**
    - iv. Images (photo or drawing) to respond to the reader's expectations and/or needs **e**
    - v. Self expressive language to relate ideas, feelings, experiences **e**
    - vi. Self-expressive language in poetry: line breaks or stanzas, images, figurative language to create vivid pictures **e**
- B.2 Structures and Features
  - a. Writing and Media Production
    - i. Self-expressive language to relate ideas, feelings, experience
    - ii. Word choice to indicate a specific time frame
    - iii. Synthesis of ideas and feelings to focus on what is most important



## Text Types, Structures and Features – Narrative and

### Literary Text Types

- A.1 Required Text Types
  - a. Speaking – The Student produces own stories, as well as dramatizations of others’ stories, through:
    - i. Role-play involving character from own stories, from literature and from nonfiction
    - ii. Storytelling **e**
  - b. Reading and Listening (written and media texts)
    - iv. Nonfiction (written and media)
      - Articles in children’s magazines or online web page
  - c. Writing and Media Production
    - i. Stories based on ideas, experiences and events
    - ii. Illustrated narrative in comic strip using own drawings, images or photos **e**
    - iii. Illustrated picture books using drawings and/or images and/or photos **e**
    - iv. Photo stories **e**
- A.2 Structures and Features
  - a. Spoken and Written Texts **e**
    - i. Plot structures and features
      - Predictable story patterns
      - Sequence of events
      - Incidents
      - Foreshadowing, i.e., the use of hints or clues to suggest what will happen later in the story (Reading only)
      - Flashback (Reading only)
      - Episodes, e.g., typically the subject of a chapter (Reading only)
      - Conflict, i.e., central problem around which a story is typically organized.
      - Examples would include man against man, man against nature, issues involving what is right or wrong, etc.
      - Resolution of conflict
      - Theme, i.e., the central or underlying meaning or dominant idea(s) that structures a narrative. It should be noted, however, that theme is not a textual structure that every reader interprets in exactly the same way.
  - ii. Characterization
    - Main character in a story
    - Stock and/or flat characters, i.e., characters with only one or two qualities or traits. Stereotypes, such as the mean stepmother, are examples of flat characters.
    - Archetypes, e.g., the hero/heroine archetype, the villain, forces of good and evil such as superheroes (Reading only) **e**
  - iii. Setting
    - The physical landscape and social context in which the action of story occurs, i.e., its time and place
    - Descriptive details that construct the world of the story
  - iv. Other features of narrative
    - Literary conventions
    - Humour, suspense, repetition
    - Dialogue, e.g., to reveal character
    - Point of view, i.e., narrative voice in first or third person **e**
- b. Media texts
  - i. Plot structure and features
    - Use of images (photos or drawings) to extend the story and to provide story details **e**
    - Use of music and/or sound to create suspense, mood, humor, conflict, etc. (Viewing only) **e**
    - Use of colour to suggest emotion, to create mood, etc. **e**
    - Use of different scenes or episodes to move the story forward (Viewing only)
  - ii. Characterization
    - Surface appearance of a character
    - Use of details to convey an imaginary character
    - Use of explanation marks and speech bubbles to show thought and dialogue, e.g., in comic books or some animation films **e**
    - Use of body language and gesture to convey character traits, including emotions (Viewing only)



- Use of music and/or sound to signal or stress some aspect of character (Viewing only) **e**
- Use of camera angle
- Stereotypes of individuals and groups (Viewing only) **e**
- iii. Setting
  - Repetition of symbols, or motifs, to create mood, suspense, sense of continuity (Viewing only) **e**
  - Use of light and dark (Viewing only) **e**
  - Clothing and other details that create a sense of time and location

### Text Types, Structures and Features – Information-Based

#### Text Types

- A.1 Required Text Types
  - a. Speaking and Listening **e**
    - i. Understands the use of talk to compose a first draft of thoughts, ideas, and information
    - ii. Understands the use of talk to clarify the steps in a procedure or an organizational plan
  - b. Writing and Media Production – the student writes/produces different planning texts, specifically: **e**
    - i. Learning/thinking logs and lists that record thoughts, ideas and information
    - ii. Webbing and mapping texts, such as story mapping, to represent the relationship(s) between ideas or separate pieces of information
    - iii. Graphic organizers, outlines, timelines, graphs and diagrams to organize ideas and information coherently
- A.2 Structures and Features
  - a. Written and Media Texts **e**
    - i. Events/information in sequence
    - ii. Chronology or ordering of actions to undertake
    - iii. Visuals such as graphic organizers used to articulate relationship among actions or ideas
    - iv. Hierarchy of ideas/ information
    - v. Visuals/images for organizing or planning a text

- B.1 Required Text Types
  - a. Speaking
    - i. Directions and instructions
    - ii. Explanation of a procedure or how something works
    - iii. Explanation of reasons for a decision
  - b. Reading, Listening, Writing and Media Production
    - i. Texts that explain a process/procedure
    - ii. Illustrated and multimedia how-to books **e**
    - iii. Texts that explain how or why something happens using a narrative structure
    - iv. Posters that explain **e**
    - v. Web sites (Reading and Viewing only)
- B.2 Structures and Features
  - a. Spoken, Written and Media texts
    - i. A title and a series of logical steps, in images and/or print, explaining how or why something occurs
    - ii. Headings, captions or labels to focus readers' attention on what is most important **e**
    - iii. Sequential/chronological organization of information to explain how and/or why something is done in the way it is
    - iv. Images (photo or drawing) and text features that provide additional information or contribute to the organization of information **e**
    - v. Navigational aids such as table of contents or alphabetical listing in longer texts, index, headings and page numbers **e**
    - vi. Bibliography (if needed) **e**
- C.1 Required Text Types
  - a. Speaking – The Student produces: **e**
    - i. spoken reports based on family, community or school experiences
    - ii. spoken reports that describe the way things are or were



- b. Reading, Viewing and Listening (spoken, written and media texts)
  - i. Nonfiction that describes and reports details about a topic
  - ii. Articles in children’s magazines that report **e**
  - iii. Letters that describe or report **e**
  - iv. Local and national newspaper articles that are appropriate and accessible to children **e**
  - v. Local and national radio and television news reports that are appropriate and accessible to children **e**
  - vi. Web pages, blogs and Internet sites appropriate and accessible to children
- c. Writing and Media Production **e**
  - i. Reports on personal experiences in family, classroom, or school
  - ii. Reports on topics/subjects of personal interest
  - iii. Reports about their classroom or local community
- C.2 Structures and Features
  - a. Written texts: **e**
    - i. Title to indicate contents
    - ii. General statement about the topic in opening paragraph
    - iii. Logical sequencing of details, facts, opinions based on events and/or information
    - iv. Subheadings and paragraphs to group and/or categorize information
    - v. Use of comparison and contrast
    - vi. Visuals and/or graphic organizers to extend content of written text
    - vii. Summary of events, observations, impressions to highlight what is most important
    - viii. Specific features of different formats depending on topics and purposes
  - b. Media Texts **e**
    - i. Headline or title to indicate contents
    - ii. Images/ visuals to contribute to description of events, details, or impressions
    - iii. Images/ visuals to classify and sequence details, recounts, events and information

- D.2 Structures and Features **e**
  - a. Written and Media Texts
    - ii. Strategic placement of images (photo or drawing) to attract the attention of reader/viewer

## Mathematics Outcomes

### Understanding and writing numbers **e**

- B.6 Reads and writes a fraction
- B.9 Matches a decimal or percentage to a fraction
- C.11 Matches
  - a. a fraction to its decimal
  - b. a fraction or percentage to its decimal

### Operations involving numbers **e**

- D.1 Expresses a decimal as a fraction, and vice versa
- D.2 Expresses a decimal as a percentage, and vice versa
- D.3 Expresses a fraction as a percentage, and vice versa
- D.4 Chooses an appropriate number form for a given context
  - Vocabulary
  - Percentage
  - Symbol
  - %

### Statistics **e**

- 1. Formulates questions for a survey (based on age-appropriate topics, students’ language level, etc.)
- 2. Collects, describes and organizes data (classifies or categorizes) using tables
- 3. Interprets data using
  - c. a table, a bar graph, a pictograph, a broken-line graph and a circle graph
- 4. Displays data using
  - b. a table, a bar graph, a pictograph and a broken-line graph
- 5. Understands and calculates the arithmetic mean



## Arts Education Outcomes – Drama

### Competency 1 – To invent short scenes

- A.1.1 Story development
  - a. Creates a story with continuous development, with a beginning and an ending
  - b. creates a story with continuous development, with a plot twist and an ending
  - c. Creates a story with continuous development, with a plot twist and an ending, and with discontinuous development, using tableaux **e**
- A.1.2 Type of discourse
  - a. Drafts a dialogue
  - b. Drafts a narration **e**
- A.1.3 Writing (individual or group)
  - a. Writes a basic storyline
- B.1.1 Expression using the body
  - a. Finds an attitude and a gesture related to the character
  - b. Finds attitudes, gestures, mimicry, and movements related to the character
  - c. Chooses gestures, attitudes, mimicry, movements and rhythm related to the character
- B.1.2.1 Vocal Sounds
  - a. Uses in his/her creation a noise and a sound related to the dramatic action
  - b. Uses in his/her creation noises and sounds related to the dramatic action and the character's emotions
  - c. Combines noises and sounds related to the dramatic action and the character's emotions
- B.1.2.2 Speech
  - a. Finds a vocal intensity related to the nature of the character
  - b. Finds a vocal intensity related to the emotions and nature of the character
  - c. Combines expressions using the voice related to the emotions and nature of the character, such as intensity, pitch and timbre
  - d. Finds some chorus effects for his/her creation **e**
- B.2.1 Vocal techniques
  - a. Uses one of the following vocal techniques: breathing, posture, sound production or speed of delivery
  - b. Uses some of the following vocal techniques: breathing, posture, sound production, projection of sound, pronunciation and speed of delivery
  - c. Combines some vocal techniques such as breathing, posture, sound production, projection of sound, pronunciation, speed of delivery, rhythm and intonation
- B.2.2 Body techniques
  - a. Uses one of the following body techniques: relaxation, flexibility or levels
  - b. Uses some of the following body techniques: relaxation, flexibility, levels, rhythms and energy
  - c. Incorporates one of the following body techniques into the composition of his/her character: relaxation, flexibility, levels, rhythms or energy
  - d. Uses the following body techniques: exaggeration, balance, imbalance
- B.2.3 Expressive elements
  - a. Finds a trait for his/her character
  - b. Finds a few traits for his/her character
  - c. Chooses the traits for his/her character
- B.4.1 Space
  - a. Chooses simple blocking in a performance space
  - b. Memorizes blocking in a performance space
  - c. Shifts from a limited playing area to a performance area **e**
  - d. Uses levels in the performance space
- B.4.2 Object
  - a. Finds an imaginary or utilitarian function for the object
  - b. Uses the object according to its imaginary or utilitarian function
- B.4.3 Set design
  - a. Arranges the playing area (space)
  - b. Arranges the playing area (objects and space)
  - c. Transforms the playing area (during performance) **e**
- B.4.4 Costume
  - a. Chooses a costume element based on the character in the story
  - b. Chooses some costume elements based on the character in the story
  - c. Chooses the costume elements based on the character in the story





- B.4.5 Sound Environment
  - a. Finds different vocal effects related to the character
  - b. Finds different sound effects related to the story
- B.4.6 Lighting **e**
  - a. Stands in the light based on his/her performance choices
  - b. Chooses the intensity and colour of the light based on the story
  - c. Looks for simple lighting effects related to the story
- C. To organize the elements he/she has chosen
  - a. Tries out sequences of elements of dramatic language, performance techniques, styles of theatre and elements of drama
  - b. Puts the elements of the story in order
  - c. Organizes the content of his/her improvisations
  - d. Organizes the content of his/her improvisations based on his/her creative intention
  - e. Improvises spontaneously and with preparation: sounds, gestures and words
- D. To finalize a production
  - a. Makes adjustments to his/her short scene
  - b. Adjusts his/her production based on the initial stimulus for creation
  - c. Enhances certain aspects of his/her production using elements of dramatic language, performance techniques, styles of theatre or elements of drama
- D.1.1 Performance conditions
  - a. Pays attention in his/her prepared or spontaneous improvisations
  - b. Focuses his/her listening in prepared or spontaneous improvisations
  - c. Concentrates in his/her prepared or spontaneous improvisations
  - d. Directs his/her gaze in his/her prepared or spontaneous improvisations
- D.1.2 Rules that apply to group performance **e**
  - a. Responds to a performance direction in his/her prepared or spontaneous improvisations
  - b. Responds to performance directions in his/her prepared or spontaneous improvisations

- E. To share his/her creative experience **e**
  - a. Shares significant aspects related to the use of elements of dramatic language, performance techniques, styles of theatre or elements of drama
  - b. Describes important aspects related to the use of elements of dramatic language, performance techniques, styles of theatre or elements of drama
  - c. Uses subject-specific vocabulary

### **Competency 3– To appreciate dramatic works, personal productions and those of classmates **e****

- A. To examine an excerpt from a dramatic work or a dramatic production for elements of content
  - a. Observes some subject-specific elements in student productions
  - b. Observes some subject-specific elements in excerpts of works past and present, from here and elsewhere
- A.1.1 Expression using the body
  - a. Observes some of the following expressions using the body: attitude and gestures related to the characters
  - b. Observes some of the following expressions using the body: attitude, gestures, mimicry and movement related to the characters or the dramatic action
  - c. Observes some of the following expressions using the body: gestures, attitude, mimicry, movement and rhythm related to the characters or the dramatic action
- A.1.2.1 Vocal Sounds
  - a. Locates some of the following expressions using the voice in dramatic action: noises and sounds
  - b. Locates some of the following expressions using the voice in dramatic action or related to the character's emotions: noises and sounds
  - c. Verifies the pertinence of the noises and sounds used in dramatic action or related to the character's emotions



- A.1.2.2 Speech
  - a. Observes the intensity of the voice related to the nature of the character
  - b. Observes the intensity of the voice related to the character's nature and emotions
  - c. Verifies the pertinence of the choice of intensity, timbre and pitch related to the character's nature and emotions
  - d. Observes the choral effects integrated into the work or production
- A.2.1 Performance conditions
  - a. Observes one of the following performance conditions: attention, memorization or direction of gaze
  - b. Observes some of the following performance conditions: listening, memorization and direction of gaze
  - c. Observes some of the following performance conditions: concentration, memorization and direction of gaze
- A.2.3 Vocal techniques
  - a. Observes one of the following vocal techniques: posture, sound production, speed of delivery
  - b. Observes some of the following vocal techniques: breathing, posture, sound production, projection of sound, pronunciation, speed of delivery
  - c. Verifies the pertinence of the vocal techniques used: breathing, posture, sound production, projection of sound, pronunciation, rhythm, intonation, speed of delivery
- A.2.4 Body techniques
  - a. Observes one of the following body techniques: relaxation, flexibility, levels
  - b. Observes some of the following body techniques: relaxation, flexibility, levels, rhythms, energy
  - c. Verifies the pertinence of the body techniques used: relaxation, flexibility, levels, rhythms, energy
  - d. Observes exaggeration, balance, imbalance
- A.2.5 Expressive elements
  - a. Observes an expressive element used to show the nature of the character
  - b. Observes some expressive elements used to show the nature of the character
  - c. Observes the expressive elements used to show the nature of the character
- A.4.1 Space
  - a. Observes the simple blocking used
  - b. Verifies the accuracy of the memorized blocking
  - c. Observes the levels used
- A.4.2 Object
  - a. Observes the imaginary or utilitarian function of the object in the story
- A.4.3 Set design
  - a. Observes the arrangement of the playing area (space)
  - b. Observes the arrangement of the playing area (objects and space)
  - c. Observes the transformation of the playing area (during performance)
- A.4.4 Costume
  - a. Observes the choice of a costume element
  - b. Observes the choice of some costume elements
  - c. Observes the choice of costume
- A.4.5 Sound environment
  - a. Observes different vocal effects related to the character
  - b. Observes different sound effects related to the story
- A.4.6 Lighting
  - a. Observes the position of the character in the light
  - b. Observes the intensity and colour of the light
  - c. Observes simple lighting effects
- A.5.1 Story development
  - a. Summarizes the story (beginning and ending)
  - b. Summarizes the story development, plot twists and ending
  - c. Identifies the tableaux



