

CURRICULUM CORRELATION

between



and

**the Saskatchewan Grade Five Social Studies,
Renewed English Language Arts and
Science Curriculums**

Compiled by
Tammie Latimer, Grade 5 teacher
St. Paul's School, Yorkton, SK

SASKATCHEWAN GRADE 5 SOCIAL STUDIES CURRICULUM

| UNIT/MODULE | OBJECTIVES | PAGE REFERENCES AND OTHER RESOURCE SUGGESTIONS |
|--|---|---|
| UNIT ONE: Identity Module 1: Location and Physical Features | Concepts: identity, country, province, territory, geographic features, climate, symbols, scale | <ul style="list-style-type: none"> • Chapters 1–9: pgs. 2–112 |
| | Knowledge Objectives: Students will know that: <ol style="list-style-type: none"> 1. Canada is a country (PSVS, N) 2. its regions may be defined by geographic factors and political boundaries (CCT, N) 3. maps show Canada in different ways (TL, N, CCT) | <ul style="list-style-type: none"> • pgs. iv, 2, 3, 5 • pgs. 2, 3, 5, 8, 9, 90, 91 • Chapter 2: pgs. 16–26 • Chapter 3: pgs. 28–36 • Chapter 4: pgs. 38–48 • Chapter 5: pgs. 50–59 • Chapter 6: pgs. 62–67 • Chapter 7: pgs. 70–76 • Chapter 8: pgs. 80–86 • Chapter 9: pgs. 96–111 • front end sheet, back end sheet • pgs. 2, 3, 5, 6, 7, 8, 10, 11, 16, 28, 30, 38, 50, 62, 70, 80, 90, 94, 95, 106, 121 • Chapter Review Questions: pg. 27 #4, pg. 37 #5, pg. 49 #5, pg. 61 #5, pg. 69 #5, pg. 79 #7 • Canada Project |
| | Skills/Abilities Objectives: Students will: <ol style="list-style-type: none"> 1. interpret various maps of Canada (N, T, CCT) 2. identify and describe climate and geographic features of a region (C, TL, N) 3. learn to see relationships between/among climate, landforms, vegetation and population distribution (N, CCT, TL) | <ul style="list-style-type: none"> • front end sheet, back end sheet • pgs. 2, 3, 5, 6, 7, 8, 10, 11, 16, 28, 38, 50, 62, 70, 80, 90, 94, 95, 106, 121 • Chapter Review Questions: pgs. 11 & 12, pg. 58 #1, pg. 133 #4 • pgs. 8, 9, 16–19, 21, 29–331, 39, 40, 51–53, 63–64, 71, 75, 81, 82 • Canada Project • pgs. 21, 24, 25, 29–31, 34, 39–41, 48, 51–59, 63–68, 71–76, 81–86 • Canada Project |

SASKATCHEWAN GRADE 5 SOCIAL STUDIES CURRICULUM

| UNIT/MODULE | OBJECTIVES | PAGE REFERENCES AND OTHER RESOURCE SUGGESTIONS |
|--|--|--|
| | <p>Attitudes/Values Objectives: Students will:</p> <ol style="list-style-type: none"> 1. appreciate and value the country's diversity (PSVS) <p>Citizen Action Objectives: Students may:</p> <ol style="list-style-type: none"> 1. work cooperatively in group tasks (C, PSVS, CCT) | <ul style="list-style-type: none"> • Canada Project • Canada Project |
| <p>Module 2: Canadian Symbols</p> | <p>Concepts: identity, symbols</p> <p>Knowledge Objectives: Students will know:</p> <ol style="list-style-type: none"> 1. that various symbols have come to be associated with Canada and its regions (TL, CCT) <p>Skills/Abilities Objectives: Students will:</p> <ol style="list-style-type: none"> 1. identify and interpret some of the symbols of Canada and its regions (CCT, TL, N) 2. design symbols relevant to them (CCT) <p>Attitudes/Values Objectives: Students will:</p> <ol style="list-style-type: none"> 1. value Canada's symbols and what they represent (PSVS) | <ul style="list-style-type: none"> • pg. 138 • Chapter 9: pgs. 97–111 • map symbols: pgs. 16, 28, 38, 50, 62, 70, 80 • <i>Other Resource Suggestion:</i> Student Information Page: Canadian Symbols (Saskatchewan Curriculum Guide) • Chapter 9: pgs. 97–111 • map symbols: pgs. 16, 28, 38, 50, 62, 70, 80 • pg. 27 #4 • pg. 58 #1c & 1d • teacher's guide activity BLM 28 • <i>Other Resource Suggestion:</i> Website: http://canada.gc.ca/canadiana/cdaind_e.html |

