

LESSON: Student Survey. Module A, Lesson 2

GRADE LEVEL: Grade 5

PAGE(S): 253-259

LEARNING OUTCOMES (This lesson can be used to help students achieve the following general and/or specific provincial curriculum outcomes):

Language Arts

Writing and other Ways of Representing

- 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
- 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
- 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
- invite responses to early drafts of their writing/media productions
- reflect on their final drafts from a reader's/viewer's/listener's point of view
- use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- demonstrate an understanding of the conventions of written language in final products
 - use basic spelling rules and show an understanding of irregularities
 - demonstrate an increasing understanding of punctuation, capitalization, and paragraphing
 - use appropriate syntax in final products
 - use references while editing (e.g., dictionaries, electronic spell checkers, thesauri, other writers)

Health

Mental Health

- understand that the way we are treated impacts on self-esteem and general emotional well-being

Relationships

- outline some personal and peer problems and plan how to deal with them
- recognize and identify some abusive behaviours

Religious Education

Relationships

- **students will be expected to examine the influence of religion on contemporary issues and events**
- investigate reasons for human injustice; i.e., poverty
- develop a personal response to issues such as poverty, and respect for people

Visual Arts

Creating, Making and Presenting: Visual Arts

- **students will be expected to explore, challenge, develop, and express ideas, using the skills, techniques, and processes of the arts**
- **students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes**

Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts

- **students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture**
- **students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression**
- **students will be expected to examine the relationship among the arts, societies, and environments**

Perceiving and Responding: Visual Arts

- **students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works**
- **students will be expected to analyse the relationship between artistic intent and the expressive work**

Music

Creating, Making and Presenting: Visual Arts

- **students will be expected to explore, challenge, develop, and express ideas, using the skills, techniques, and processes of the arts**
- sing or play, demonstrating an ability to maintain their part within simple textures
- experiment with the elements of rhythm, melody, and expression to represent thoughts, images, and feelings in classroom repertoire
- **students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes**
- improvise and compose, using the voice, instruments, and movement

Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts

- **students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture**
- demonstrate an awareness of how music is used in their school and community

- **students will be expected to examine the relationship among the arts, societies, and environments**
- identify a variety of purposes for creating music in a variety of environments
- describe and make connections between music and other arts

Perceiving and Responding: Visual Arts

- **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 related to creating and performing music and explore possible solutions

Physical Education

- demonstrate basic safe practices and fair play when engaging in physical activity
- **demonstrate the ability to cooperate and work with others**
- demonstrate concern for the safety of self and others
- **demonstrate respect for the personal space of others**
- demonstrate an understanding of the effectiveness of group cooperation