- C. To make connections between what he/she has felt and examined
  - a. Names an element observed in the short scene that elicited an emotion
  - b. Explains why an element in particular elicited an emotion
  - c. Gives an example of the connections made between what he/she felt and the element observed
  - d. Uses subject-specific vocabulary
- D. To make a critical or aesthetic judgment
  - a. Shares a preference based on an observation
  - b. Explains why some elements caught his/her attention
  - c. Justifies his/her point of view after verification
  - d. Formulates a comment based on his/her observations
  - e. Formulates comments using examples from his/her observations
  - f. Compares the short scenes based on his/her observations and the proposed appreciation criteria
  - g. Uses subject-specific vocabulary
- E. To share his/her appreciation experience
  - a. Shares significant aspects related to the appreciation of elements of dramatic language, styles of theatre or elements of drama
  - b. Describes important aspects related to the appreciation of elements of dramatic language, performance techniques, styles of theatre or elements of drama
  - c. Uses subject-specific vocabulary
- d. Chooses an idea that represents his/her perception of reality
- e. Makes a sketch of his/her idea
- f. Makes a few sketches of his/her idea
- g. Makes sketches representing variations on his/her idea
- B.1 Gestures and tools
  - a. Experiments with transforming gestures such as: freehand drawing, applying coloured pigments with flat brushstrokes, tearing, notching, cutting out, spreading glue on a surface, joining and pinching a malleable material
  - b. Experiments with transforming gestures such as: applying coloured pigments with flat brushstrokes, varied brushstrokes, and intaglio printing
  - c. Experiments with transforming gestures such as: applying coloured pigments with flat brushstrokes, varied brushstrokes and additional varied brushstrokes
  - d. Uses transforming gestures that represent his/her idea
  - e. Uses transforming gestures that clarify his/her idea
  - f. Handles the following tools: brush, scissors, mouse and electronic pen
  - g. Handles tools, including a sponge
  - h. Handles tools, including a paintbrush
- C. To organize the elements he/she has chosen
  - a. Uses the following ways of organizing space: enumeration, juxtaposition, repetition and alternance
  - b. Uses ways of organizing space, including superimposition, symmetry and asymmetry
  - c. Uses the following way of representing space: perspective with overlapping
  - d. Uses the following ways of representing space: perspective with overlapping and perspective with vanishing point
- D. To finalize his/her production
  - a. Makes adjustments to certain transforming gestures and to the language of visual arts
  - b. Adjusts his/her production based on the initial stimulus for creation
  - c. Enhances certain aspects of his/her production using transforming gestures, elements of visual arts language, spatial organization and representation

## Arts Education Outcomes – Visual Arts

### Competency 1 – To produce individual works in the visual arts


- A. To use personal ideas inspired by the stimulus for creation
  - a. Looks for an idea related to the stimulus for creation while consulting sources of information
  - b. Looks for a few ideas related to the stimulus for creation while consulting sources of information
  - c. Looks for a variety of ideas related to the stimulus for creation while consulting sources of information



## Competency 2 – To produce media works in the visual arts

- A. To use creative ideas inspired by a stimulus for creation of media works
  - a. Looks for an idea related to the stimulus for creation of media works, taking the intended viewers into account and referring to sources of information
  - b. Looks for a few ideas related to the stimulus for creation of media works, taking the message and intended viewers into account
  - c. Looks for a variety of ideas related to the stimulus for creation of media works, taking the message and intended viewers into account
  - d. Chooses an idea based on an intended viewer in his/her immediate environment
  - e. Chooses an idea based on the message and intended viewers
  - f. Makes a sketch of his/her idea
  - g. Makes a few sketches of his/her idea
  - h. Makes sketches representing variations on his/her idea
- B.1 Gestures and tools
  - a. Experiments with transforming gestures such as: freehand drawing, applying coloured pigments with flat brushstrokes, tearing, notching, cutting out, spreading glue on a surface, joining and pinching a malleable material
  - b. Experiments with transforming gestures such as: applying coloured pigments with flat brushstrokes, varied brushstrokes, and intaglio printing
  - c. Experiments with transforming gestures such as: applying coloured pigments with flat brushstrokes, varied brushstrokes and additional varied brushstrokes
  - d. Uses transforming gestures that convey his/her idea to the intended viewers
  - e. Uses transforming gestures that clarify the visual message intended for viewers
  - f. Handles the following tools: brush, scissors, mouse and electronic pen
  - g. Handles tools, including a sponge
  - h. Handles tools, including a paintbrush
- C. To organize the elements that he/she has chosen, depending on the message (Cycles Two and Three) and the intended viewer
  - a. Uses the following ways of organizing space based on the intended viewers: enumeration, juxtaposition, repetition and alternance
  - b. Uses ways of following ways of organizing space based on the visual message and intended viewers: superimposition, symmetry and asymmetry
  - c. Uses the following way of representing space based on the visual message and intended viewers: perspective with overlapping
  - d. Uses the following ways of representing space based on the visual message and intended viewers: perspective with overlapping and perspective with vanishing point
- D. To finalize his/her media creation
  - a. Validates a control group's understanding of the visual message
  - b. Validates his/her choices using a control group
  - c. Makes adjustments to certain transforming gestures and to the language of visual arts based on the intended viewers
  - d. Adjusts his/her production based on the initial stimulus for creation, visual message and intended viewers
  - e. Enhances certain aspects of his/her production using transforming gestures, elements of visual arts language, and spatial organization and representation based on the visual message and intended viewers



Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol , simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 6

### Physical Education and Health Outcomes

#### Competency 3: To adopt a healthy, active lifestyle

##### A. Lifestyle habits







- A.1 Explains in his/her own words the concepts of lifestyle habits and health




















##### F. Relaxation and stress management

- F.1 Explains in his/her own words a few benefits of relaxation
- F.2 Performs some physical relaxation exercises
- F.3 Performs a few mental relaxation exercises
- F.4 Explains positive and negative forms of stress in his/her own words
- F.5 Names some sources of stress in everyday life
- F.6 Explains in his/her own words the importance of managing one's stress
- F.7 Names some stress management strategies

### Ethics and Religious Culture Outcomes

#### Reflects on ethical questions

- A.1 Names the elements that contribute to the unique character of each human being
- A.4 Gives examples of actions illustrating that living beings need each other 
- A.5 Gives examples of actions illustrating that the members of a family need each other 
- B.1 Names the responsibilities that different family members may assume 
- B.2 Names the responsibilities that different people at school may assume 
- B.3 Names the values that guide behaviour in families and at school 
- B.4 Names the norms that guide behaviour in families and at school 
- B.5 Gives examples of actions that may foster the well-being of living beings

- B.6 Gives examples of actions that can harm living beings
- B.7 Names people or groups who take action to protect living beings
- C.1 Names the groups to which people belong 
- C.2 Makes connections between belonging to a group or groups and the development of personal identity 
- C.3 Gives examples of situations where needs are met in a group 
- C.4 Gives examples of situations illustrating the advantages of group life 
- C.5 Gives examples of situations illustrating the disadvantages of group life 
- C.6 Names various types of relationships that can exist among the members of a group 
- C.7 Explains how interpersonal relationships can contribute to or detract from the personal development of group members 
- D.1 Explains how behaviours, attitudes or actions can foster group life 
- D.2 Explains how behaviours, attitudes or actions can detract from group life 
- D.3 Explains how values guide group life 
- D.4 Explains how norms guide group life 
- D.5 Gives examples of situations in which values or norms can be questioned, modified or improved to foster community life 
- D.6 Names the roles and responsibilities that members of a group may assume 
- D.7 Names the conditions that foster the personal well-being of the members of a group
- E.1 Explains how members of a society influence each other 
- E.2 Gives examples of situations in which the influence of members of a society has an impact on self-assertiveness 
- E.3 Explains how differences among individuals can be a source of enrichment 
- E.4 Explains how the differences among individuals can be a source of conflict 
- E.5 Gives examples of prejudices, generalizations or stereotypes that are present in society 
- E.6 Names the possible effects of prejudices, generalizations and stereotypes 



- F.1 Indicates what distinguishes an acceptable action from an unacceptable action **e**
- F.2 Explains how actions or attitudes can foster life in society **e**
- F.3 Explains how actions and attitudes can detract from life in society **e**
- F.4 Names sources of tension or conflict in society **e**
- F.5 Explains how actions and attitudes can reduce tensions or conflicts in society **e**
- F.6 Explains how values or norms guide life in society **e**
- F.7 Names the possible connections between a right and a responsibility **e**
- G.1 Names references that support and enrich ethical reflection **e**
- G.3 Formulates ethical questions **e**

### **Demonstrates and understanding of the phenomenon of religion **e****

- A.1 Names celebrations
- A.2 Describes ways of experiencing family celebrations: how the celebration is held, special decorations, special menu, guests, etc.

### **Engages in dialogue**

- A.2 Uses, in a situation involving dialogue:
  - a. conversation, discussion, narration, deliberation
  - b. interview
  - c. debate
- B.1 Respects conditions that foster dialogue:
  - a. observes rules for engaging in dialogue
  - b. correctly expresses his/her ideas
  - c. respects the right of others to speak
  - d. attentively listens to what another person has to say in order to grasp the meaning
  - e. all other paths for fostering dialogue, ERC program
- B.2 Contributes to establishing conditions that foster dialogue:
  - a. suggests rules for engaging in dialogue **e**
  - b. proposes ways of alleviating tensions **e**
  - c. introduces nuances to his/her comments and recognizes the nuances introduced by others
  - d. is open to different ways of thinking
  - e. all other paths for fostering dialogue, ERC program
- C.2 Uses description to enumerate the characteristics of the subject discussed
- C.4 Uses comparison to highlight similarities and differences among the elements of the subject discussed
- C.6 Uses synthesis to provide a coherent summary of the elements of the subject discussed
- C.8 Uses explanation to help others to know or understand the meaning of the subject discussed
- C.10 Uses justification to present, in a logical way, a few reasons and ideas that support a point of view
- D1.2 Recognizes, in a situation involving dialogue:
  - a. a judgment of preference
  - b. a judgment of prescription
  - c. a judgment of reality
  - d. a judgment of value
- D1.3 Examines, in a situation involving dialogue: **e**
  - a. a judgment of preference
  - b. a judgment of prescription
  - c. a judgment of reality
  - d. a judgment of value
- D2.1 Explains, in his/her own words: **e**
  - a. a hasty generalization, a personal attack
  - b. an appeal to the people
  - c. an appeal to the crowd
- D2.2 Recognizes, in a situation involving dialogue: **e**
  - a. a hasty generalization
  - b. a personal attack
  - c. an appeal to the people
  - d. an appeal to the crowd
  - e. an appeal to prejudice
  - f. an appeal to stereotype
  - g. an argument from authority
- D2.3. Examines, in a situation involving dialogue: **e**
  - a. a hasty generalization
  - b. a personal attack
  - c. an appeal to the people
  - d. an appeal to the crowd
  - e. an appeal to prejudice
  - f. an appeal to stereotype
  - g. an argument from authority



## Science and Technology Outcomes

### Living Things

- A1. Characteristics of living things **e**
  - a. Explains the basic needs of metabolism of living things
- A2. Organization of living things
  - a. Describes the functions of certain parts of the anatomy
  - g. Associates the parts and systems of the anatomy of animals with their general functions
- B1. Sources of energy for living things **e**
  - b. Explains the nutritional needs common to all animals
  - g. Describes agricultural and food technologies
- D2. Use of living things for consumption **e**
  - a. Provides examples of how living things are used
- D4. Food production techniques **e**
  - a. Describes the main steps in the production of various basic foods
- F1. Terminology related to an understanding of living things
  - a. Appropriately uses terminology related to an understanding of living things
  - b. Distinguishes between the meaning of a term used in a scientific or technological context and its meaning in everyday language
- F2. Conventions and types of representations specific to the concepts studied
  - a. Communicates using appropriate types of representations that reflect the rules and conventions of science and technology

### Strategies **e**

- Studying a problem or a phenomenon from different points of view
- Distinguishing between the different types of information useful for solving the problem
- Recalling similar problems that have already been solved
- Becoming aware of his or her previous representations
- Drawing a diagram for the problem or illustrating it
- Formulating questions
- Putting forward hypotheses
- Exploring various ways of solving the problem
- Anticipating the results of his or her approach

- Imagining solutions to a problem in light of his or her explanations
- Taking into account the constraints involved in solving a problem or making an object
- Examining his or her mistakes in order to identify their source
- Using different types of reasoning
- Using different sources of information
- Validating sources of information
- Using different tools for recording information
- Using different means of communication to propose explanations or solutions
- Using tools to display information in tables and graphs or to draw a diagram
- Organizing information for a presentation
- Exchanging information
- Comparing different possible explanations for or solutions to a problem in order to assess them

## English Language Arts Outcomes

### Producing and Interpreting Media Texts

- B.1 Images (in photographs, drawings and illustrations)
  - a. Uses and interprets the visual element of colour **e**
  - b. Uses and interprets the visual element of perspective in illustrations or drawings **e**
  - c. Uses and interprets camera techniques, such as camera distance
- B.2 Sound—in television, movies, some commercials
- B.3 Visuals that convey information and/or ideas such as timelines, graphics, graphics in comic books **e**

### Language-Learning Processes

- A.1 Prereading/Viewing
  - a. Understands the purpose for reading, listening to and/or viewing
  - b. Uses prior knowledge
  - c. Previews the text
  - d. Uses knowledge of the genre/text type to be viewed/read: immersion into models of the text type to determine important structures and features of the text type, and how these contribute to meaning in the text



- e. Builds needed background knowledge and experiences
- A.2 During Reading/Viewing
  - a. Makes explicit connections between own personal experiences and story experiences
  - b. Applies knowledge of cueing systems to construct meaning
  - c. Uses a variety of reading strategies to make meaning of different text types
  - d. Relies on common structures and features of literary, popular and information-based texts to construct meaning
  - e. Relies on common structures and features of media texts to construct meaning
  - f. Recognizes the most common rhetorical conventions of information-based texts to build meaning, namely:
    - i. Description of ideas and concepts
    - ii. Sequence/chronology
    - iii. Compare/contrast
    - iv. Problem-solution
    - v. Cause- effect
  - g. Uses the purpose for reading and clues in the text to determine important aspects of a text
- A.3 After Reading/Viewing: Interpreting the Text
  - a. Constructs a personal response to the text
  - b. Uses details and evidence in the text to infer meaning(s)
  - c. Integrates new information with what is already known to construct meaning
  - d. Uses evidence to distinguish between own thinking, values and beliefs and those presented in the text
  - e. Uses other readers' interpretations to clarify and extend own ideas
  - f. Understands that all spoken, written and media texts are constructed by people to appeal to a specific or target audience
  - g. Understands that texts must be questioned, since they are constructed by people with specific purposes in mind: **e**
    - i. Determines the specific or target audience by selecting details from the text
    - ii. Identifies and locates information about who wrote the text
  - iii. Examines how the message attracts and holds the reader's/viewer's attention
  - iv. Distinguishes fact from opinion, and real from imaginary
  - v. Considers who/what has been left out of the text and why this might be
  - vi. Identifies some of the ways that the author/producer has tried to influence the reader/audience
- B.1 Prewriting: **e**
  - a. Understands the purpose for the writing
  - b. Selects topic and text type based on purpose and audience
  - c. Examines models of text type through immersion into the text
- B.2 Drafting, i.e., initial version(s) of texts **e**
  - a. Writes to a specific familiar audience of family, friends and teacher
  - b. Writes to a specific wider audience on self-selected and assigned topics, issues and concerns
  - c. Uses a structure that fits the type of writing
  - d. Adjusts writing decisions to purpose and audience
  - e. Connects needs and expectations of a specific audience to writing decisions
- B.3 Revision, i.e., making changes to content of text and/or message and/or meaning **e**
  - a. Rereads for clarity
  - b. Adds descriptive words and sufficient details
  - c. Sequences information, events
  - d. Deletes unnecessary details and/or information
- B.4 Editing, i.e., rearranging/re-ordering what has already been written and proofreading **e**
  - a. Checks for spelling, punctuation and capitalization
  - b. Checks for conventions of grammar
  - c. Rearranges sentences and paragraphs for clarity and effect
- B.5 Publishing **e**
  - a. Selects personally significant pieces of writing to publish
  - b. Selects layout and highlights relevant structures and features to enhance the presentation
  - c. Feedback: seeks and provides throughout all stages of the writing process