SASKATCHEWAN GRADE 5 SOCIAL STUDIES CURRICULUM

| UNIT/MODULE | OBJECTIVES | PAGE REFERENCES AND OTHER RESOURCE SUGGESTIONS |
|---|---|--|
| Module 3: Contemporary Canadian People | Concepts: identity, multiculturalism, point of view, heroes | |
| | Knowledge Objectives: Students will know: <ol style="list-style-type: none"> that multiculturalism is part of Canada's identity (PSVS, C) that our heroes reflect Canada's diversity (PSVS, CCT) | <ul style="list-style-type: none"> • artwork pgs. 43, 77 • pg. 130 • pg. 133 #5 • <i>Other Resource Suggestion:</i> Book: <i>All About... Famous Canadians.</i> B. McDermott, & G. McKeown (<i>All About</i> series) |
| | Skills/Abilities Objectives: Students will <ol style="list-style-type: none"> conduct a survey and tabulate the results (N) identify various points of view (CCT) access, organize and share information about various Canadians including heroes (IL) | <ul style="list-style-type: none"> • pgs. 26, 36, 48, 60, 68, 78, 88 • pg. 130 • pg. 133 #5 |
| | Attitudes/Values Objectives: Students will: <ol style="list-style-type: none"> appreciate and value the country's diversity (PSVS) | <ul style="list-style-type: none"> • Chapters 2–9: pgs. 16–111 • illustrated in student representatives from each region |
| | Citizen Action Objectives: Students may: <ol style="list-style-type: none"> conduct a survey (N) nominate, assess and induct heroes into a local Hall of Fame (CCT) | <ul style="list-style-type: none"> • <i>Other Resource Suggestions:</i> Websites: www.heroes.ca www.myhero.com |

SASKATCHEWAN GRADE 5 SOCIAL STUDIES CURRICULUM

| UNIT/MODULE | OBJECTIVES | PAGE REFERENCES AND OTHER RESOURCE SUGGESTIONS |
|--|--|---|
| UNIT THREE: Interdependence Module 1: Canadian Resources and Industries | Concepts: interdependence, resources, industry, technology, conservation | <ul style="list-style-type: none"> • pgs. 137, 136 |
| | Knowledge Objectives: Students will know that: | |
| | 1. industries use resources in order to meet human needs and wants (TL, PSVS) | <ul style="list-style-type: none"> • pgs. 26, 35, 45, 47, 66, 76, 85, 124, 125 |
| | 2. resources may be renewable or nonrenewable (TL, PSVS) | <ul style="list-style-type: none"> • pgs. 25, 45, 138 |
| | 3. conservation is an important consideration (PSVS, TL, CCT) | <ul style="list-style-type: none"> • pgs. 26, 60, 66, 68, 78, 88, 136 |
| | Skills/Abilities Objectives: Students will: | |
| | 1. access, organize, and share information and opinions (C, IL, PSVS, CCT) | <ul style="list-style-type: none"> • pgs. 26, 36, 48, 60, 68, 78, 88 (opinions) • pgs. 123, 127, 128, 129 (accessing, organizing and sharing information) • Canada Project |
| | 2. identify various resources and industries (C, CCT, IL) | <ul style="list-style-type: none"> • pgs. 26, 27, 35, 45, 47, 56, 59, 66, 76, 85, 86, 88, 125, 126, 128, 129, 131 |
| | 3. make connections among resources, industries, products, the environment, and human needs and wants (C, CCT, TL, N) | <ul style="list-style-type: none"> • pg. 26 #2 • pgs. 47, 59, 66, 76, 85, 86, 88, 124, 125, 126 |
| | Attitudes/Values Objectives: Students will: | |
| 1. appreciate the complexity of some interdependent relationships (CCT, PSVS, IL) | <ul style="list-style-type: none"> • pgs. 124, 125, 126, 131 | |
| Citizen Action Objectives: Students may: | | |
| 1. plan and participate in a drama in context | <ul style="list-style-type: none"> • Canada Project | |

