**New Curriculum Big Ideas  
Reference Document for Teacher Planning and Communicating Student Learning**

The following compilation is from the first draft of the new curriculum. It is a living document and as the Ministry of Education adds to the document this resource will be updated in the portal. Please contact [kdawson@sd71.bc.ca](mailto:kdawson@sd71.bc.ca) if you notice that this reference document has not been undated.

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| **Grade 5** | |
| **Big Idea** | **Pop Out** |
| **Language Arts** | |
| Language and text can be a source of creativity and joy. | (text) oral, written, visual, or digital communication   * Oral texts include speeches, poems, plays, and oral stories * Written texts include novels, articles, and short stories * Visual texts include posters, photographs, and other images * Digital texts include electronic forms of all the above * Oral, written, and visual elements can be combines (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements) |
| Exploring text and story helps us understand ourselves and make connections to others and to the world. | (story) narrative texts that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stor4ies can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. |
| Listening carefully helps us learn. |  |
| Text can be understood from different perspectives. |  |
| Using language in creative and playful ways helps us understand how language works. |  |
| Combining different texts and ideas allows us to create new understandings. |  |
| Texts are created for different purposes and audiences. |  |
| **Mathematics** | |
| Number represents and describes quantity: Parts of wholes can be represented by equivalent fractions. | |
| Developing computational fluency comes from a strong sense of number: Flexibility in working with numbers extends to operations with larger (multi-digit) numbers. |  |
| We use patterns to represent identified regularities and to form generalizations: Number patterns can be expressed using variables in tables. |  |
| We can describe, measure, and compare spatial relationships: Closed shapes have area and perimeter. |  |
| Analyzing data and chance help us to compare and interpret: Graphs can be used to show many-to-one correspondence. |  |
| **Science** | |
| Multicellular organisms have organ systems that enable them to survive and interact within their environment. | Questions to support inquiry with students:   * How do organ systems interact wit6h one another? * How do organ systems interact with their environment to meet basic needs? |
| Solutions are homogeneous mixtures. | Questions to support inquiry with students:  • What are homogeneous solutions?  **•** What are their uses? |
| Machines are devices that transfer force and energy. | Questions to support inquiry with students:   * How do machines (natural and human-made) transfer force and energy? * What natural machines can you identify in your local environment? |
| Humans use earth materials as natural resources. | Questions to support inquiry with students:   * How do we interact with water, rocks, minerals, soils, and plants? * Why is Earth considered a closed material system? |
| **Social Studies** | |
| Canada’s policies and treatment of minority peoples have negative and positive legacies. |  |
| Natural resources continue to shape the economy and identity of different regions of Canada. |  |
| Immigration and multiculturalism continue to shape Canadian society and identity. |  |
| Canadian institutions and government reflect the challenge of our regional diversity. |  |
| **Career Education** | |
| Main focus is on Awareness and Exploration.  Understanding deepens through Awareness and Exploration of:   * Decision-making and planning processes * Learning styles * Information acquisition and analysis * Leadership * Role of mentors in the learning journey |  |
| **Physical and Health Education** | |
| Daily physical activity enables us to practice skillful movement and helps us develop personal fitness. |  |
| Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle |  |
| Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle. |  |
| Personal choices and social and environmental factors influence our health and well-being. |  |
| Developing healthy relationships helps us feel connected, supported, and valued. |  |
| **Arts Education** | |
| Engaging in creative expression and experiences expands people’s sense of identity and belonging. |  |
| Artists experiment in a variety of ways to discover new possibilities and perspectives. | (artists) People who create works in any of the arts disciplines (e.g. dancers, actors, musicians, visual artists); also means the students themselves. |
| Dance, drama, music and visual arts are each unique languages for creating and communicating. | (communicating) The art itself is a form of communication. |
| Works of art influence and are influenced by the world around us. | (Works of art) The results of creative processes in disciplines such as dance, drama, music, and visual arts. |
| **Core French** | |
| Listening and viewing with intent helps us acquire French. |  |
| Both verbal and non-verbal cues contribute meaning in language. |  |
| Meaningful communication is possible in French using simple, high-frequency words and patterns. |  |
| With basic French, we can describe ourselves and our interests. |  |
| Francophone culture is a vibrant part of many Canadian communities. |  |
| Each culture has traditions and ways of celebrating. |  |