- C.1 Preproduction:
  - a. Understands the purpose for the production
  - b. Selects text type depending on purpose, audience and context **e**
  - c. Examines models of text type to be produced through immersion into the type **e**
  - d. Drafts storyboard **e**
  - e. Identifies and gathers material, resources, expertise for the production
  - f. Determines criteria for production of a familiar text type **e**
- C.2 Production:
  - a. Uses prior knowledge of media text type from experiences with similar texts, immersion into text
  - b. Uses images and/or print and/or sound to produce a familiar media text
  - c. Uses storyboard and/or other planning resources to guide production of the text
  - d. Uses appropriate technology resources for the specific production as needed
- C.3 Postproduction:
  - a. Reviews images, records narration, adds titles or text, adds transitions, depending on the production and its message/meaning **e**
  - b. Edits, depending on technology resources **e**
  - c. Considers feedback from peers and others **e**
  - d. Presents text to intended audience
  - e. Evaluates the effectiveness of the text given audience and purpose **e**
- A.2 Structures and Features
  - a. Reading, Writing and Media Production
    - i. Salutation, body and closing in a friendly letter
    - ii. Relevant details such as time, place and location in an invitation **e**
    - iii. Suitable message, given the communication context, in thank-you notes and greeting cards **e**
    - iv. Images (photo or drawing) to respond to the reader's expectations and/or needs **e**
    - v. Self expressive language to relate ideas, feelings, experiences **e**
    - vi. Self-expressive language in poetry: line breaks or stanzas, images, figurative language to create vivid pictures **e**
- B.2 Structures and Features
  - a. Writing and Media Production
    - i. Self-expressive language to relate ideas, feelings, experience
    - ii. Word choice to indicate a specific time frame
    - iii. Synthesis of ideas and feelings to focus on what is most important

### **Text Types, Structures and Features – Narrative and Literary Text Types**

- A.1 Required Text Types
  - a. Speaking – The Student produces own stories, as well as dramatizations of others' stories, through:
    - i. Role-play involving character from own stories, from literature and from nonfiction
    - ii. Storytelling **e**
  - b. Reading and Listening (written and media texts)
    - iv. Nonfiction (written and media)
      - Articles in children's magazines or online web page
  - c. Writing and Media Production
    - i. Stories based on ideas, experiences and events
    - ii. Illustrated narrative in comic strip using own drawings, images or photos **e**
    - iii. Illustrated picture books using drawings and/or images and/or photos **e**
    - iv. Photo stories **e**

### **Text Types, Structures and Features – Self-Expressive Text Types**

- A.1 Required Text Types
  - a. Speaking
    - i. Formal and informal thank-yous, expressions of appreciation and support
    - ii. Formal and informal introduction **e**
  - b. Reading, Listening, Writing & Media Production
    - i. Thank-you notes **e**
    - ii. Invitations **e**
    - iii. Greeting cards **e**
    - iv. Friendly letters
    - v. Poetry of different kinds written by and for children **e**



• A.2 Structures and Features

a. Spoken and Written Texts **e**

i. Plot structures and features

- Predictable story patterns
- Sequence of events
- Incidents
- Foreshadowing, i.e., the use of hints or clues to suggest what will happen later in the story (Reading only)
- Flashback (Reading only)
- Episodes, e.g., typically the subject of a chapter (Reading only)
- Conflict, i.e., central problem around which a story is typically organized.
- Examples would include man against man, man against nature, issues involving what is right or wrong, etc.
- Resolution of conflict
- Theme, i.e., the central or underlying meaning or dominant idea(s) that structures a narrative. It should be noted, however, that theme is not a textual structure that every reader interprets in exactly the same way.

ii. Characterization

- Main character in a story
- Stock and/or flat characters, i.e., characters with only one or two qualities or traits. Stereotypes, such as the mean stepmother, are examples of flat characters.
- Archetypes, e.g., the hero/heroine archetype, the villain, forces of good and evil such as superheroes (Reading only) **e**

iii. Setting

- The physical landscape and social context in which the action of story occurs, i.e., its time and place
- Descriptive details that construct the world of the story

iv. Other features of narrative

- Literary conventions
- Humour, suspense, repetition
- Dialogue, e.g., to reveal character
- Point of view, i.e., narrative voice in first or third person **e**

b. Media texts

i. Plot structure and features

- Use of images (photos or drawings) to extend the story and to provide story details **e**
- Use of music and/or sound to create suspense, mood, humor, conflict, etc. (Viewing only) **e**
- Use of colour to suggest emotion, to create mood, etc. **e**
- Use of different scenes or episodes to move the story forward (Viewing only)

ii. Characterization

- Surface appearance of a character
- Use of details to convey an imaginary character
- Use of explanation marks and speech bubbles to show thought and dialogue, e.g., in comic books or some animation films **e**
- Use of body language and gesture to convey character traits, including emotions (Viewing only)
- Use of music and/or sound to signal or stress some aspect of character (Viewing only) **e**
- Use of camera angle
- Stereotypes of individuals and groups (Viewing only) **e**

iii. Setting

- Repetition of symbols, or motifs, to create mood, suspense, sense of continuity (Viewing only) **e**
- Use of light and dark (Viewing only) **e**
- Clothing and other details that create a sense of time and location



## Text Types, Structures and Features – Information-Based

### Text Types

- A.1 Required Text Types
  - a. Speaking and Listening **e**
    - i. Understands the use of talk to compose a first draft of thoughts, ideas, and information
    - ii. Understands the use of talk to clarify the steps in a procedure or an organizational plan
  - b. Writing and Media Production – the student writes/produces different planning texts, specifically: **e**
    - i. Learning/thinking logs and lists that record thoughts, ideas and information
    - ii. Webbing and mapping texts, such as story mapping, to represent the relationship(s) between ideas or separate pieces of information
    - iii. Graphic organizers, outlines, timelines, graphs and diagrams to organize ideas and information coherently
- A.2 Structures and Features
  - a. Written and Media Texts **e**
    - i. Events/information in sequence
    - ii. Chronology or ordering of actions to undertake
    - iii. Visuals such as graphic organizers used to articulate relationship among actions or ideas
    - iv. Hierarchy of ideas/ information
    - v. Visuals/images for organizing or planning a text
- B.1 Required Text Types
  - a. Speaking
    - i. Directions and instructions
    - ii. Explanation of a procedure or how something works
    - iii. Explanation of reasons for a decision
  - b. Reading, Listening, Writing and Media Production
    - i. Texts that explain a process/procedure
    - ii. Illustrated and multimedia how-to books **e**
    - iii. Texts that explain how or why something happens using a narrative structure
    - iv. Posters that explain **e**
    - v. Web sites (Reading and Viewing only)
- B.2 Structures and Features
  - a. Spoken, Written and Media texts
    - i. A title and a series of logical steps, in images and/or print, explaining how or why something occurs
    - ii. Headings, captions or labels to focus readers' attention on what is most important **e**
    - iii. Sequential/chronological organization of information to explain how and/or why something is done in the way it is
    - iv. Images (photo or drawing) and text features that provide additional information or contribute to the organization of information **e**
    - v. Navigational aids such as table of contents or alphabetical listing in longer texts, index, headings and page numbers **e**
    - vi. Bibliography (if needed) **e**
- C.1 Required Text Types
  - a. Speaking – The Student produces: **e**
    - i. spoken reports based on family, community or school experiences
    - ii. spoken reports that describe the way things are or were
  - b. Reading, Viewing and Listening (spoken, written and media texts)
    - i. Nonfiction that describes and reports details about a topic
    - ii. Articles in children's magazines that report **e**
    - iii. Letters that describe or report **e**
    - iv. Local and national newspaper articles that are appropriate and accessible to children **e**
    - v. Local and national radio and television news reports that are appropriate and accessible to children **e**
    - vi. Web pages, blogs and Internet sites appropriate and accessible to children
  - c. Writing and Media Production **e**
    - i. Reports on personal experiences in family, classroom, or school
    - ii. Reports on topics/subjects of personal interest
    - iii. Reports about their classroom or local community



- C.2 Structures and Features
  - a. Written texts: **e**
    - i. Title to indicate contents
    - ii. General statement about the topic in opening paragraph
    - iii. Logical sequencing of details, facts, opinions based on events and/or information
    - iv. Subheadings and paragraphs to group and/or categorize information
    - v. Use of comparison and contrast
    - vi. Visuals and/or graphic organizers to extend content of written text
    - vii. Summary of events, observations, impressions to highlight what is most important
    - viii. Specific features of different formats depending on topics and purposes
  - b. Media Texts **e**
    - i. Headline or title to indicate contents
    - ii. Images/ visuals to contribute to description of events, details, or impressions
    - iii. Images/ visuals to classify and sequence details, recounts, events and information
- D.2 Structures and Features **e**
  - a. Written and Media Texts
    - ii. Strategic placement of images (photo or drawing) to attract the attention of reader/viewer

## Mathematics Outcomes

### Understanding and writing numbers **e**

- B.6 Reads and writes a fraction
- B.9 Matches a decimal or percentage to a fraction
- C.11 Matches
  - a. a fraction to its decimal
  - b. a fraction or percentage to its decimal

### Operations involving numbers **e**

- D.1 Expresses a decimal as a fraction, and vice versa
- D.2 Expresses a decimal as a percentage, and vice versa
- D.3 Expresses a fraction as a percentage, and vice versa
- D.4 Chooses an appropriate number form for a given context
  - Vocabulary
  - Percentage
  - Symbol
  - %

### Statistics **e**

- 1. Formulates questions for a survey (based on age-appropriate topics, students' language level, etc.)
- 2. Collects, describes and organizes data (classifies or categorizes) using tables
- 3. Interprets data using
  - c. a table, a bar graph, a pictograph, a broken-line graph and a circle graph
- 4. Displays data using
  - b. a table, a bar graph, a pictograph and a broken-line graph
- 5. Understands and calculates the arithmetic mean

## Arts Education Outcomes – Drama

### Competency 1 – To invent short scenes

- A.1.1 Story development
  - a. Creates a story with continuous development, with a beginning and an ending
  - b. creates a story with continuous development, with a plot twist and an ending
  - c. Creates a story with continuous development, with a plot twist and an ending, and with discontinuous development, using tableaux **e**
- A.1.2 Type of discourse
  - a. Drafts a dialogue
  - b. Drafts a narration **e**
- A.1.3 Writing (individual or group)
  - a. Writes a basic storyline



- B.1.1 Expression using the body
  - a. Finds an attitude and a gesture related to the character
  - b. Finds attitudes, gestures, mimicry, and movements related to the character
  - c. Chooses gestures, attitudes, mimicry, movements and rhythm related to the character
- B.1.2.1 Vocal Sounds
  - a. Uses in his/her creation a noise and a sound related to the dramatic action
  - b. Uses in his/her creation noises and sounds related to the dramatic action and the character's emotions
  - c. Combines noises and sounds related to the dramatic action and the character's emotions
- B.1.2.2 Speech
  - a. Finds a vocal intensity related to the nature of the character
  - b. Finds a vocal intensity related to the emotions and nature of the character
  - c. Combines expressions using the voice related to the emotions and nature of the character, such as intensity, pitch and timbre
  - d. Finds some chorus effects for his/her creation **e**
- B.2.1 Vocal techniques
  - a. Uses one of the following vocal techniques: breathing, posture, sound production or speed of delivery
  - b. Uses some of the following vocal techniques: breathing, posture, sound production, projection of sound, pronunciation and speed of delivery
  - c. Combines some vocal techniques such as breathing, posture, sound production, projection of sound, pronunciation, speed of delivery, rhythm and intonation
- B.2.2 Body techniques
  - a. Uses one of the following body techniques: relaxation, flexibility or levels
  - b. Uses some of the following body techniques: relaxation, flexibility, levels, rhythms and energy
  - c. Incorporates one of the following body techniques into the composition of his/her character: relaxation, flexibility, levels, rhythms or energy
  - d. Uses the following body techniques: exaggeration, balance, imbalance
- B.2.3 Expressive elements
  - a. Finds a trait for his/her character
  - b. Finds a few traits for his/her character
  - c. Chooses the traits for his/her character
- B.4.1 Space
  - a. Chooses simple blocking in a performance space
  - b. Memorizes blocking in a performance space
  - c. Shifts from a limited playing area to a performance area **e**
  - d. Uses levels in the performance space
- B.4.2 Object
  - a. Finds an imaginary or utilitarian function for the object
  - b. Uses the object according to its imaginary or utilitarian function
- B.4.3 Set design
  - a. Arranges the playing area (space)
  - b. Arranges the playing area (objects and space)
  - c. Transforms the playing area (during performance) **e**
- B.4.4 Costume
  - a. Chooses a costume element based on the character in the story
  - b. Chooses some costume elements based on the character in the story
  - c. Chooses the costume elements based on the character in the story
- B.4.5 Sound Environment
  - a. Finds different vocal effects related to the character
  - b. Finds different sound effects related to the story
- B.4.6 Lighting **e**
  - a. Stands in the light based on his/her performance choices
  - b. Chooses the intensity and colour of the light based on the story
  - c. Looks for simple lighting effects related to the story
- C. To organize the elements he/she has chosen
  - a. Tries out sequences of elements of dramatic language, performance techniques, styles of theatre and elements of drama
  - b. Puts the elements of the story in order
  - c. Organizes the content of his/her improvisations
  - d. Organizes the content of his/her improvisations based on his/her creative intention



- e. Improvises spontaneously and with preparation: sounds, gestures and words
- D. To finalize a production
  - a. Makes adjustments to his/her short scene
  - b. Adjusts his/her production based on the initial stimulus for creation
  - c. Enhances certain aspects of his/her production using elements of dramatic language, performance techniques, styles of theatre or elements of drama
- D.1.1 Performance conditions
  - a. Pays attention in his/her prepared or spontaneous improvisations
  - b. Focuses his/her listening in prepared or spontaneous improvisations
  - c. Concentrates in his/her prepared or spontaneous improvisations
  - d. Directs his/her gaze in his/her prepared or spontaneous improvisations
- D.1.2 Rules that apply to group performance **e**
  - a. Responds to a performance direction in his/her prepared or spontaneous improvisations
  - b. Responds to performance directions in his/her prepared or spontaneous improvisations
- E. To share his/her creative experience **e**
  - a. Shares significant aspects related to the use of elements of dramatic language, performance techniques, styles of theatre or elements of drama
  - b. Describes important aspects related to the use of elements of dramatic language, performance techniques, styles of theatre or elements of drama
  - c. Uses subject-specific vocabulary
- A.1.1 Expression using the body
  - a. Observes some of the following expressions using the body: attitude and gestures related to the characters
  - b. Observes some of the following expressions using the body: attitude, gestures, mimicry and movement related to the characters or the dramatic action
  - c. Observes some of the following expressions using the body: gestures, attitude, mimicry, movement and rhythm related to the characters or the dramatic action
- A.1.2.1 Vocal Sounds
  - a. Locates some of the following expressions using the voice in dramatic action: noises and sounds
  - b. Locates some of the following expressions using the voice in dramatic action or related to the character's emotions: noises and sounds
  - c. Verifies the pertinence of the noises and sounds used in dramatic action or related to the character's emotions
- A.1.2.2 Speech
  - a. Observes the intensity of the voice related to the nature of the character
  - b. Observes the intensity of the voice related to the character's nature and emotions
  - c. Verifies the pertinence of the choice of intensity, timbre and pitch related to the character's nature and emotions
  - d. Observes the choral effects integrated into the work or production
- A.2.1 Performance conditions
  - a. Observes one of the following performance conditions: attention, memorization or direction of gaze
  - b. Observes some of the following performance conditions: listening, memorization and direction of gaze
  - c. Observes some of the following performance conditions: concentration, memorization and direction of gaze

### **Competency 3 – To appreciate dramatic works, personal productions and those of classmates **e****

- A. To examine an excerpt from a dramatic work or a dramatic production for elements of content
  - a. Observes some subject-specific elements in student productions
  - b. Observes some subject-specific elements in excerpts of works past and present, from here and elsewhere