SASKATCHEWAN GRADE 5 SOCIAL STUDIES CURRICULUM

| UNIT/MODULE | OBJECTIVES | PAGE REFERENCES AND OTHER RESOURCE SUGGESTIONS |
|--|---|---|
| Module 2: Agriculture and Related Industries | Concepts: interdependence, resources, agriculture | • pg. 137 |
| | Knowledge Objectives: Students will know that: | |
| | 1. agriculture involves making use of resources (TL) | • pgs. 35, 76 |
| | 2. Canada produces a variety of agricultural products (N, TL, PSVS) | • pgs. 35, 76, 124, 126 |
| | 3. agricultural activities require and result in interdependent relationships (TL, PSVS, CCT) | • pgs. 76, 124, 126 |
| Skills/Abilities Objectives: Students will: | | |
| 1. access, organize and present information (C, CCT, PSVS, IL) | • Canada Project | |
| 2. make connections between resources and agriculture, agriculture and meeting needs, and needs and conservation (CCT) | • pgs. 25, 35, 36, 76, 124, 125, 126 | |
| Attitudes/Values Objectives: Students will: | | |
| 1. value the country's diverse resources and agricultural products (N, TL, PSVS) | • pgs. 26, 35, 45, 47, 56, 85, 86, 88, 125, 126 | |
| Module 3: Canada's Economy | Concepts: interdependence, economy, entrepreneurship | • pg. 136 |
| | Knowledge Objectives: Students will know that: | |
| | 1. Canada's economy is related to producing goods and services (N, TL, PSVS) | • pgs. 124, 125, 126, 131 |
| Skills/Abilities Objectives: Students will: | | |
| 1. access, organize, and present information (C, CCT, PSVS, IL) | • Canada Project | |

SASKATCHEWAN GRADE 5 SOCIAL STUDIES CURRICULUM

| UNIT/MODULE | OBJECTIVES | PAGE REFERENCES AND OTHER RESOURCE SUGGESTIONS |
|-------------|---|---|
| | <p>Attitudes/Values Objectives: Students will:</p> <ol style="list-style-type: none"> 1. appreciate economic relationships (CCT) <p>Citizen Action Objectives: Students may:</p> <ol style="list-style-type: none"> 1. recognize examples of entrepreneurial behaviour in the local community (CCT) | <ul style="list-style-type: none"> • pgs. 125, 126 • <i>Other Resource Suggestions:</i> Websites: www.dfai-maeci.gc.ca/canada/trade-03-e.asp http://trulycanadian.freesevers.com/canada's_economy.htm • pg. 130 |

