

## Social 5, Art 5, Health 5 and PE 5 Outcomes taught to gr. 6 students

SOCIAL STUDIES	
<b>Interactions and Interdependence</b>	
IN 5.1	Understand the Aboriginal heritage of Canada.
IN 5.2	Analyze the evolution of Canada as a multicultural nation.
<b>Dynamic Relationships</b>	
DR 5.1	Analyze the relationship of people to land in Canada.
DR 5.2	Assess the impact of the environment on the lives of people living in Canada.
DR 5.3	Identify the European influence on pre-confederation Canadian society.
<b>Power and Authority</b>	
PA 5.1	Describe Canada's political evolution.
PA 5.2	Explain the purposes and functions of governance structures in Canada.
PA 5.3	Understand the treaty relationship between First Nations and Canada's federal government.
<b>Resources and Wealth</b>	
RW 5.1	Explain the importance of sustainable management of the environment to Canada's future.
RW 5.2	Predict economic changes that Canada may experience in the future.

ARTS EDUCATION	
<b>Creative/Productive: Dance</b>	
CP 5.1	Create dance compositions inspired by pop culture.
CP 5.2	Express own ideas and apply the elements of dance.
<b>Creative/Productive: Drama</b>	
CP 5.3	Demonstrate how various roles, strategies, and elements function within a drama.
CP 5.4	Create a drama.
<b>Creative/Productive: Music</b>	
CP 5.5	Demonstrate increased skills and abilities in use of the voice and one or more instruments.
CP 5.6	Create sound compositions inspired by pop culture.
<b>Creative/Productive: Visual Art</b>	
CP 5.7	Create visual art works that express ideas about, and are inspired by, pop culture.
CP 5.8	Create art works using a variety of concepts, forms, and media.
<b>Critical/Responsive</b>	
CR 5.1	Examine the influence of pop culture on own lives and societies, and investigate the work of selected artists.
CR 5.2	Respond critically and creatively to a variety of pop culture expressions.
<b>Cultural/Historical</b>	
CH 5.1	Examine artists' perspectives on contemporary life.
CH 5.2	Compare arts expressions of Canadian First Nations, Métis, and Inuit artists, and examine influences of pop culture on contemporary arts.
CH 5.3	Analyze and describe how arts and pop culture expressions convey meaning.

## HEALTH

### Understanding, Skills, and Confidences

- USC 5.1 Analyze personal eating practices.
- USC 5.2 Understand the responsibilities associated with the changes of puberty.
- USC 5.3 Analyze how illnesses/diseases challenge holistic well-being.
- USC 5.4 Analyze the connections between personal identity and well-being, and establish strategies to support a positive self-image.
- USC 5.5 Analyze the impact of violence and the cycle of abuse on holistic well-being.
- USC 5.6 Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure.
- USC 5.7 Assess the importance of self-regulation and taking responsibility for one's actions.

### Decision Making

- DM 5.1 Analyze possible obstacles and envision solutions to addressing health challenges.

### Action Planning

- AP 5.1 Design and implement two five-day action plans.

## PHYSICAL EDUCATION

### Active Living, Skillful Movement, Relationships

- 5.1 Create and implement a health-related fitness plan.
- 5.2 Apply strategies to improve flexibility and muscular endurance.
- 5.3 Demonstrate a progression towards control in complex movements.
- 5.4 Express and apply a variety of ways to skillfully move objects while participating in movement activities.
- 5.5 Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities.
- 5.6 Apply performance cues, movement variables, tactics, and principles of practice in complex movement activities.
- 5.7 Refine selected movement skills, tactics, and strategies while participating in a variety of games.
- 5.8 Demonstrate an understanding of and willingness to accept the rules of games while officiating and participating in classmate officiated competitions.
- 5.9 Make decisions about how to prevent and care for common movement activity-related discomforts and injuries.
- 5.10 Examine and critically assess social skills during participation in movement activities.
- 5.11 Examine, evaluate, and communicate the influence of Canadians on the development of movement activities in Canada.