- A.2.3 Vocal techniques
  - a. Observes one of the following vocal techniques: posture, sound production, speed of delivery
  - b. Observes some of the following vocal techniques: breathing, posture, sound production, projection of sound, pronunciation, speed of delivery
  - c. Verifies the pertinence of the vocal techniques used: breathing, posture, sound production, projection of sound, pronunciation, rhythm, intonation, speed of delivery
- A.2.4 Body techniques
  - a. Observes one of the following body techniques: relaxation, flexibility, levels
  - b. Observes some of the following body techniques: relaxation, flexibility, levels, rhythms, energy
  - c. Verifies the pertinence of the body techniques used: relaxation, flexibility, levels, rhythms, energy
  - d. Observes exaggeration, balance, imbalance
- A.2.5 Expressive elements
  - a. Observes an expressive element used to show the nature of the character
  - b. Observes some expressive elements used to show the nature of the character
  - c. Observes the expressive elements used to show the nature of the character
- A.4.1 Space
  - a. Observes the simple blocking used
  - b. Verifies the accuracy of the memorized blocking
  - c. Observes the levels used
- A.4.2 Object
  - a. Observes the imaginary or utilitarian function of the object in the story
- A.4.3 Set design
  - a. Observes the arrangement of the playing area (space)
  - b. Observes the arrangement of the playing area (objects and space)
  - c. Observes the transformation of the playing area (during performance)
- A.4.4 Costume
  - a. Observes the choice of a costume element
  - b. Observes the choice of some costume elements
  - c. Observes the choice of costume
- A.4.5 Sound environment
  - a. Observes different vocal effects related to the character
  - b. Observes different sound effects related to the story
- A.4.6 Lighting
  - a. Observes the position of the character in the light
  - b. Observes the intensity and colour of the light
  - c. Observes simple lighting effects
- A.5.1 Story development
  - a. Summarizes the story (beginning and ending)
  - b. Summarizes the story development, plot twists and ending
  - c. Identifies the tableaux
- C. To make connections between what he/she has felt and examined
  - a. Names an element observed in the short scene that elicited an emotion
  - b. Explains why an element in particular elicited an emotion
  - c. Gives an example of the connections made between what he/she felt and the element observed
  - d. Uses subject-specific vocabulary
- D. To make a critical or aesthetic judgment
  - a. Shares a preference based on an observation
  - b. Explains why some elements caught his/her attention
  - c. Justifies his/her point of view after verification
  - d. Formulates a comment based on his/her observations
  - e. Formulates comments using examples from his/her observations
  - f. Compares the short scenes based on his/her observations and the proposed appreciation criteria
  - g. Uses subject-specific vocabulary
- E. To share his/her appreciation experience
  - a. Shares significant aspects related to the appreciation of elements of dramatic language, styles of theatre or elements of drama
  - b. Describes important aspects related to the appreciation of elements of dramatic language, performance techniques, styles of theatre or elements of drama
  - c. Uses subject-specific vocabulary



## Arts Education Outcomes – Visual Arts

### Competency 1 – To produce individual works in the visual arts

- A. To use personal ideas inspired by the stimulus for creation
  - a. Looks for an idea related to the stimulus for creation while consulting sources of information
  - b. Looks for a few ideas related to the stimulus for creation while consulting sources of information
  - c. Looks for a variety of ideas related to the stimulus for creation while consulting sources of information
  - d. Chooses an idea that represents his/her perception of reality
  - e. Makes a sketch of his/her idea
  - f. Makes a few sketches of his/her idea
  - g. Makes sketches representing variations on his/her idea
- B.1 Gestures and tools
  - a. Experiments with transforming gestures such as: freehand drawing, applying coloured pigments with flat brushstrokes, tearing, notching, cutting out, spreading glue on a surface, joining and pinching a malleable material
  - b. Experiments with transforming gestures such as: applying coloured pigments with flat brushstrokes, varied brushstrokes, and intaglio printing
  - c. Experiments with transforming gestures such as: applying coloured pigments with flat brushstrokes, varied brushstrokes and additional varied brushstrokes
  - d. Uses transforming gestures that represent his/her idea
  - e. Uses transforming gestures that clarify his/her idea
  - f. Handles the following tools: brush, scissors, mouse and electronic pen
  - g. Handles tools, including a sponge
  - h. Handles tools, including a paintbrush

- C. To organize the elements he/she has chosen
  - a. Uses the following ways of organizing space: enumeration, juxtaposition, repetition and alternance
  - b. Uses ways of organizing space, including superimposition, symmetry and asymmetry
  - c. Uses the following way of representing space: perspective with overlapping
  - d. Uses the following ways of representing space: perspective with overlapping and perspective with vanishing point
- D. To finalize his/her production
  - a. Makes adjustments to certain transforming gestures and to the language of visual arts
  - b. Adjusts his/her production based on the initial stimulus for creation
  - c. Enhances certain aspects of his/her production using transforming gestures, elements of visual arts language, spatial organization and representation

### Competency 2 – To produce media works in the visual arts

- A. To use creative ideas inspired by a stimulus for creation of media works
  - a. Looks for an idea related to the stimulus for creation of media works, taking the intended viewers into account and referring to sources of information
  - b. Looks for a few ideas related to the stimulus for creation of media works, taking the message and intended viewers into account
  - c. Looks for a variety of ideas related to the stimulus for creation of media works, taking the message and intended viewers into account
  - d. Chooses an idea based on an intended viewer in his/her immediate environment
  - e. Chooses an idea based on the message and intended viewers
  - f. Makes a sketch of his/her idea
  - g. Makes a few sketches of his/her idea
  - h. Makes sketches representing variations on his/her idea





- B.1 Gestures and tools
  - a. Experiments with transforming gestures such as: freehand drawing, applying coloured pigments with flat brushstrokes, tearing, notching, cutting out, spreading glue on a surface, joining and pinching a malleable material
  - b. Experiments with transforming gestures such as: applying coloured pigments with flat brushstrokes, varied brushstrokes, and intaglio printing
  - c. Experiments with transforming gestures such as: applying coloured pigments with flat brushstrokes, varied brushstrokes and additional varied brushstrokes
  - d. Uses transforming gestures that convey his/her idea to the intended viewers
  - e. Uses transforming gestures that clarify the visual message intended for viewers
  - f. Handles the following tools: brush, scissors, mouse and electronic pen
  - g. Handles tools, including a sponge
  - h. Handles tools, including a paintbrush
- C. To organize the elements that he/she has chosen, depending on the message (Cycles Two and Three) and the intended viewer
  - a. Uses the following ways of organizing space based on the intended viewers: enumeration, juxtaposition, repetition and alternance
  - b. Uses ways of following ways of organizing space based on the visual message and intended viewers: superimposition, symmetry and asymmetry
  - c. Uses the following way of representing space based on the visual message and intended viewers: perspective with overlapping
  - d. Uses the following ways of representing space based on the visual message and intended viewers: perspective with overlapping and perspective with vanishing point
- D. To finalize his/her media creation
  - a. Validates a control group's understanding of the visual message
  - b. Validates his/her choices using a control group
  - c. Makes adjustments to certain transforming gestures and to the language of visual arts based on the intended viewers
  - d. Adjusts his/her production based on the initial stimulus for creation, visual message and intended viewers
  - e. Enhances certain aspects of his/her production using transforming gestures, elements of visual arts language, and spatial organization and representation based on the visual message and intended viewers



Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol **e**, simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 4



### Personal Wellness Outcomes

#### Wellness

- 1.1 examine the benefits of healthy eating and physical activity for a healthy lifestyle **e**
- 1.2 explain strategies to promote healthy growth and development
- 1.3 identify changes that occur during puberty **e**
- 1.6 evaluate ways of minimizing risks in potentially dangerous situations

#### Mental Fitness **e**

- 2.1 describe a range of emotions
- 2.2 identify strategies for regulating emotional reactions
- 2.3 recognize expression of feelings in others

#### Relationships

- 3.1 describe how appreciating diversity can positively influence relationships
- 3.2 identify the importance of communication to build and maintain friendships
- 3.3 identify the various types of bullying and appropriate strategies to respond
- 3.4 apply strategies to resolve conflict

### Science Outcomes

#### Scientific Literacy **e**

- 1.1 Students will plan investigations by asking questions, making inferences, and selecting and using equipment or technology needed to solve a specific problem in the natural world
- 1.2 Students will collect data by observing and measuring; using tools and methods appropriate for the task

- 1.3 Students will analyse and interpret patterns in data to construct explanations based on evidence from investigations
- 1.4 Students will communicate using writing, drawing pictures, and oral language to express valid conclusions supported by data

### English Language Arts Outcomes

#### 1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

- explore and discuss their thoughts, ideas, and experiences and consider those of their peers
- ask and respond to questions to clarify information and explore solutions to problems
- explain personal opinions and respond to the questions and opinions of others
- listen critically to others' ideas or opinions expressed

#### 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

- contribute to conversations, small-group and whole-group discussion, showing an awareness of when to speak and when to listen
- use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion
- give and follow instructions and respond to questions and directions
- engage in and respond to oral presentations

#### 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

- show basic courtesies of conversation in group interactions
- identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people
- show an awareness of the kinds of language appropriate to different situations and audiences



**4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.**

- use pictures and illustrations, word structures, and text features to locate topics and obtain or verify understandings of information

**5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.**

- answer, with assistance, their own and others' questions by seeking information from a variety of texts **e**
  - determine their own and community (class) needs for information
  - recognize the purpose of classification systems and basic reference materials
  - use a range of reference texts and a database or an electronic search to facilitate the selection process
  - reflect on the process of generating and responding to their own and others' questions

**6. Students will be expected to respond personally to a range of texts.**

- describe, share, and discuss their personal reactions to texts
- give reasons for their opinions about texts and types of texts and the work of authors and illustrators

**7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

- use their background knowledge to question information presented in print and visual texts
- identify conventions and characteristics of different types of print and media texts that help them understand what they read and view **e**
- respond critically to texts by
  - asking questions and formulating understandings
  - discussing texts from the perspective of their own experiences
  - identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them **e**
  - identifying instances of prejudice and stereotyping

**8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.**

- use strategies in writing and other ways of representing to
  - formulate questions and organize ideas
  - generate topics of personal interest and importance **e**
  - discover and express personal attitudes, feelings, and opinions
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record experiences
  - formulate goals for learning **e**
  - practice strategies for monitoring their own learning **e**
- experiment with different ways of making their own notes **e**
- experiment with language, appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing **e**

**9. Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.**

- create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms
  - recognize that particular forms require the use of specific features, structures, and patterns
- demonstrate an awareness of purpose and audience
- invite responses to early drafts of their writing/media productions **e**
  - use audience reaction to help shape subsequent drafts



**10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.**

- develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- demonstrate a commitment to shaping pieces of writing and other representations through stages of development
- select, organize, and combine relevant information from two or more sources to construct and communicate meaning **e**

## Mathematics Outcomes

- N9: Describe and represent decimals (tenths and hundredths) concretely, pictorially and symbolically **e**
- N10: Relate decimals to fractions (to hundredths) **e**
- SP1: Demonstrate an understanding of many-to-one correspondence **e**
- SP2: Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions **e**

## Arts Education Outcomes – Drama

**By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to:**

**1. Students will be expected to explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.**

- apply knowledge of vocal elements and movement for expressive purposes
- identify and interpret a character’s attitudes and points of view in a dramatic work
- select and use dramatic elements, skills, techniques, and processes to create a variety of dramatic works

**2. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.**

- create, rehearse, and present drama works to communicate the meaning of poems, stories, art works, myths, and other source material drawn from a wide range of cultures
- collaborate in developing, planning, and designing of classroom dramatizations

**5. Students will be expected to examine the relationship among the arts, societies, and environments.**

- explore examples of how drama can reflect the ideas of individuals, communities, and societies
- describe and make connections between drama and the other arts
- explore how drama can communicate a topic of personal significance

**6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive works.**

- identify problems relating to their drama work and explore possible solutions
- justify their preferences for specific drama, using appropriate vocabulary **e**
- use feedback to refine their own dramatic work **e**

**7. Students will be expected to understand the role of technologies in creating and responding to expressive works.**

- use available technologies in their drama work
- explain the possibilities and limitations of different media for dramatic effect **e**
- analyse the use of dramatic tools and technologies in shaping responses to dramatic work **e**

**8. Students will be expected to analyse the relationship between artistic intent and the expressive work.**

- discover why dramatic works are created
- evaluate how individuals or groups meet dramatic goals **e**
- contribute ideas that express an awareness of the focus of the drama



## Visual Arts Outcomes

### By the end of grade 5 students will:

- Create an art work, independently, based on memory, observation, imagination, fantasy, mood and in response to expressive art forms **e**
  - generate and select ideas for art work
  - use a variety of sources to stimulate ideas on art work
  - use a variety of subject matter in their art work
  - demonstrate self-confidence and eagerness toward their art production, expression and discussion
  - develop observational skills

Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol **e**, simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 5



## Personal Wellness Outcomes

### Wellness

- 1.1 assess personal health habits and their relationship to wellness **e**
- 1.2 analyze the impact of the using strategies to promote healthy growth and development
- 1.6 select personal safety practices that promote injury prevention

### Mental Fitness **e**

- 2.1 identify sources and signs of stress as well as ways to manage it
- 2.2 demonstrate methods for regulating emotional reactions, and
- 2.3 identify strategies for seeking support for self and others

### Relationships

- 3.1 analyze how appreciating diversity enhances community relationships
- 3.2 describe empathic responses and their impact on interpersonal relationships

- 3.3 analyze the various types of bullying and appropriate strategies to respond, and;
- 3.4 analyze strategies to deal with conflict across a variety of interpersonal relationships

## Science Outcomes

### Scientific Literacy

- 1.1 Students will plan investigations by asking questions, making inferences, and selecting and using equipment or technology needed to solve a specific problem in the natural world
- 1.2 Students will collect data by observing and measuring; using tools and methods appropriate for the task
- 1.3 Students will analyse and interpret patterns in data to construct explanations based on evidence from investigations
- 1.4 Students will communicate using writing, drawing pictures, and oral language to express valid conclusions supported by data

### Concepts and Content for 1.1 – 1.4: People (Human body systems)

- Identify the major system including: Digestive, Respiratory, Circulatory, Nervous and Musculoskeletal (not muscular and skeletal separately)
- Describe the general functions of the major systems of the human body
- Describe how the human body changes over time
- Investigate ways the major systems of the human body interact to optimal functioning or maintain balance (homeostasis). For example: maintain constant temperature – i.e., sweating while running; response to stimuli – i.e., pull back after touching a hot surface
- Explore how the different body systems are interconnected
  - Bones and joints
  - Blood and circulation
  - Muscles and movement
- Determine what the body needs to be healthy and functional
  - Effect of environmental and physical factors
  - Defense and protection from disease



## English Language Arts Outcomes

### 1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

- contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers
- ask and respond to questions to seek clarification or explanation of ideas and concepts
- explain and support personal ideas and opinions
- listen critically to others' ideas or opinions and points of view

### 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

- contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners
- use word choice and expression appropriate to the speaking occasion
- give and follow precise instructions and respond to questions and directions
- engage in, respond to, and evaluate oral presentations

### 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

- demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation
- identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people

### 4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

- select, independently, texts appropriate to their interests and learning needs **e**
- use pictures and illustrations, word structures, and text to locate topics and obtain or verify their understanding of information

### 5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

- answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts **e**
  - respond to personal, group, and instructional needs for information through accessing a variety of texts
  - demonstrate understanding of how classification systems and basic reference materials are used to facilitate research
  - use a range of reference texts and a database or an electronic search to aid in the selection of texts
  - increase their abilities to access information in response to their own and others' questions

### 6. Students will be expected to respond personally to a range of texts.

- describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects
- support their opinions about texts and features of types of texts

### 7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

- use their background knowledge to question and analyse information presented in print and visual texts
- recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view **e**
- respond critically to texts by
  - applying strategies to analyse a text
  - demonstrating growing awareness that all texts reflect a purpose and a point of view **e**
  - identifying instances where language is being used to manipulate, persuade, or control them **e**
  - identifying instances of opinion, prejudice, bias, and stereotyping