SASKATCHEWAN GRADE 5 RENEWED ENGLISH LANGUAGE CURRICULUM

| SKILL | PAGE REFERENCES |
|---|--|
| LISTENING | |
| Listen to a range of grade-level appropriate texts in a variety of situations for a variety of purposes. | |
| <ul style="list-style-type: none"> • listen attentively, courteously, and purposefully to a range of texts from a variety of cultural traditions for pleasure and information • demonstrate active listening skills in discussions by building on the ideas of others, summarizing, evaluating, and applying ideas and information • listen to and follow three and four-step oral directions • answer inquiry or research questions using a variety of oral information sources • transcribe sentences and passages dictated by others | <ul style="list-style-type: none"> • pgs. 20, 43 • pgs. 20 #1, 127, Canada Project • Canada Project • pg. 127, Canada Project • pg. 127 |
| Learn about and practise the skills and strategies of effective listeners. | |
| <ul style="list-style-type: none"> • set purpose and predict what presentation might be about • formulate general and specific questions to identify information needs • gather and record information and ideas using a plan, organizer, or listening guide • try to determine speaker’s point(s) and organizational pattern • make notes, webs, etc. to organize speaker’s ideas, if appropriate • show respect for presenter’s opinions and ideas through active listening and other appropriate behaviours • use a variety of comprehension strategies including asking questions, inferring, and confirming or rejecting predictions • visualize • summarize main points • ask for clarification or additional information | <ul style="list-style-type: none"> • Canada Project • pg. 127 • pgs. 12, 127 • Canada Project • pgs. 12, 127 • Canada Project • pg. 127 • pgs. 20, 87 • pg. 12 • pg. 127 |
| SPEAKING | |
| Speak to express information, thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences. | |
| <ul style="list-style-type: none"> • participate in a variety of shared language experiences • share ideas, observations, and experiences courteously during structured small and large group talk and accept responsibility for fulfilling own role as a group member • prepare and present talks and oral reports on a specific topic using pre-established organizers, supporting examples or evidence, and visual aids to engage and inform an audience | <ul style="list-style-type: none"> • pg. 127, Canada Project • Canada Project • Canada Project |
| Learn about and practise the skills and strategies of effective speakers. | |
| <ul style="list-style-type: none"> • decide what to say and how to say it • organize ideas and information in ways that clarify and shape understanding • locate additional information needed for a particular form, audience or purpose • organize information and ideas into categories using a variety of strategies • choose forms (eg. News stories, interviews, diagrams) appropriate to a variety of audiences and purposes | <ul style="list-style-type: none"> • Canada Project • Canada Project • Canada Project • Canada Project • pgs. 69 #6, 89 #5 |

SASKATCHEWAN GRADE 5 RENEWED ENGLISH LANGUAGE CURRICULUM

| SKILL | PAGE REFERENCES |
|---|--|
| <ul style="list-style-type: none"> select and use appropriate volume, gesture, and intonation, and make adjustments for different purposes and audiences support personal opinions, insights and conclusions with examples and evidence work co-operatively with others in small groups on structured tasks | <ul style="list-style-type: none"> Canada Project Canada Project Canada Project |
| READING | |
| Read a range of grade-level appropriate texts in a variety of situations for a variety of purposes. | |
| <ul style="list-style-type: none"> orally and silently, read a range of contemporary and classical grade-appropriate texts for enjoyment and information experience the work of Saskatchewan and other Canadian authors, including Aboriginal authors adapt reading process and strategies for different purposes compare the challenges and situations encountered in daily life with those experienced by people in various times, places and cultures as portrayed in texts answer inquiry or research questions using a variety of information sources | <ul style="list-style-type: none"> pgs. 42, 43, 87 pgs. 20, 42, 43, 87 pg. 22 pgs. 42, 43 Canada Project |
| Learn about and practise the skills and strategies of effective readers | |
| <ul style="list-style-type: none"> formulate general and specific questions to identify information needs build connections between previous experiences, prior knowledge and a variety of texts apply cueing systems to construct meaning: pragmatic, textual, syntactic, semantic, and graphophonic understand a variety of forms and genres notice how descriptive and figurative language is used in texts record information in own words | <ul style="list-style-type: none"> Canada Project pg. 12 pgs. 13 #1a, 87, 133 #1, # 2 on pgs. 27, 37, 49, 61, 69, 79, 89 pgs. 42, 43, 87 pg. 87 #1 on pgs. 27, 37, 49, 61, 69, 79, 89, Canada Project Canada Project pg. 22 #1 & 2 on pgs. 27, 37, 49, 61, 69, 79, 89, pg. 133 #1 #1 on pgs. 27, 37, 49, 61, 69, 79, 89 pgs. 12, 22 |
| <ul style="list-style-type: none"> cite authors, titles, and publication dates of sources use a variety of tools to access information and ideas skim and scan for key words and phrases discuss and paraphrase main ideas and author's purpose compare information from different sources | |
| WRITING | |
| Write to express information, thoughts, information, feelings and experiences in a variety of forms for a variety of purposes and audiences. | |
| <ul style="list-style-type: none"> write narratives, explanations, instructions, descriptions, stories, short biographies, researched reports, letters, poems, and journal entries with increasing confidence, clarity and fluency understand and compose in a variety of forms and genres | <ul style="list-style-type: none"> pgs. 27 #1, 5; 37 #1, 6; 46; 49 #1, 4, 6; 61 #1; 69 #1, 4, 6; 79 #1, 4; 89 #1, 4, 5 pgs. 27- #1,5; 37- #1, 6; 46; 49- #1, 4, 6; 61-#1; 69- #1, 4, 6; 79- #1, 4; 89 #1, 4, 5 |

