

# Oopsie!

## Grade 5

### ARTS EDUCATION BIG IDEAS

Dance, drama, music, and visual arts are each unique languages for creating and communicating.

### Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"><li>• Observe, listen, describe, inquire and predict how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate</li><li>• Reflect on <b>creative processes</b> as an individual and as a group, and make connections to other experiences</li><li>• Connect knowledge and skills from other <b>areas of learning</b> in planning, creating, interpreting, and analyzing works for art</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• elements and principles that together create meaning in the arts, including but not limited to:<ul style="list-style-type: none"><li>– drama: <b>character</b>, time, place, plot, tension, mood and focus</li></ul></li><li>• processes, materials, <b>technologies</b>, tools and techniques to support creative works</li><li>• a variety of <b>dramatic forms</b></li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9*  
<https://curriculum.gov.bc.ca/curriculum/arts-education>

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## Grade 5

### ENGLISH LANGUAGE ARTS BIG IDEAS

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

### Learning Standards

Curricular Competencies	Content
<p>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"><li>• Use personal experience and knowledge to connect to text and develop understanding of self, community, and world</li><li>• <b>Recognize how literary elements, techniques, and devices enhance meaning in texts</b></li></ul>	<p>Students are expected to know the following:</p> <p><b>Story</b></p> <ul style="list-style-type: none"><li>• <b>forms, functions, and genres of text</b></li><li>• <b>literary elements</b></li><li>• <b>literary devices</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li></ul>

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core>

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## Grade 5

### PHYSICAL AND HEALTH EDUCATION BIG IDEAS

Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.

### Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</i></p> <p><b>Mental well-being</b></p> <ul style="list-style-type: none"><li>• Describe and assess strategies for promoting mental well-being, for self and others</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• <b>benefits</b> of physical activity and exercise</li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9*  
<https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core>