**8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.**

- use a range of strategies in writing and other ways of representing to
  - frame questions and answers to those questions
  - generate topics of personal interest and importance **e**
  - record, develop, and reflect on ideas, attitudes, and opinions
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record and reflect on experiences and their responses to them
  - formulate and monitor goals for learning
  - practise and extend strategies for monitoring learning
- expand appropriate note-making strategies from a growing repertoire
- make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

**9. Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.**

- create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms
  - use specific features, structures, and patterns of various text forms to create written and media texts
- address the demands of a variety of purposes and audiences
  - make choices of form, style, and content for specific audiences and purposes
- invite responses to early drafts of their writing/media productions **e**
  - use audience reaction to help shape subsequent drafts
  - reflect on their final drafts from a readers'/viewers'/listeners' point of view

**10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.**

- use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- demonstrate commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement
- select, organize, and combine relevant information from three or more sources to construct and communicate meaning **e**

### Mathematics Outcomes

- N8: Describe and represent decimals (tenths, hundredths, and thousandths) concretely, pictorially and symbolically **e**
- N9: Relate decimals to fractions and fractions to decimals (to thousandths) **e**
- SP1: Differentiate between first-hand and second-hand data **e**
- SP2: Construct and interpret double bar graphs to draw conclusions **e**

### Arts Education Outcomes – Drama

**By the end of grade 6, students will have achieved the outcomes for entry-grade 3 and will also be expected to:**

**1. Students will be expected to explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.**

- apply knowledge of vocal elements and movement for expressive purposes
- identify and interpret a character's attitudes and points of view in a dramatic work
- select and use dramatic elements, skills, techniques, and processes to create a variety of dramatic works



**2. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.**

- create, rehearse, and present drama works to communicate the meaning of poems, stories, art works, myths, and other source material drawn from a wide range of cultures
- collaborate in developing, planning, and designing of classroom dramatizations

**5. Students will be expected to examine the relationship among the arts, societies, and environments.**

- explore examples of how drama can reflect the ideas of individuals, communities, and societies
- describe and make connections between drama and the other arts
- explore how drama can communicate a topic of personal significance

**6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.**

- identify problems relating to their drama work and explore possible solutions
- justify their preferences for specific drama, using appropriate vocabulary **e**
- use feedback to refine their own dramatic work **e**

**7. Students will be expected to understand the role of technologies in creating and responding to expressive works.**

- use available technologies in their drama work
- explain the possibilities and limitations of different media for dramatic effect **e**
- analyse the use of dramatic tools and technologies in shaping responses to dramatic work **e**

**8. Students will be expected to analyse the relationship between artistic intent and the expressive work.**

- discover why dramatic works are created
- evaluate how individuals or groups meet dramatic goals **e**
- contribute ideas that express an awareness of the focus of the drama

## Visual Arts Outcomes

**By the end of grade 5 students will:**

- Create an art work, independently, based on memory, observation, imagination, fantasy, mood and in response to expressive art forms **e**
  - generate and select ideas for art work
  - use a variety of sources to stimulate ideas on art work
  - use a variety of subject matter in their art work
  - demonstrate self-confidence and eagerness toward their art production, expression and discussion
  - develop observational skills

Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol **e**, simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 6

## Personal Wellness Outcomes

### Wellness

- 6.1.1 Students will examine personal health habits and their impact on the seven domains of wellness
- 6.1.2 Students will describe factors that influence food, substance, and screen time use and misuse **e**

### Mental Fitness **e**

- 6.2.1 Students will describe strategies to maintain positive mental health
- 6.2.2 Students will describe how decision-making impacts personal wellness
- 6.2.3 Students will discuss decision-making about money

### Relationships

- 6.3.1 Students will discuss characteristics of healthy relationships
- 6.3.2 Students will identify differences between conflict and bullying
- 6.3.3 Students will identify ways to promote anti-discrimination **e**





## Science Outcomes

### 4.1 The Nature of Science

- 1.1 Students will ask questions about relationships between and among observable variables to plan investigations (scientific inquiry and technological problem-solving) to address those questions
- 1.2 Students will collect and represent data using tools and methods appropriate for the task
- 1.3 Students will analyse and interpret qualitative and quantitative data to construct explanations
- 1.4 Students will work collaboratively on investigations to communicate conclusions supported by data

## English Language Arts Outcomes

### 1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

- contribute thoughts, ideas, and questions to discussions and compare their own ideas with those of peers and others
- ask and respond to questions to seek clarification or explanation of ideas and concepts
- defend and/or support their opinions with evidence
- listen critically to others' ideas or opinions and points of view


### 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

- contribute to and respond constructively in conversation, small-group and whole-group discussion
- use word choice and emphasis, making a conscious attempt to produce a desired effect
- give and follow instructions and respond to a variety of questions and instructions


### 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

- listen attentively and demonstrate an awareness of the needs, rights, and feelings of others
- detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language
- make a conscious attempt to consider the needs and expectations of their audience

### 4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

- select, independently, texts appropriate to their interests and learning needs 
- use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information

### 5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

- answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts 
  - demonstrate understanding of the purpose of classification systems and basic reference materials
  - use a range of reference texts and a database or an electronic search to facilitate the selection process

### 6. Students will be expected to respond personally to a range of texts.

- explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts
- reflect on and give reasons for their interpretations of an increasing variety of texts



**7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

- recognize that facts can be presented to suit an author's purpose and point of view **e**
  - consider information from alternative perspectives
- identify the conventions and structure of a variety of print and media texts and genres **e**
- make connections with the purpose of each text or genre
- respond critically to texts by
  - applying a growing range of strategies to analyse and evaluate a text
  - demonstrating growing awareness that all texts reflect a purpose and a perspective
  - recognizing when language is being used to manipulate, persuade, or control them **e**
  - detecting prejudice, stereotyping, and bias

**8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.**

- use a range of strategies in writing and other ways of representing to
  - frame questions and design investigations to answer their questions **e**
  - find topics of personal importance **e**
  - record, develop, and reflect on ideas
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record and reflect on experiences and their responses to them
  - formulate goals for learning
  - practise and apply strategies for monitoring learning
- select appropriate note-making strategies from a growing repertoire
- make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

**9. Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.**

- create written and media texts using an increasing variety of forms
  - demonstrate understanding that particular forms require the use of specific features, structures, and patterns
- address the demands of a variety of purposes and audiences
  - make informed choices of form, style, and content for specific audiences and purposes
- invite responses to early drafts of their writing/media productions **e**
  - use audience reaction to help shape subsequent drafts
  - reflect on their final drafts from a readers'/viewers'/listeners' point of view

**10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.**

- select from a range of pre-writing, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations
- demonstrate commitment to shaping pieces of writing and other representations
- select, organize, and combine relevant information from three to five sources **e**



## Mathematics Outcomes

- N5: Demonstrate an understanding of ratio, concretely, pictorially and symbolically **e**
- N6: Demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially and symbolically **e**
- SP1: Create, label, and interpret line graphs to draw conclusions **e**
- SP2: Select, justify and use appropriate methods of collecting data, including: **e**
  - questionnaires
  - experiments
  - databases
  - electronic media
- SP3: Graph collected data and analyze the graph to solve problems **e**

## Arts Education Outcomes – Drama

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**1. Students will be expected to explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.**

- apply knowledge of vocal elements and movement for expressive purposes
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- create, rehearse, and present drama works to communicate the meaning of poems, stories, art works, myths, and other source material drawn from a wide range of cultures
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- use available technologies in their drama work
- explain the possibilities and limitations of different media for dramatic effect **e**
- analyse the use of dramatic tools and technologies in shaping responses to dramatic work **e**

**8. Students will be expected to analyse the relationship between artistic intent and the expressive work.**

- discover why dramatic works are created
- evaluate how individuals or groups meet dramatic goals **e**
- contribute ideas that express an awareness of the focus of the drama



## Visual Arts Outcomes

### Creating and Presenting

- 6.1.1 create imagery that demonstrates an understanding of the expressive quality of the elements and principles of design
- 6.1.2 demonstrate and apply knowledge of basic art skills, techniques, processes and language
- 6.1.4 develop and create imagery that draws upon observation, imagination, memory, and the interpretation of sensory experiences
- 6.2.1 construct personal meaning and communicate it through their artwork
- 6.2.2 choose, display, and describe work from their own portfolio
- 6.2.3 acknowledge and respect individual approaches to and opinions of art
- 6.2.4 collaborate with others to examine a variety of art forms during the creative process

### Understanding and Connecting Contexts of Time, Place and Community

- 6.3.1 investigate the relationship between the visual arts and other subjects
- 6.4.3 use experiences from their personal, social, and physical environments as a basis for visual expression
- 6.5.1 demonstrate respect for the uniqueness of the works created by self and others

### Perceiving, Reflecting and Responding

- 6.6.1 analyse preferences for selected works of art
- 6.6.2 analyse others' artwork to form conclusions about formal properties, cultural contexts, and intent
- 6.6.3 use descriptive art language to analyse, interpret, and respond to their own and others' work
- 6.6.4 examine artworks to determine how elements and principles of design were used
- 6.6.5 recognize the relationship between seeing, feeling, and thinking by analysing and interpreting their own and others' work
- 6.7.1 recognize that art imagery is developed for a variety of purposes, and discuss their own intentions and intentions of others in creating art objects
- 6.7.2 identify and discuss the source of ideas behind their own work



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## Grade 4



### Health Outcomes

#### Mental Health – The grade four student will: **e**

- 2. recognize the relationship between emotional/social adjustment and physical well-being
- 8. identify some of the factors which affect our feelings
- 9. identify and demonstrate communication skills during group activities
- 10. evaluation communication techniques used by self and peers

#### Relationships – The grade four student will:

- 2. realize that one's decisions may affect other people
- 3. understand that every right has a corresponding responsibility
- 4. understand that adults are responsible for the physical needs of young people
- 6. outline the steps to follow in decision making
- 7. explain how decisions can have long-term effects
- 9. identify some advantages of similarities and differences in people
- 10. identify examples of positive role models and explain their importance
- 11. know how to express concern for others in the class

#### Physical Growth and Development – The grade four student will:

- 1. locate and name the major internal body organs such as: heart, lungs, stomach, uterus, kidneys and liver
- 2. explain the concept of body systems
- 3. identify the major parts of the digestive system
- 4. explain the functions of the digestive system

#### Nutrition – The grade four student will: **e**

- 5. describe a nutritious lunch or snack
- 8. describe the relationship between nutrition and well-being

#### Self Care – The grade four student will:

- 1. identify some chronic disorders such as allergies and asthma and some communicable diseases such as colds, flus and AIDS
- 3. know that the immune system is the body's defence against disease
- 5. demonstrate proper handwashing practice

#### Injury Prevention and Safety – The grade four student will:

- 2. demonstrate some basic first aid procedures
- 5. know the emergency phone numbers for the community
- 10. examine some potentially dangerous practices in the community and in the school **e**
- 11. assess an area of the school for possible injury risks **e**

#### Drug Education – The grade four student will:

- 1. relate the major functions of medicines and the importance of safe use and handling

#### Consumer Health – The grade four student will:

- 3. identify various sources of health-related information
- 4. identify some of the factors that influence the selection of health products and services, and **e**
- 5. access the health services in the community **e**

### Science Outcomes

#### Integrated Skills **e**

- 1.0 propose questions to investigate and practical problems to solve
- 2.0 rephrase questions in a testable form
- 3.0 state a prediction and a hypothesis
- 4.0 identify various methods for finding answers to questions and solutions to problems, and select one that is appropriate



- 6.0 identify appropriate tools, instruments, and materials to complete investigations
- 11.0 make observations and collect information that is relevant to the question or problem
- 12.0 record observations
- 13.0 identify and use a variety of sources and technologies to gather relevant information
- 16.0 compile and display data
- 17.0 identify and suggest explanations for patterns and discrepancies in data
- 18.0 draw a conclusion that answers an initial question
- 21.0 identify new questions or problems that arise from what was learned
- 22.0 communicate questions, ideas, and intentions, and listen to others while conducting investigations
- 23.0 communicate procedures and results
- 24.0 work with group members to evaluate processes used in solving a problem

## English Language Arts Outcomes

### 1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

- 1.1 discuss personal experiences with supporting details
- 1.2 use active listening strategies for a variety of purposes
- 1.3 use various types of questions to explore information and ideas
- 1.4 apply knowledge of word formations to spoken language
- 1.6 reflect upon a variety of oral texts to share personal perspectives

### 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

- 2.1 contribute effectively to conversations
- 2.2 apply effective presentation skills
- 2.3 respond to a speaker's message
- 2.4 communicate directions with precision
- 2.5 follow directions with precision

### 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

- 3.1 communicate with respect and sensitivity

### 4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts. **e**

- 4.1 select and read a variety of texts, forms, and genres appropriate for specific purposes
- 4.2 use text structures to construct meaning
- 4.3 use text features to construct meaning

### 5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies. **e**

- 5.1 create a question for an inquiry
- 5.2 analyze information from reliable and relevant sources
- 5.3 organize information in a meaningful way
- 5.4 share new learning from inquiry

### 6. Students will be expected to respond personally to a range of texts.

- 6.1 respond to texts by making connections
- 6.2 use evidence from texts to support responses

### 7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

- 7.1 analyze the intended messages in a variety of text types and forms
- 7.2 respond critically to a variety of text types and forms **e**

### 8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

- 8.1 express feelings and imaginative ideas through writing and representing
- 8.2 reflect on their learning through writing and representing



**9. Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.**

- 9.1 create various text types and forms for specific purposes and audiences when writing and representing

**10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.**

- 10.1 create texts using the process of writing and representing
- 10.2 reflect on their development in writing and representing **e**

## Mathematics Outcomes

**Develop number sense. **e****

- 4N9 Represent and describe decimals (tenths, hundredths), concretely, pictorially and symbolically
- 4N10 Relate decimals to fractions and fractions to decimals (to hundredths)

**Collect, display and analyze data to solve problems. **e****

- 4SP1 Demonstrate an understanding of many-to-one correspondence
- 4SP2 Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions

## Art Outcomes

**Creating, Making and Presenting **e****

**1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts. By the end of grade 4, students will be expected to:**

1. Explore the elements of design (line, value, colour, shape, form, texture, and space) in creating artwork
2. Explore the principles of design (balance, emphasis, unity, movement/rhythm, pattern, and contrast/variety) in creating artwork
3. Use a combination of the elements and principles of design in art making

5. Demonstrate and apply knowledge of basic art skills, techniques, processes, and language
6. Make effective choices about tools and materials in the creation of art

**2. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes. By the end of grade 4, students will be expected to:**

8. Use experiences from their personal, social, and physical environments to create art
9. Create art for a variety of audiences and purposes
10. Collaborate with others during the creative process to examine a variety of art forms

**Understanding and Connecting Contexts of Time, Place, and Community **e****

**5. Students will be expected to examine the relationship among the arts, societies, and environments. By the end of grade 4, students will be expected to:**

22. Identify and consider the sources of ideas and influences which affect their work

**Perceiving, Reflecting, and Responding **e****

**6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works. By the end of grade 4, students will be expected to:**

25. Respectfully view and discuss, using descriptive language, as they analyze and interpret artwork
26. Suggest reasons for preferences in artwork
27. Examine the work of artists to determine how they have used the elements and principles of design
28. Recognize the relationship between feeling and thinking when experiencing art
29. Acknowledge and respect individual approaches to and opinions of art
30. Choose, display, and describe work from their own portfolios



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## Grade 5

### Health Outcomes

#### Mental Health – The grade five student will: **e**

- 2. understand the basic concept of self-efficacy and some factors which influence it
- 3. understand the interrelationship of physical and mental health, and general well-being
- 4. understand that the way we are treated impacts on self-esteem and general emotional well-being

#### Relationships – The grade five student will:

- 1. recognize that a peer is someone in the same age group
- 2. realize that one's behaviour may be influenced by peers
- 3. identify some positive and negative peer influences
- 5. describe ways to counteract negative peer pressure **e**
- 8. apply the decision-making process to daily activities
- 9. examine some of the advantages and disadvantages of independent decision making **e**
- 10. distinguish between secrets, surprises, confidentiality and privacy
- 11. explain how a person can be influenced by group pressure **e**
- 12. identify some advantages of group participation **e**
- 13. outline some personal and peer problems and plan how to deal with them **e**