SASKATCHEWAN GRADE 5 RENEWED ENGLISH LANGUAGE CURRICULUM

| SKILL | PAGE REFERENCES |
|---|---|
| Learn about and practise the skills and strategies of effective writers. | |
| <ul style="list-style-type: none"> use personal experiences as a basis for exploring and expressing opinions and understanding organize ideas and information in ways that clarify and shape understanding formulate general and specific questions to identify information needs gather and record information and ideas using a plan organize information and ideas in a manner that fits with writing purpose, using a variety of strategies record information in own words cite authors and titles alphabetically and provide publication dates of sources choose forms appropriate to particular audience and purpose (reports, poems, etc.) write clear and focused single and multiple-paragraph compositions understand and practise paragraphing write with a clear focus provide sufficient details, facts, examples, reasons, and explanations to support main point identify sources of information for reports experiment with words and sentence patterns to create word pictures and clarify ideas share writing in various ways | <ul style="list-style-type: none"> pgs. 27 #5; 37 #6; 49 #6; 79 #4 #1 on pgs. 27, 37, 49, 61, 69, 79, 89 pgs. 14, 33 #5, 46 Canada Project pg. 14 Canada Project #1 on pgs. 27, 37, 49, 61, 69, 79, 89 pgs. 12, 14, 46 Canada Project pg. 46 Canada Project Canada Project Canada Project Canada Project pgs. 49 #3, 123 Canada Project pg. 123 pgs. 46, 49 #3, 123 pg. 123 Canada Project pg. 14 Canada Project pg. 13 #7 pg. 15 |
| VIEWING | |
| View a range of grade-level appropriate texts in a variety of situations for a variety of purposes. | |
| <ul style="list-style-type: none"> participate in a variety of guided and independent viewing experiences from a variety of cultural traditions use various visual texts to find information begin to understand that a visual text presents a perspective | <ul style="list-style-type: none"> pgs. 20, 32, 33, 42, 43, 51 pg. 22 pg. 20 |
| Learn about and practise the skills and strategies of effective viewers. | |
| <ul style="list-style-type: none"> activate and build upon prior knowledge and experiences use visual cues (eg. Key focus, use of space and colour, scene changes, body language) to construct and confirm meaning, and identify key ideas identify key elements (eg. Colour, line) and techniques (eg. Repetition, camera angles) in visual texts and explore their impact identify figurative symbols and messages in visual texts | <ul style="list-style-type: none"> pgs. 32, 33 pgs. 20, 32, 33, 43, 51 pgs. 20, 32, 33, 43, 51 pgs. 20, 32, 33, 37 #3, 43 |

