

# Curriculum Overview:



## Religion:



Five Units:

- we Worship God as Catholic Christians
- we Celebrate the Eucharist
- we Celebrate God's Healing Love
- we Follow Special Ways to Holiness
- we Worship God by Living in Love

## Language Arts:

*Students are expected to know the following:*

Story/text

- Forms, functions, and genres of text
- Text features
- Literary elements
- Literary devices
- 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
- Paragraphing
- Sentence structure and grammar
- Conventions



## Math:

*Students are expected to know the following:*

- Number concepts to 1 000 000
- Decimals to thousandths
- Equivalent fractions
- Whole-number, fraction, and decimal benchmarks
- Addition and subtraction of whole numbers to 1 000
- Multiplication and division to three digits, including division with remainders
- Addition and subtraction of decimals to thousandths
- Addition and subtraction facts to 20 (extending computational fluency)
- Multiplication and division facts to 100 (emerging computational fluency)
- Rules for increasing and decreasing patterns with words, numbers, symbols, and variables
- One-step equations with variables
- Area measurement of squares and rectangles
- Relationships between area and perimeter
- Duration, using measurement of time
- Classification of prisms and pyramids
- Single transformations
- One-to-one correspondence and many-to-one correspondence, using double bar graphs
- Probability experiments, single events or outcomes
- Financial literacy - monetary calculations



## Science:

*Students are expected to know the following:*

Basic structures and functions of body systems:

- digestive
- musculoskeletal
- respiratory
- circulatory
- solutions and solubility

Properties of simple machines and their force effects machines:

- constructed
- found in nature



Power - the rate at which energy is transferred

The rock cycle

Local types of earth materials

First Peoples concepts of interconnectedness in the environment

The nature of sustainable practices around BC's resources

First Peoples knowledge of sustainable practices

## **French:**

*Students are expected to know the following:*

French alphabet

French phonemes

Gender and number



Common, high frequency vocabulary and sentence structures for communicating meaning:

- asking and responding to simple questions
- expressing basic information about themselves and others
- expressing likes, dislikes, and preferences
- providing simple descriptions
- describing common elements of cultural festivals and celebrations
- Location of Francophone and Francophone Metis communities across Canada

A Francophone cultural festival or celebration in Canada

## **Social Studies:**

*Students are expected to know the following:*

- The development and evolution of Canadian identity over time
- The changing nature of Canadian immigration over time
- Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments
- Human rights and responses to discrimination in Canadian society



- Levels of government, their main functions, and sources of funding
- Participation and representation in Canada's system of government
- Resources and economic development in different regions of Canada
- First Peoples land ownership and use

## Arts Education:

*Students are expected to know the following:*

Elements and principles that together create meaning in the arts, including but not limited to:

- dance: body, space, dynamics, time, relationships, form, and movement principles
- drama: character, time, place, plot, tension, mood and focus
- music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture
- visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: balance, pattern, repetition, contrast, emphasis, rhythm, unity, harmony, variety

Processes, materials, technologies, tools and techniques to support creative works

Choreographic devices

A variety of dramatic forms

Notation in music and dance to represent sounds, ideas, movement, elements, and actions

Image development strategies

Symbolism and metaphor to explore ideas and perspective

Traditional and contemporary Aboriginal arts and arts-making processes

A variety of regional and national works of art and artistic traditions from diverse cultures, communities, times, and places

Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment



## Health and Career Education:

*Students are expected to know the following:*

- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills
- Movement concepts and strategies
- Ways to monitor and adjust physical exertion levels
- How to participate in different types of physical activities including individual and dual activities, rhythmic activities, and games
- Differences between the health components of fitness
- Training principles to enhance personal fitness levels, including the FITT principle
- Benefits of physical activity and exercise
- 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 setting
- Factors influencing use of psychoactive substances, and potential harms
- Physical, emotional, and social changes that occur during puberty



## **Applied Design, Skills, and Technologies**

*Students are expected to use the learning standards for Curricular Competencies from Applied Design, Skills, and Technologies 4-5 in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making.*



My goal is to help your child develop a healthy and positive self-concept. Every child is a unique gift from God, each possessing his/her own special talents. I hope to instill in all of my students the values of responsibility and perseverance in all aspects of their lives.

Thank you in advance for your time, cooperation and support. If you have any questions, comments, or concerns throughout the year, please feel free to contact me. I look forward to a positive and productive school year.

Sincerely,

Ms. R. Rossi