#### Physical Growth and Development – The grade five student will:

- 1. identify the parts and functions of the circulatory system
- 2. propose ways to maintain a healthy circulatory system
- 3. identify the parts and functions of the respiratory system
- 4. propose ways to maintain a healthy respiratory system

#### Nutrition – The grade five student will:

- 2. describe the relationship between food variety, nutrients, and meal planning **e**
- 5. identify the relationships that exist between certain health problems and nutrition, for example, the effects of high energy food and weight control on the circulatory system **e**
- 6. understand why certain foods should not be consumed by individuals with allergies
- 7. read and interpret basic information on food labels **e**

#### Self Care – The grade five student will:

- 5. realize that a disability may not be a handicap **e**

#### Injury Prevention and Safety – The grade five student will:

- 9. identify some emergency situations which may occur in the community

#### Drug Education – The grade five student will:

- 1. outline where and how to obtain accurate information regarding medicines

### Science Outcomes

#### Integrated Skills **e**

- 1.0 propose questions to investigate and practical problems to solve
- 2.0 rephrase questions in a testable form
- 3.0 state a prediction and a hypothesis
- 7.0 identify appropriate tools, instruments, and materials to complete investigations
- 12.0 make observations and collect information that is relevant to the question or problem
- 15.0 identify and use a variety of sources and technologies to gather relevant information
- 18.0 compile and display data
- 19.0 identify and suggest explanations for patterns and discrepancies in data
- 20.0 evaluate the usefulness of different information sources in answering a question
- 21.0 draw a conclusion that answers an initial question
- 23.0 identify potential applications of findings
- 24.0 identify new questions or problems that arise from what was learned





- 25.0 communicate questions, ideas, and intentions, and listen to others while conducting investigations
- 26.0 collaborate with others to devise and carry out procedures
- 27.0 ask others for advice or opinions
- 28.0 identify problems as they arise and collaborate with others to find solutions

### Body Systems

- 67.0 describe how body systems help meet their basic needs
- 68.0 describe the structure and function of the major organs of human body systems
  - 68.1 describe the structure and function of the major organs of the nervous, muscular, and skeletal systems
  - 68.2 describe the structure and function of the major organs of the respiratory system
  - 68.3 describe the structure and function of the major organs of the digestive and excretory systems
  - 68.4 describe the structure and function of the major organs of the circulatory system
- 70.0 describe the role of the skin
- 71.0 describe the body's defenses against infections
- 73.0 describe nutritional and other requirements for maintaining a healthy body **e**
- 40.0 provide examples of how science and technology have been used to solve problems in their community and region
- 49.0 describe examples of technologies that have been developed to improve living conditions

## English Language Arts Outcomes

### 1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

- 1.1 express ideas with supporting evidence
- 1.2 use active listening strategies for a variety of purposes
- 1.3 ask and respond to questions to extend personal thinking

### 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

- 2.1 engage in a range of collaborative discussions
- 2.2 use effective presentation skills
- 2.3 analyze the impact of the presentation on the audience
- 2.4 determine whether they agree or disagree with the speaker's perspective

### 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

- 3.1 use non-verbal communication that is sensitive to others
- 3.2 use inclusive oral language to communicate to the intended audience

### 4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

- 4.1 use cueing systems to construct meaning
- 4.2 select appropriate texts **e**
- 4.3 develop proficient reading and viewing skills
- 4.5 explain how text features help readers construct meaning **e**



**5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies. e**

- 5.1 create an inquiry question to gather information for various purposes
- 5.2 select information from a variety of sources
- 5.3 interpret relevant information from selected sources
- 5.4 organize relevant information from selected sources
- 5.5 evaluate information
- 5.6 share relevant information from selected sources

**6. Students will be expected to respond personally to a range of texts.**

- 6.1 extend understanding of text by responding personally
- 6.2 quote from a text to support thinking

**7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

- 7.1 ask critical questions of texts
- 7.2 analyze intended messages in texts
- 7.3 discuss alternative points of view e
- 7.4 analyze how language is used to influence ways of thinking e
- 7.5 recognize that social action can bring about change e

**8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.**

- 8.1 develop proficient writing and representing skills
- 8.2 create texts that represent experiences, personality and interests

**9. Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes. e**

- 9.1 create texts for a wide range of audiences and purposes
- 9.2 create texts in various genres and forms

**10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.**

- 10.1 create texts using the processes of writing and representing
- 10.2 collaborate with others during text creation

## Mathematics Outcomes

### Develop number sense e

- 5N7 Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to compare fractions with like and unlike denominators
- 5N8 Describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially and symbolically
- 5N9 Relate decimals to fractions and fractions to decimals (to thousandths)

### Collect, display and analyze data to solve problems e

- 5SP1 Differentiate between first-hand and second-hand data
- 5SP2 Construct and interpret double bar graphs to draw conclusions

## Art Outcomes

### Creating, Making and Presenting e

**1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts. By the end of grade 5, students will be expected to:**

1. Explore the elements of design (line, value, colour, shape, form, texture, and space) in creating artwork
2. Explore the principles of design (balance, emphasis, unity, movement/rhythm, pattern, and contrast/variety) in creating artwork
3. Use a combination of the elements and principles of design in art making
5. Demonstrate and apply knowledge of basic art skills, techniques, processes, and language
6. Make effective choices about tools and materials in the creation of art



**2. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes. By the end of grade 5, students will be expected to:**

8. Use experiences from their personal, social, and physical environments to create art
9. Create art for a variety of audiences and purposes
10. Collaborate with others during the creative process to examine a variety of art forms

**Understanding and Connecting Contexts of Time, Place, and Community** 


**5. Students will be expected to examine the relationship among the arts, societies, and environments:**

22. Identify and consider the sources of ideas and influences which affect their work

**Perceiving, Reflecting, and Responding** 

**6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works. By the end of grade 5, students will be expected to:**

25. Respectfully view and discuss, using descriptive language, as they analyze and interpret artwork
26. Suggest reasons for preferences in artwork
27. Examine the work of artists to determine how they have used the elements and principles of design
28. Recognize the relationship between feeling and thinking when experiencing art
29. Acknowledge and respect individual approaches to and opinions of art
30. Choose, display, and describe work from their own portfolios

Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol , simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.


## Grade 6

### Health Outcomes

**Mental Health – The grade six student will:** 

- 1. distinguish between mental health and mental illness
- 2. identify services to help people with mental illness
- 3. identify the various resources available for personal support
- 4. understand that everyone has basic emotional needs
- 5. identify different kinds of feelings and understand how they influence behaviour
- 6. demonstrate appropriate ways to express a variety of emotions
- 7. outline the steps to follow in dealing appropriately with a personal problem
- 8. recognize the importance of discussing fears or concerns with someone you can trust
- 9. understand the nature of stress and its effects on the body, and
- 10. demonstrate some appropriate techniques in response to stressful situations

**Relationships – The grade six student will:**

- 4. describe ways to express caring
- 8. identify ways of developing positive relationships with peers
- 9. understand that the Provincial Human Rights code protects people against discrimination 
- 10. identify instances which represent a breakdown in communication
- 11. demonstrate effective communication skills



### Nutrition – The grade six student will: **e**

- 3. propose nutritious food choices for meals
- 7. discuss how food choices are affected by many factors including culture, tradition, religion, food availability, eating patterns and habits, and social influences and customs

### Self Care – The grade six student will:

- 1. discuss how prevention and early detection relate to wellness

### Injury Prevention and Safety – The grade six student will:

- 3. demonstrate some basic first aid procedures
- 5. assess an area of the community for injury risk **e**
- 8. discuss procedures and responsibilities involved in providing help in life-saving situations

### Consumer Health – The grade six student will:

- 1. list some of the contributions made by medical research to the cure of diseases and illnesses **e**
- 2. discuss some of the current research on health-related topics **e**
- 3. discuss the effectiveness of some health products in treating illness
- 4. recognize the need for professional services when health care is required
- 6. discuss the cost of health care and factors influencing that cost **e**

## Science Outcomes

### Integrated Skills **e**

- 1.0 propose questions to investigate and practical problems to solve
- 2.0 rephrase questions in a testable form
- 3.0 state a prediction and a hypothesis
- 4.0 define objects and events in investigations
- 6.0 identify various methods for finding answers to questions and solutions to problems, and select one that is appropriate
- 7.0 devise procedures to carry out a fair test and to solve a practical problem
- 8.0 identify appropriate tools, instruments, and materials to complete investigations

- 10.0 select and use tools
- 11.0 follow procedures
- 12.0 make observations and collect information that is relevant to the question or problem
- 13.0 record observations
- 14.0 identify and use a variety of sources and technologies to gather relevant information
- 18.0 compile and display data
- 19.0 identify and suggest explanations for patterns and discrepancies in data
- 20.0 evaluate the usefulness of different information sources in answering a question
- 21.0 draw a conclusion that answers an initial question
- 23.0 identify potential applications of findings
- 24.0 identify new questions or problems that arise from what was learned
- 25.0 communicate questions, ideas, and intentions, and listen to others while conducting investigations
- 26.0 communicate procedures and results
- 27.0 ask others for advice or opinions

## English Language Arts Outcomes

### 1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

- 1.0 examine how sharing experiences, explanations or reasoning with others clarifies and extends thinking
- 2.0 use active listening strategies for a variety of purposes
- 3.0 assess how thinking may be affected as a result of listening to others

### 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

- 4.0 express ideas in a range of discussions
- 5.0 apply effective presentation skills
- 6.0 analyze the impact of a presentation on an audience
- 7.0 examine a speaker's perspective



**3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.**

- 8.0 evaluate verbal and non-verbal communication

**4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.**

- 10.0 select texts that are appropriate to their interests and learning needs **e**
- 11.0 integrate effective reading and viewing strategies
- 12.0 explain how text structures help the audience construct meaning **e**
- 13.0 explain how text features help the audience construct meaning **e**

**5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies. **e****

- 15.0 create inquiry questions to gather information for multiple purposes
- 16.0 select a variety of informational sources
- 17.0 evaluate information from a variety of selected sources
- 18.0 organize relevant information from reliable selected sources
- 19.0 share relevant information from selected sources

**6. Students will be expected to respond personally to a range of texts.**

- 20.0 explain thinking using support from texts
- 21.0 explain thinking using personal connections

**7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

- 22.0 evaluate messages in texts
- 23.0 compare alternate points of view **e**
- 24.0 analyze the impact of language used in texts
- 25.0 examine how responses to texts can affect social change **e**

**8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.**

- 26.0 explore ways to develop ideas
- 28.0 experiment with stylistic effects in writing and representing to create interest
- 29.0 reflect on themselves as text creators **e**

**9. Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.**

- 30.0 create a range of texts
- 31.0 assess the influence that audience and purpose have during the creation of texts

**10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness. **e****

- 33.0 analyze responses from peers during text creation
- 35.0 examine the impact of publishing texts for others

## Mathematics Outcomes

**Develop number sense. **e****

- 6N5 Demonstrate an understanding of ratio, concretely, pictorially and symbolically
- 6N6 Demonstrate an understanding of percent (limited to whole numbers), concretely, pictorially and symbolically

**Collect, display and analyze data to solve problems. **e****

- 6SP1 Create, label and interpret line graphs to draw conclusions
- 6SP2 Select, justify and use appropriate methods of collecting data, including:
  - questionnaires
  - experiments
  - databases
  - electronic media
- 6SP3 Graph collected data, and analyze the graph to solve problems



## Art Outcomes

### Creating, Making and Presenting ☹

**1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts. By the end of grade 6, students will be expected to:**

1. Explore the elements of design (line, value, colour, shape, form, texture, and space) in creating artwork
2. Explore the principles of design (balance, emphasis, unity, movement/rhythm, pattern, and contrast/variety) in creating artwork
3. Use a combination of the elements and principles of design in art making
5. Demonstrate and apply knowledge of basic art skills, techniques, processes, and language
6. Make effective choices about tools and materials in the creation of art

**2. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes. By the end of grade 6, students will be expected to:**

8. Use experiences from their personal, social, and physical environments to create art
9. Create art for a variety of audiences and purposes
10. Collaborate with others during the creative process to examine a variety of art forms

### Understanding and Connecting Contexts of Time, Place, and Community ☹

**5. Students will be expected to examine the relationship among the arts, societies, and environments. By the end of grade 6, students will be expected to:**

22. Identify and consider the sources of ideas and influences which affect their work

### Perceiving, Reflecting, and Responding ☹

**6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works. By the end of grade 6, students will be expected to:**

25. Respectfully view and discuss, using descriptive language, as they analyze and interpret artwork
26. Suggest reasons for preferences in artwork
27. Examine the work of artists to determine how they have used the elements and principles of design
28. Recognize the relationship between feeling and thinking when experiencing art
29. Acknowledge and respect individual approaches to and opinions of art
30. Choose, display, and describe work from their own portfolios



Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol **e**, simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 4



### Health Education Outcomes

**Learners will investigate how health behaviours impact physical, mental, emotional, social, and spiritual health.**

- Food Choice and Eating Habits **e**
  - Investigate how the recommendations within the Canada Food Guide contribute to the dimensions of health

**Learners will investigate the components of mental health literacy.**

- Parts and Function of the Brain **e**
  - Investigate parts of the brain and their function in mental health
- Emotional Literacy
  - Select words to describe emotions
- Help Seeking
  - Investigate ways to cope with challenging life circumstances
  - Investigate ways to seek help and share difficult emotions **e**

**Learners will investigate sexual health and reproductive health information.**

- Emotional Changes of Puberty **e**
  - Investigate emotional changes that take place during the process of puberty

**Learners will analyse how relationships impact physical, mental, emotional, social, and spiritual health.**

- Relationships and Health
  - Investigate how different kinds of relationships impact the dimensions of health
- Friendship
  - Classify the characteristics of healthy and unhealthy friendships
- Boundaries **e**
  - Question how boundaries keep relationships safe and healthy

**Learners will analyse the impacts of substances on the health and safety of children.**

- Substances
  - Investigate healthy ways that substances are used by children

### Science Outcomes

#### Scientific Literacy **e**

**By the end of grade 6, students will be expected to:**

- demonstrate that science and technology use specific processes to investigate the natural and constructed world or to seek solutions to practical problems
- describe applications of science and technology that have developed in response to human and environmental needs
- describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment
- ask questions about objects and events in the local environment and develop plans to investigate those questions
- observe and investigate their local environment and record the results
- interpret findings from investigations using appropriate methods



- work collaboratively to carry out science-related activities and communicate ideas, procedures, and results
- willingly observe, question, explore, and investigate
- consider their own observations and ideas as well as those of others during investigations and before drawing conclusions
- appreciate the importance of accuracy and honesty
- demonstrate perseverance and a desire to understand
- work collaboratively while exploring and investigating
- be sensitive to and develop a sense of responsibility for the welfare of other people, other living things, and the environment

## English Language Arts Outcomes

### **Speaking and Listening – 1.0 Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.**

- 1.1 explore and discuss their thoughts, ideas, and experiences and consider those of their peers
- 1.2 ask and respond to questions to clarify information and explore solutions to problems
- 1.3 explain personal opinions and respond to the questions and opinions of others
- 1.4 listen critically to others' ideas and opinions expressed

### **Speaking and Listening – 2.0 Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.**

- 2.1 contribute to conversations, small-group and whole-group discussion, showing an awareness of when to speak and when to listen
- 2.2 use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion
- 2.3 give and follow instructions and respond to questions and directions
- 2.4 engage in and respond to oral presentations **e**

### **Speaking and Listening – 3.0 Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose.**

- 3.1 show basic courtesies of conversation in group interactions
- 3.2 identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people
- 3.3 show an awareness of the kinds of language appropriate to different situations and audiences

### **Reading and Viewing – 4.0 Students will select, read and view with understanding a range of literature, information, media and visual texts.**

- 4.1 select, with growing independence, texts appropriate to their interests and learning needs **e**
- 4.3 use pictures and illustrations, word structures, and text features to locate topics and obtain or verify understandings of the information

### **Reading and Viewing – 5.0 Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.**

- 5.1 answer, with assistance, their own and others' questions by seeking information from a variety of texts **e**