SASKATCHEWAN GRADE 5 RENEWED ENGLISH LANGUAGE CURRICULUM

| SKILL | PAGE REFERENCES |
|---|---|
| <ul style="list-style-type: none"> • think, talk, and write about what was viewed • respond to and discuss meaning, ideas, and effects, describing how visual features are combined for different purposes • draw on visual texts to explain personal perspectives and other ideas | <ul style="list-style-type: none"> • pgs. 32, 33, 51 • pgs. 32, 33, 43, 51 • pgs. 32, 33, 43 |
| REPRESENTING | |
| Represent to express information, thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences. | |
| <ul style="list-style-type: none"> • convey ideas and information using a variety of media and formats including illustration, dramatizations, tableaux, diagrams, posters, videos, maps, graphs, cartoons, dioramas, and charts • use graphic organizers (eg. Story map, time line, summary chart) to clarify and shape understanding • experiment with a range of media and conventions including charting, webbing, and video taping • choose images, words, and sounds appropriate to audience, purpose and effect • use appropriate visual aids to enhance spoken and written communication • prepare organized multimedia presentations using pre-established organizers and criteria | <ul style="list-style-type: none"> • pgs. 27 #3; 37 #6; 51 #2; 69 #3, 6; 79 #5, 8; 89 #4, 5 • Canada Project • pgs. 12, 69 #4 • pg. 12 • pgs. 69 #6, 79 #5, 8 • Canada Project • Canada Project • Canada Project |
| Learn about and practise the skills and strategies of effective representers. | |
| <ul style="list-style-type: none"> • use personal experiences as a basis for exploring and expressing opinions and understanding • organize ideas and information in ways that clarify and shape understanding • gather, record, and organize information and ideas using a plan • consider a variety of forms and genres • share information on a topic using print, audio-visual, and dramatic forms to engage the audience • experiment with visual elements and ways in which they convey meaning • revise for content, organization, and clarity • select words, sounds, and images for appropriate meaning • use appropriate formatting and graphics when presenting ideas | <ul style="list-style-type: none"> • pgs. 27 #5, 37 #6 • pg. 14 • Canada Project • pgs. 14, 15 • Canada Project • pg. 15 • pg. 60 #6 • Canada Project • pg. 51 #2 • Canada Project • pgs. 27 #5, 37 #6, 79 #5, 8 • pg. 79 #5, 8 • Canada Project |

SASKATCHEWAN GRADE 5 CORE SCIENCE UNIT ON RESOURCES

| LEARNING OBJECTIVES | PAGE REFERENCES |
|--|------------------------------------|
| 1. Describe Saskatchewan's natural resources. | |
| A. List examples of natural resources found in Saskatchewan. | pgs. 35, 101 |
| B. Classify the natural resources of Saskatchewan as renewable or nonrenewable. | pgs. 35, 101 |
| C. Distinguish between resources used to produce energy and those used to produce goods. | pgs. 45, 122 |
| D. Recognize the global concern for air, soil, and water. | pgs. 26, 35, 60 |
| 2. Describe human impact on the environment. | pgs. 26, 47, 48, 54, 59, 78 |
| A. Describe the water cycle. | pg. 61—question #4 |
| B. Identify water pollutants and their sources. | pgs. 36, 53, 54, 78 |
| C. Recognize the importance of proper waste disposal. | pg. 61—question #4 |
| D. Examine the technology of waste water treatment. | pg. 60 |
| E. Describe air as a mixture of gases, vapours, and solid particles. | |
| F. Identify common air pollutants and their sources. | pg. 54 |
| G. Explain how soil can become polluted. | pgs. 35, 36 |
| H. Describe some of the causes of soil erosion and soil degradation. | pgs. 26, 35 |
| I. Identify methods of preventing soil loss. | pgs. 26, 35 |
| J. Discuss the relationship between agriculture and soil, air, and water quality. | pg. 36—questions 1, 2, 3 pg. 78 |