

# CURRICULUM CONNECTIONS ATLANTIC CANADA Grade 5

## SELECTED EXPECTATIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

Students will:

### ARTS

- be part of a rights-respecting, compassionate, democratic learning environment that “allows all students regardless of ability, gender, lifestyle, values, social class, and racial and ethnocultural backgrounds to feel comfortable in taking learning risks to express their ideas, frustrations, and dreams. It is a community of ongoing inquiry based on trust and respect. It upholds the rights of each student and requires students to respect the rights of others. It values and nurtures different perceptions, diverse approaches, and open conversations.”
- be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

### HEALTH AND PHYSICAL EDUCATION

#### General curriculum outcomes - Outcome 5.10 Relationships

- develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions
- Cross-curricular link Physical Education: Relationship Choices Outcomes

#### Specific curriculum outcomes

- develop strategies to address personal roles and responsibilities in groups
- identify respectful communication strategies that foster group/team development
- apply mediation skills when resolving conflicts

### LANGUAGE

- use their knowledge and skills in listening, speaking, reading, writing, viewing, and representing to understand, critically analyze, and communicate a broad range of information and ideas from and about their multicultural, multimedia environment.
- learn to identify and explore multiple perspectives, question the messages in texts, and look at issues related to fairness, equity, and social justice.
- analyze the structure and elements of a variety of text forms, and create a variety of oral, print, and media texts in order to communicate their own ideas and opinions for a variety of purposes and audiences.
- explore more complex topics or issues related to fairness, equity, and social justice, more subtle or abstract themes, and particular genres; that use a variety of organizational patterns and features; and that require inference and analysis.

### MATHEMATICS

- develop, select, and apply problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.
- develop and apply reasoning skills (e.g., classification, recognition of relationships, use of counter-examples) to make and investigate conjectures and construct and defend arguments.
- demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by comparing and adjusting strategies used, by explaining why they think their results are reasonable, by recording their thinking in a math journal).
- relate mathematical ideas to situations or phenomena drawn from other contexts (e.g., other curriculum areas, daily life, sports).

## LINKS TO GLOBAL CONCEPTS

### CONVENTION ARTICLES

	INTERDEPENDENCE	IMAGES AND PERCEPTIONS	SOCIAL JUSTICE	CONFLICT AND CONFLICT RESOLUTION	CHANGE AND THE FUTURE	HUMAN RIGHTS
12, 13, 15, 17, 28, 29		✓	✓	✓	✓	
3, 16, 17, 27, 28, 29, 31, 42	✓			✓	✓	
12, 13, 15, 17, 29, 30	✓	✓	✓	✓		
12, 13, 17, 28, 29	✓			✓	✓	

**SELECTED EXPECTATIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD**

Students will:

**SCIENCE AND TECHNOLOGY**

- understand that the body is made up of a number of organs and that these organs are parts of systems that can be affected by a variety of factors.
- develop an understanding of the importance of proper nutrition and exercise to the healthy functioning of organ systems.
- gain respect for the power behind (these) forces and appreciation for the devastating effects that they have on the natural and built environment, and they will be able to develop strategies for keeping themselves and others safe during these events.
- examine the environmental impact associated with the production, use, and disposal of (such) materials.

**SOCIAL SCIENCE**

- examine the structure and function of the three levels of government in Canada and how they relate to one another.
- use research skills and critical thinking skills to extend their understanding of the rights of groups and individuals and the responsibilities of citizenship in Canada.
- identify ways in which government and the responsibilities of citizenship directly affect their own lives.

**CONVENTION ARTICLES**

LINKS TO GLOBAL CONCEPTS					
INTER-DEPENDENCE	IMAGES AND PERCEPTIONS	SOCIAL JUSTICE	CONFLICT AND CONFLICT RESOLUTION	CHANGE AND THE FUTURE	HUMAN RIGHTS
12, 13, 15, 17, 19, 24, 27, 28, 29, 30					
2, 3, 8, 12, 13, 14, 15, 17, 24, 28, 29, 30, 42					