### **Reading and Viewing – 6.0 Students will be expected to respond personally to a range of text.**

- 6.1 describe, share, and discuss their personal reactions to texts
- 6.2 give reasons for their opinions about texts and types of texts and the work of authors and illustrators





**Reading and Viewing – 7.0 Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre.**

- 7.1 use their background knowledge to question information presented in print and visual texts
- 7.2 identify conventions and characteristics of different types of print and media texts that help them understand what they read and view **e**
- 7.3 respond critically to text by:
  - asking questions and formulating understandings
  - discussing texts from the perspective of their own experiences
  - identifying instances where language is being used, not only to entertain, but to manipulate, persuade or control them **e**
  - identifying instances of prejudice and stereotyping **e**

**Writing and Other Ways of Representing – 8.0 Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.**

- 8.1 use strategies in writing and other ways of representing to
  - formulate questions and organize ideas
  - generate topics of personal interest and importance **e**
  - discover and express personal attitudes, feelings, and opinions **e**
  - compare their own thoughts and beliefs to those of others **e**
  - describe feelings, reactions, values, and attitudes
  - record experiences
  - formulate goals for learning
- 8.2 experiment with different ways of making their own notes **e**
- 8.3 experiment with language, appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing

**Writing and Other Ways of Representing – 9.0 Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

- 9.1 create written and media texts, collaboratively and independently, in a variety of forms
- 9.2 demonstrate an awareness of purpose and audience
- 9.3 invite response to early drafts of their writing/media productions to shape subsequent drafts **e**

**Writing and Other Ways of Representing – 10.0 Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.**

- 10.1 develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies **e**
- 10.3 use technology with increasing proficiency in writing and other forms of representing
- 10.4 demonstrates a commitment to shaping pieces of writing and other representations through stages of development
- 10.5 select, organize and combine relevant information from two or more sources and construct and communicate meaning **e**

## Mathematics Outcomes

**Students will be expected to: **e****

- N08: Demonstrate an understanding of fractions less than or equal to 1 by using concrete pictorial, and symbolic representations to:
  - provide examples of where fractions are used
- N09: Describe and represent decimals (tenths and hundredths) concretely, pictorially and symbolically
- N010: Relate decimals to fractions and fractions to decimals (to hundredths)
- SP01: Demonstrate an understanding of many-to-one correspondence
- SP02: Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions



## Visual Arts Outcomes

**Learners will create artworks that express feelings, ideas, and understandings. e**

- Elements of Art and Principles of Design
  - Apply the elements of art and principles of design in artworks
- Personal Meaning
  - Investigate how feelings, ideas, and understandings are expressed in artworks
- Media
  - Compare how media and tools are used in art making
- Creative Process
  - Investigate how the creative process is used in creating artworks

**Learners will plan personal responses to a variety of artworks. e**

- Language of Art (Elements of Art and Principles of Design)
  - Investigate how the language of art can be used in responses
- Impact of Artworks
  - Investigate the impact of artworks on self and others
- Supporting Details
  - Select supporting details to inform a response
- Impact of Decisions
  - Evaluate the impact of decisions made during the creation of artworks

Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol **e**, simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 5

### Health Education Outcomes

**Learners will investigate how health behaviours impact physical, mental, emotional, social, and spiritual health.**

- Contributions of Food and Water to Health **e**
  - Investigate how food and water contribute to the dimensions of health

**Learners will investigate the components of mental health literacy.**

- Brain and Brain Functions **e**
  - Investigate parts of the brain and their function in mental health
- Emotional Literacy
  - Compare the emotional responses of others
- Coping Strategies
  - Investigate ways to cope with challenging life circumstances
- Help Seeking **e**
  - Investigate challenges to seeking help for a mental health problem

**Learners will investigate sexual and reproductive health information.**

- Puberty **e**
  - Investigate the impact that puberty has on the dimensions of health
- Positive Self-image **e**
  - Select ways to support a positive self-image during the time of puberty

**Learners will analyse how relationships impact physical, mental, emotional, social, and spiritual health.**

- Respectful Relationships
  - Investigate ways to show respect in relationships



**Learners will analyse the impacts of substances on the health and safety of children.**

- Substance Use
  - Compare healthy versus unhealthy use of substances
- Boundaries **e**
  - Investigate how boundaries keep relationships safe and healthy

## Science Outcomes

### Scientific Literacy **e**

**By the end of grade 6, students will be expected to:**

- demonstrate that science and technology use specific processes to investigate the natural and constructed world or to seek solutions to practical problems
- describe applications of science and technology that have developed in response to human and environmental needs
- describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment
- ask questions about objects and events in the local environment and develop plans to investigate those questions
- observe and investigate their local environment and record the results
- interpret findings from investigations using appropriate methods
- work collaboratively to carry out science-related activities and communicate ideas, procedures, and results
- willingly observe, question, explore, and investigate
- consider their own observations and ideas as well as those of others during investigations and before drawing conclusions
- appreciate the importance of accuracy and honesty
- demonstrate perseverance and a desire to understand
- work collaboratively while exploring and investigating
- be sensitive to and develop a sense of responsibility for the welfare of other people, other living things, and the environment

## Healthy Body

**Learners will analyse how the body functions to meet its needs.**

- describe the structure and function of the major organs of the digestive, excretory, respiratory, and circulatory systems
- describe the body's defences against infections and describe the role of the skin
- describe nutritional and other requirements for maintaining a healthy body and evaluate the usefulness of different information sources in answering questions about health and diet **e**
- describe examples of medical techniques and technologies developed by Canadians and other cultures that have contributed to the knowledge of body organisms, systems, and health issues **e**

## English Language Arts Outcomes

**Speaking and Listening – 1.0 Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.**

- 1.1 contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers
- 1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.3 explain and support personal ideas and opinions
- 1.4 listen critically to others' ideas and opinions and points of view

**Speaking and Listening – 2.0 Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.**

- 2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners
- 2.2 use word choice and expression appropriate to the speaking occasion
- 2.3 give and follow precise instructions and respond to questions and directions
- 2.4 engage in, respond to, and evaluate oral presentations **e**



**Speaking and Listening – 3.0 Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose.**

- 3.1 demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation
- 3.2 identify examples of prejudice and stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people
- 3.3 consider purpose and the needs and expectations of their audience

**Reading and Viewing – 4.0 Students will be expected to select, read and view with understanding a range of literature, information, media, and visual texts.**

- 4.1 select, independently, texts appropriate to their interests and learning needs
- 4.3 use pictures and illustrations, word structures, and text features to locate topics and obtain or verify their understanding of the information

**Reading and Viewing – 5.0 Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.**

- 5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts

**Reading and Viewing – 6.0 Students will be expected to respond personally to a range of text.**

- 6.1 describe, share, and discuss their personal reactions to a range of texts across genres, topics and subjects
- 6.2 support their opinions about texts and features of types of texts

**Reading and Viewing – 7.0 Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre.**

- 7.1 use their background knowledge to question and analyze information presented in print and visual texts
- 7.2 recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view
- 7.3 respond critically to texts by:
  - applying strategies to analyse a text
  - demonstrating growing awareness that all texts reflect a purpose and a point of view
  - identifying instances where language is being used to manipulate, persuade, or control them
  - identifying instances of opinion, prejudice, bias, and stereotyping

**Writing and Other Ways of Representing – 8.0 Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.**

- 8.1 use a range of strategies in writing and other ways of representing to
  - frame questions and answers to those questions
  - generate topics of personal interest and importance
  - record, develop, and reflect on ideas, attitudes, and opinions
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record and reflect on experiences and their responses to them
  - formulate and monitor goals for learning
  - practise and extend strategies for monitoring learning
- 8.2 expand appropriate note-making strategies from a growing repertoire
- 8.3 make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing



**Writing and Other Ways of Representing – 9.0 Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

- 9.1 create written and media texts, collaboratively and independently, in different modes, and an increasing variety of forms
- 9.2 address the demands of a variety of purposes and audiences
- 9.3 invite responses to early drafts of their writing/media productions to shape subsequent drafts and reflect on their final drafts **e**

**Writing and Other Ways of Representing – 10.0 Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.**

- 10.1 use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies **e**
- 10.3 use technology with increasing proficiency to create, revise, edit, and publish texts
- 10.4 demonstrate a commitment to shaping pieces of writing and other representations through stages of development and refinement
- 10.5 select, organize and combine relevant information from three or more sources and construct and communicate meaning **e**

## Mathematics Outcomes

**Students will be expected to: **e****

- N07: Demonstrate an understand of fractions by using concrete, pictorial, and symbolic representations to:
  - compare and order fractions with like and unlike denominators
- N08: Describe and represent decimals (tenths, hundredths, and thousandths) concretely, pictorially and symbolically
- N09: Relate decimals to fractions and fractions to decimals (to thousandths)
- SP01: Differentiate between first-hand and second-hand data
- SP02: Construct and interpret double bar graphs to draw conclusions

## Visual Arts Outcomes


**Learners will create artworks that express feelings, ideas, and understandings. **e****

- Elements of Art and Principles of Design
  - Apply the elements of art and principles of design in artworks
- Personal Meaning
  - Investigate how feelings, ideas, and understandings are expressed in artworks
- Media
  - Compare how media and tools are used in art making
- Creative Process
  - Investigate how the creative process is used in creating artworks

**Learners will plan personal responses to a variety of artworks. **e****

- Language of Art (Elements of Art and Principles of Design)
  - Investigate how the language of art can be used in responses
- Impact of Artworks
  - Investigate the impact of artworks on self and others
- Supporting Details
  - Select supporting details to inform a response
- Impact of Decisions
  - Evaluate the impact of decisions made during the creation of artworks






Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol , simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.


## Grade 6

### Health Education Outcomes


**Learners will investigate the components of mental health literacy.**

- Brain and Brain Functions 
  - Investigate parts of the brain and their function in mental health
- Mental health states 
  - Select words that describe various mental health states
- Coping Strategies
  - Investigate ways to cope with challenging life circumstances
- Help Seeking 
  - Investigate ways that people can get help for a mental health problem or illness for self and others

**Learners will investigate sexual and reproductive health information.**

- Puberty 
  - Select ways you cope with changes associated with puberty

**Learners will analyse how relationships impact physical, mental, emotional, social, and spiritual health.**

- Relationships and Health
  - Investigate how changing relationships with self and others can impact the dimensions of health
- Communication Skills
  - Analyse communication skills that keep relationships healthy
- Boundaries 
  - Investigate how boundaries keep relationships safe and healthy

### Science Outcomes

#### Scientific Literacy

**By the end of grade 6, students will be expected to:**

- demonstrate that science and technology use specific processes to investigate the natural and constructed world or to seek solutions to practical problems
- describe applications of science and technology that have developed in response to human and environmental needs
- describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment
- ask questions about objects and events in the local environment and develop plans to investigate those questions
- observe and investigate their local environment and record the results
- interpret findings from investigations using appropriate methods
- work collaboratively to carry out science-related activities and communicate ideas, procedures, and results
- willingly observe, question, explore, and investigate
- consider their own observations and ideas as well as those of others during investigations and before drawing conclusions
- appreciate the importance of accuracy and honesty
- demonstrate perseverance and a desire to understand
- work collaboratively while exploring and investigating
- be sensitive to and develop a sense of responsibility for the welfare of other people, other living things, and the environment



## English Language Arts Outcomes

### Speaking and Listening – 1.0 Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.

- 1.1 contribute thoughts, ideas, and questions to discussions and compare their own ideas with those of peers and others
- 1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.3 defend and/or support their opinions with evidence
- 1.4 listen critically to others' ideas or opinions and points of view

### Speaking and Listening – 2.0 Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

- 2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion
- 2.2 use word choice and emphasis, making a conscious attempt to produce a desired effect
- 2.3 give and follow instructions and respond to a variety of questions and instructions
- 2.4 engage in, respond to, and evaluate a variety of oral presentations and other texts

### Speaking and Listening – 3.0 Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose.

- 3.1 listen attentively and demonstrate awareness of the needs, rights, and feelings of others
- 3.2 detect example of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language
- 3.3 make a conscious attempt to consider the needs and expectations of their audience

### Reading and Viewing – 4.0 Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts.

- 4.1 select, independently, texts appropriate to their interests and learning needs **e**
- 4.3 use a wider range of pictorial, typographical, and organizational features of written text to obtain, verify, and reinforce their understanding of information

### Reading and Viewing – 5.0 Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

- 5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts **e**

### Reading and Viewing – 6.0 Students will be expected to respond personally to a range of text.

- 6.1 explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts
- 6.2 reflect on and give reasons for their interpretations of an increasing variety of texts

### Reading and Viewing – 7.0 Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre.

- 7.1 recognize that facts can be presented to suit an author's purpose and point of view **e**
- 7.2 identify the conventions and structure of a variety of print and media texts and genre **e**
- 7.3 make connections with the purpose of each text or genre
- 7.4 respond critically to texts by
  - applying a growing range of strategies to analyse and evaluate a text
  - demonstrate growing awareness that all texts reflect a purpose and a perspective
  - recognize when language is being used to manipulate, persuade, or control them **e**
  - detecting prejudice, stereotyping, and bias **e**



**Writing and Other Ways of Representing – 8.0 Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.**

- 8.1 use a range of strategies in writing and other ways of representing to
  - frame questions and design investigations to answer their questions **e**
  - find topics of personal importance **e**
  - record, develop, and reflect on ideas
  - compare their own thoughts and beliefs to those of others **e**
  - describe feelings, reactions, values, and attitudes **e**
  - record and reflect on experiences and their responses to them
  - formulate goals for learning
  - practise and apply strategies for monitoring learning
- 8.2 select appropriate note-making strategies from a growing repertoire **e**
- 8.3 make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

**Writing and Other Ways of Representing – 9.0 Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.**

- 9.1 create written and media text using an increasing variety of forms
- 9.2 address the demands of an increasing variety of purposes and audiences
- 9.3 invite responses to early drafts of their writing/media productions to shape subsequent drafts and reflect on their final drafts **e**

**Writing and Other Ways of Representing – 10.0 Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.**

- 10.1 select from a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations **e**
- 10.3 use technology with increasing proficiency to create, revise, edit, and publish texts
- 10.4 demonstrate commitment to shaping pieces of writing and other representations
- 10.5 select, organize and combine relevant information from three to five sources **e**

## Mathematics Outcomes

**Students will be expected to: **e****

- N05: Demonstrate an understanding of ratio, concretely, pictorially and symbolically
- N06: Demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially and symbolically
- SP01: Create, label, and interpret line graphs to draw conclusions
- SP02: Select, justify and use appropriate methods of collecting data, including:
  - questionnaires
  - experiments
  - databases
  - electronic media
- SP03: Graph collected data and analyze the graph to solve problems





## Visual Arts Outcomes

**Learners will create artworks that express feelings, ideas, and understandings. e**

- Elements of Art and Principles of Design
  - Apply the elements of art and principles of design in artworks
- Personal Meaning
  - Investigate how feelings, ideas, and understandings are expressed in artworks
- Media
  - Compare how media and tools are used in art making
- Creative Process
  - Investigate how the creative process is used in creating artworks

**Learners will plan personal responses to a variety of artworks. e**

- Language of Art (Elements of Art and Principles of Design)
  - Investigate how the language of art can be used in responses
- Impact of Artworks
  - Investigate the impact of artworks on self and others
- Supporting Details
  - Select supporting details to inform a response
- Impact of Decisions
  - Evaluate the impact of decisions made during the creation of artworks



Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol **e**, simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 4



### Health Outcomes

#### Wellness Choices

##### Personal Health – Students will be expected to: **e**

- W-4.1 demonstrate an understanding of the connections among daily physical activity, emotional wellness, and social wellness
- W-4.4 analyse the need for variety and moderation in a balanced diet

##### Safety and Responsibility – Students will be expected to:

- W-4.6 describe and demonstrate an understanding of passive, aggressive, and assertive behaviours **e**
- W-4.7 expand practices that provide safety for self and others
- W-4.9 describe and demonstrate ways to assist with the safety of others

#### Relationship Choices

##### Understanding and Expressing Feelings – Students will be expected to:

- R-4.1 recognize that individuals can have a positive and negative influence on the feelings of others
- R-4.3 recognize that management of positive/negative stress can affect health **e**
- R-4.4 describe and demonstrate communication skills and behaviours that show respect for the feelings of others

##### Interactions – Students will be expected to:

- R-4.6 identify and describe ways to provide support to others
- R-4.7 demonstrate an understanding of effective communication skills and behaviours to reduce escalation of conflict

##### Group Roles and Processes– Students will be expected to:

- R-4.9 assess how to act as an important role model to others

#### Life-Learning Choices

##### Life Goals and Career Development – Students will be expected to: **e**

- L-4.6 recognize that personal roles will change over time and circumstances

### Science Outcomes

#### Scientific Literacy **e**

##### By the end of grade 6, students will be expected to:

- demonstrate that science and technology use specific processes to investigate the natural and constructed world or to seek solutions to practical problems
- describe applications of science and technology that have developed in response to human and environmental needs
- describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment
- ask questions about objects and events in the local environment and develop plans to investigate those questions
- observe and investigate their local environment and record the results
- interpret findings from investigations using appropriate methods
- work collaboratively to carry out science-related activities and communicate ideas, procedures, and results
- willingly observe, question, explore, and investigate
- consider their own observations and ideas as well as those of others during investigations and before drawing conclusions
- appreciate the importance of accuracy and honesty
- demonstrate perseverance and a desire to understand
- work collaboratively while exploring and investigating



- be sensitive to and develop a sense of responsibility for the welfare of other people, other living things, and the environment

## English Language Arts Outcomes

### 1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

- explore and discuss their thoughts, ideas, and experiences and consider those of their peers
- ask and respond to questions to clarify information and explore solutions to problems
- explain personal opinions and respond to the questions and opinions of others
- listen critically to others' ideas or opinions expressed

### 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

- contribute to conversations, small-group and whole-group discussion, showing an awareness of when to speak and when to listen
- use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion
- give and follow instructions and respond to questions and directions
- engage in and respond to oral presentations

### 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

- show basic courtesies of conversation in group interactions
- identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people
- show an awareness of the kinds of language appropriate to different situations and audiences

### 4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

- use pictures and illustrations, word structures, and text features to locate topics and obtain or verify understandings of information

### 5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

- answer, with assistance, their own and others' questions by seeking information from a variety of texts **e**
  - determine their own and community (class) needs for information
  - recognize the purpose of classification systems and basic reference materials
  - use a range of reference texts and a database or an electronic search to facilitate the selection process
  - reflect on the process of generating and responding to their own and others' questions

### 6. Students will be expected to respond personally to a range of texts.

- describe, share, and discuss their personal reactions to texts
- give reasons for their opinions about texts and types of texts and the work of authors and illustrators

### 7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

- use their background knowledge to question information presented in print and visual texts
- identify conventions and characteristics of different types of print and media texts that help them understand what they read and view **e**
- respond critically to texts by
  - asking questions and formulating understandings
  - discussing texts from the perspective of their own experiences
  - identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them **e**
  - identifying instances of prejudice and stereotyping



**8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.**

- use strategies in writing and other ways of representing to
  - formulate questions and organize ideas
  - generate topics of personal interest and importance **e**
  - discover and express personal attitudes, feelings, and opinions
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record experiences
  - formulate goals for learning
  - practice strategies for monitoring their own learning
- experiment with different ways of making their own notes **e**
- experiment with language, appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing

**9. Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.**

- create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms
  - recognize that particular forms require the use of specific features, structures, and patterns
- demonstrate an awareness of purpose and audience
- invite responses to early drafts of their writing/media productions **e**
  - use audience reaction to help shape subsequent drafts

**10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.**

- develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- demonstrate a commitment to shaping pieces of writing and other representations through stages of development
- select, organize, and combine relevant information from two or more sources to construct and communicate meaning **e**

### Mathematics Outcomes


- N9: Describe and represent decimals (tenths and hundredths) concretely, pictorially and symbolically **e**
- N10: Relate decimals to fractions (to hundredths) **e**
- SP1: Demonstrate an understanding of many-to-one correspondence **e**
- SP2: Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions **e**

### Visual Arts Outcomes **e**

- FC4.1 develop an understanding of the elements and principles of art and design in creating and viewing art work
- CP4.1 create two and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences
- CP4.2 demonstrate an understanding of composition using selected principles of design to create narrative art works or art works on a theme or topic
- CP4.3 use the elements of art and design in art works to communicate ideas, messages, and understandings
- RRA4.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey
- RRA4.2 analyse the use of elements and principles of art and design in a variety of art works, and explain how they are used to communicate meaning or understanding



- RRA4.4 identify and document their strengths, their interests, and areas for improvement as creators and viewers of art
- EC4.1 describe how visual art forms and styles represent various messages and contexts in the past and present

Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol , simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 5





### Health Outcomes

#### Wellness Choices

##### Personal Health – Students will be expected to:




- W-5.1 examine the impact of physical activity, nutrition, rest, and immunization on the immune system
- W-5.4 examine ways in which healthy eating can accommodate a broad range of eating behaviours

##### Safety and Responsibility – Students will be expected to:

- W-5.6 identify personal boundaries, and recognize that boundaries vary depending on the nature of the relationship, situation, and culture 
- W-5.7 promote safety practices in the school and community 
- W-5.9 describe and demonstrate ways to assist with injury of others

#### Relationship Choices

##### Understanding and Expressing Feelings – Students will be expected to:

- R-5.1 recognize that certain behaviours may mask underlying feelings 
- R-5.2 identify and use long-term strategies for managing feelings 
- R-5.3 recognize that stressors affect individuals differently, and outline ways individuals respond to stress 
- R-5.4 practise effective communication skills

##### Interactions – Students will be expected to:

- R-5.6 investigate the benefits of fostering a variety of relationships through the life cycle
- R-5.7 apply mediation skills when resolving conflicts

##### Group Roles and Processes– Students will be expected to:

- R-5.8 develop strategies to address personal roles and responsibilities in groups
- R-5.9 identify respectful communication strategies that foster group/team development

### Science Outcomes

#### Scientific Literacy

##### By the end of grade 6, students will be expected to:

- demonstrate that science and technology use specific processes to investigate the natural and constructed world or to seek solutions to practical problems
- describe applications of science and technology that have developed in response to human and environmental needs
- describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment
- ask questions about objects and events in the local environment and develop plans to investigate those questions
- observe and investigate their local environment and record the results
- interpret findings from investigations using appropriate methods
- work collaboratively to carry out science-related activities and communicate ideas, procedures, and results
- willingly observe, question, explore, and investigate
- consider their own observations and ideas as well as those of others during investigations and before drawing conclusions
- appreciate the importance of accuracy and honesty
- demonstrate perseverance and a desire to understand
- work collaboratively while exploring and investigating
- be sensitive to and develop a sense of responsibility for the welfare of other people, other living things, and the environment



### **Life Science: Meeting Basic Needs and Maintaining a Healthy Body**

- 302-5a describe the structure and function of the major organs of the digestive system
- 302-5b describe the structure and function of the major organs of the excretory system
- 302-5c describe the structure and function of the major organs of the respiratory system
- 302-5d describe the structure and function of the major organs of the circulatory system

## **English Language Arts Outcomes**

### **1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.**

- contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers
- ask and respond to questions to seek clarification or explanation of ideas and concepts
- explain and support personal ideas and opinions
- listen critically to others' ideas or opinions and points of view

### **2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.**

- contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners
- use word choice and expression appropriate to the speaking occasion
- give and follow precise instructions and respond to questions and directions
- engage in, respond to, and evaluate oral presentations

### **3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.**

- demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation
- identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people

### **4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.**

- select, independently, texts appropriate to their interests and learning needs **e**
- use pictures and illustrations, word structures, and text to locate topics and obtain or verify their understanding of information

### **5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.**

- answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts **e**
  - respond to personal, group, and instructional needs for information through accessing a variety of texts
  - demonstrate understanding of how classification systems and basic reference materials are used to facilitate research
  - use a range of reference texts and a database or an electronic search to aid in the selection of texts
  - increase their abilities to access information in response to their own and others' questions

### **6. Students will be expected to respond personally to a range of texts.**

- describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects
- support their opinions about texts and features of types of texts



**7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

- use their background knowledge to question and analyse information presented in print and visual texts
- recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view **e**
- respond critically to texts by
  - applying strategies to analyse a text
  - demonstrating growing awareness that all texts reflect a purpose and a point of view **e**
  - identifying instances where language is being used to manipulate, persuade, or control them **e**
  - identifying instances of opinion, prejudice, bias, and stereotyping

**8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.**

- use a range of strategies in writing and other ways of representing to
  - frame questions and answers to those questions
  - generate topics of personal interest and importance **e**
  - record, develop, and reflect on ideas, attitudes, and opinions
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record and reflect on experiences and their responses to them
  - formulate and monitor goals for learning
  - practise and extend strategies for monitoring learning
- expand appropriate note-making strategies from a growing repertoire
- make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

**9. Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.**

- create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms
  - use specific features, structures, and patterns of various text forms to create written and media texts
- address the demands of a variety of purposes and audiences
  - make choices of form, style, and content for specific audiences and purposes
- invite responses to early drafts of their writing/media productions **e**
  - use audience reaction to help shape subsequent drafts
  - reflect on their final drafts from a readers'/viewers'/listeners' point of view

**10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.**

- use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- demonstrate commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement
- select, organize, and combine relevant information from three or more sources to construct and communicate meaning **e**


## Mathematics Outcomes

- N8: Describe and represent decimals (tenths, hundredths, and thousandths) concretely, pictorially and symbolically **e**
- N9: Relate decimals to fractions and fractions to decimals (to thousandths) **e**
- SP1: Differentiate between first-hand and second-hand data **e**
- SP2: Construct and interpret double bar graphs to draw conclusions **e**



## Visual Arts Outcomes

- FC5.1 develop an understanding of the elements and principles of art and design in creating and viewing art work
- CP5.1 create two and three-dimensional works of art that express feelings and ideas inspired by their own and others' points of view
- CP5.2 demonstrate an understanding of composition using selected principles of design to create narrative art works or art works on a theme or topic
- CP5.3 use the elements of art and design in art works to communicate ideas, messages, and understandings
- RRA5.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey
- RRA5.2 explain how the elements and principles of art design are used in their own and others' art work to communicate meaning or understanding
- RRA5.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art
- EC5.1 describe how forms and styles of visual and media arts represent various messages and contexts in the past and present



Easily extend the *All about food allergy* program to meet even more curriculum requirements. Wherever you see this symbol , simply refer back to the extension suggestions on pages 3 and 4 to choose a matching activity.

## Grade 6


### Health Outcomes

#### Wellness Choices


##### Personal Health – Students will be expected to:

- W-6.2 determine the health risks associated with the sharing of personal-care items
- W-6.3 examine how health habits/behaviours influence body image and feelings of self-worth 
- W-6.4 analyse personal eating behaviours – food and fluids – in a variety of settings 

##### Safety and Responsibility – Students will be expected to:

- W-6.5 identify and communicate values and beliefs that affect healthy choices 
- W-6.6 analyse how laws, regulations, and rules contribute to health and safety practices
- W-6.7 evaluate the impact of personal behaviour on the safety of self and others
- W-6.8 demonstrate responsibility for, and skills related to, the safety of self and others

##### Sexual health – Students will be expected to:

- W-6.9 describe physical, emotional, and social changes that occur during puberty 

#### Relationship Choices

##### Understanding and Expressing Feelings – Students will be expected to:

- R-6.1 recognize that individuals can choose their own emotional reactions to events and thoughts
- R-6.2 establish personal guidelines for expressing feelings
- R-6.3 develop personal strategies for dealing with stress and change
- R-6.4 identify, analyse, and develop strategies to overcome barriers to communication





### Interactions – Students will be expected to:

- R-6.6 develop strategies to maintain and enhance appropriate cross-age relationships **e**
- R-6.7 apply a variety of strategies for resolving conflict

### Group Roles and Processes– Students will be expected to:

- R-6.8 analyse the influence of groups and cliques on self and others **e**
- R-6.9 make decisions co-operatively

## Science Outcomes

### Scientific Literacy **e**

#### By the end of grade 6, students will be expected to:

- demonstrate that science and technology use specific processes to investigate the natural and constructed world or to seek solutions to practical problems
- describe applications of science and technology that have developed in response to human and environmental needs
- describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment
- ask questions about objects and events in the local environment and develop plans to investigate those questions
- observe and investigate their local environment and record the results
- interpret findings from investigations using appropriate methods
- work collaboratively to carry out science-related activities and communicate ideas, procedures, and results
- willingly observe, question, explore, and investigate
- consider their own observations and ideas as well as those of others during investigations and before drawing conclusions
- appreciate the importance of accuracy and honesty
- demonstrate perseverance and a desire to understand
- work collaboratively while exploring and investigating
- be sensitive to and develop a sense of responsibility for the welfare of other people, other living things, and the environment

## English Language Arts Outcomes

### 1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

- contribute thoughts, ideas, and questions to discussions and compare their own ideas with those of peers and others
- ask and respond to questions to seek clarification or explanation of ideas and concepts
- defend and/or support their opinions with evidence
- listen critically to others' ideas or opinions and points of view

### 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

- contribute to and respond constructively in conversation, small-group and whole-group discussion
- use word choice and emphasis, making a conscious attempt to produce a desired effect
- give and follow instructions and respond to a variety of questions and instructions

### 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

- listen attentively and demonstrate an awareness of the needs, rights, and feelings of others
- detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language
- make a conscious attempt to consider the needs and expectations of their audience

### 4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

- select, independently, texts appropriate to their interests and learning needs **e**
- use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information



**5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.**

- answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts **e**
  - demonstrate understanding of the purpose of classification systems and basic reference materials
  - use a range of reference texts and a database or an electronic search to facilitate the selection process

**6. Students will be expected to respond personally to a range of texts.**

- explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts
- reflect on and give reasons for their interpretations of an increasing variety of texts

**7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

- recognize that facts can be presented to suit an author's purpose and point of view **e**
  - consider information from alternative perspectives
- identify the conventions and structure of a variety of print and media texts and genres **e**
- make connections with the purpose of each text or genre
- respond critically to texts by
  - applying a growing range of strategies to analyse and evaluate a text
  - demonstrating growing awareness that all texts reflect a purpose and a perspective
  - recognizing when language is being used to manipulate, persuade, or control them **e**
  - detecting prejudice, stereotyping, and bias

**8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.**

- use a range of strategies in writing and other ways of representing to
  - frame questions and design investigations to answer their questions **e**
  - find topics of personal importance **e**
  - record, develop, and reflect on ideas
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record and reflect on experiences and their responses to them
  - formulate goals for learning
  - practise and apply strategies for monitoring learning
- select appropriate note-making strategies from a growing repertoire
- make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

**9. Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.**

- create written and media texts using an increasing variety of forms
  - demonstrate understanding that particular forms require the use of specific features, structures, and patterns
- address the demands of a variety of purposes and audiences
  - make informed choices of form, style, and content for specific audiences and purposes
- invite responses to early drafts of their writing/media productions **e**
  - use audience reaction to help shape subsequent drafts
  - reflect on their final drafts from a readers'/viewers'/listeners' point of view



**10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.**

- select from a range of pre-writing, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations
- demonstrate commitment to shaping pieces of writing and other representations
- select, organize, and combine relevant information from three to five sources **e**

### Mathematics Outcomes

- N5: Demonstrate an understanding of ratio, concretely, pictorially and symbolically **e**
- N6: Demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially and symbolically **e**
- SP1: Create, label, and interpret line graphs to draw conclusions **e**
- SP2: Select, justify and use appropriate methods of collecting data, including: **e**
  - questionnaires
  - experiments
  - databases
  - electronic media
- SP3: Graph collected data and analyze the graph to solve problems **e**

### Arts Education Outcomes **e**

- FC6.1 develop an understanding of the elements and principles of art and design in creating and viewing artwork
- CP6.1 create two-dimensional, three-dimensional, and multimedia art works that express feelings, ideas, and issues from a variety of points of view
- CP6.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic
- CP6.3 use the elements of art and design in art works to communicate ideas, messages, and understandings
- RRA6.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey
- RRA6.2 explain how the elements and principles of art design are used in their own and others' art work to communicate meaning or understanding
- RRA6.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art