



# Curriculum Handbook for **Parents**

†  
Catholic School Version

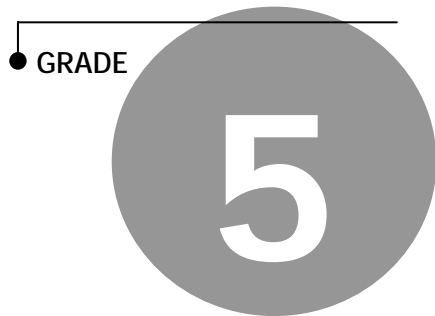
2007–2008



Further information can be found at:  
<http://www.education.gov.ab.ca>







# Curriculum Handbook for Parents

Catholic School Version

2007-2008

This Curriculum Handbook provides parents with information about the Grade 5 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Education Web site where more information can be found
- a feedback form.

# Alberta Education

This document, along with most Alberta Education documents, can be found on the Web site at <http://www.education.gov.ab.ca>.

Parent documents referenced in this handbook, along with most Alberta Education documents, are available for purchase from:

Learning Resources Centre  
12360 – 142 Street  
Edmonton, Alberta, Canada, T5L 4X9  
Telephone: 780-427-2767  
Toll-free: 310-0000 (inside Alberta)  
Fax: 780-422-9750  
Internet: <http://www.lrc.education.gov.ab.ca>

Telephone numbers of branches referred to in this handbook can be reached, toll-free inside Alberta, by dialling 310-0000.

Curriculum Branch  
Telephone: 780-427-2984  
Fax: 780-422-3745  
E-mail: [curric.contact@edc.gov.ab.ca](mailto:curric.contact@edc.gov.ab.ca)

Learning and Teaching Resources Branch  
Telephone: 780-427-2984  
Fax: 780-422-0576  
E-mail: [curric.contact@edc.gov.ab.ca](mailto:curric.contact@edc.gov.ab.ca)

Distributed Learning Resources Branch  
Telephone: 780-674-5350  
Fax: 780-674-6561  
E-mail: [DLRB.General@gov.ab.ca](mailto:DLRB.General@gov.ab.ca)

Learning Technologies Branch  
Telephone: 780-415-8528  
Fax: 780-422-9157  
E-mail: [ltbgeneral@gov.ab.ca](mailto:ltbgeneral@gov.ab.ca)

- For information about LearnAlberta.ca  
Telephone: 780-415-8528  
Fax: 780-422-9157  
E-mail: [LearnAlberta.Contact@edc.gov.ab.ca](mailto:LearnAlberta.Contact@edc.gov.ab.ca)

First Nations, Métis and Inuit Services  
Telephone: 780-415-9300  
Fax: 780-415-9306  
E-mail: [asb@gov.ab.ca](mailto:asb@gov.ab.ca)

French Language Services Branch  
Telephone: 780-427-2940  
Fax: 780-422-1947  
E-mail: [LSB@edc.gov.ab.ca](mailto:LSB@edc.gov.ab.ca)

Special Programs Branch  
Telephone: 780-422-6326  
Fax: 780-422-2039  
E-mail: [Special.Programs@gov.ab.ca](mailto:Special.Programs@gov.ab.ca)

Learner Assessment  
Telephone: 780-427-0010  
Fax: 780-422-4200  
E-mail: [LAcontact@edc.gov.ab.ca](mailto:LAcontact@edc.gov.ab.ca)

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*Message from the*  
**Minister of Education**

The parent's role in today's education system is important to the child's current and future success.

It is not always easy for parents to connect to what a child is learning in the classroom. The curriculum cannot always be the central focus with today's busy households and the extracurricular activities pursued by our Kindergarten to Grade 12 students.

To connect you with what your child is learning in school, Alberta Education created the *Curriculum Handbooks for Parents* series. This handy reference tool will assist you in following your child's programs of study. One of the special attributes of Alberta's curriculum is that it is the same for every student at every grade level in every corner of the province.

I am confident this handbook will provide the opportunity for you to become more engaged in Alberta's curriculum and answer any questions you may have on what your child is learning. I hope this publication will also serve to create an open dialogue between you and your child on curriculum outcomes and expectations.

Use this handbook as a window into your child's education and see why Alberta's curriculum is producing the best students in the world.

If you have any questions about the content of the handbook, do not hesitate to contact your child's teacher(s).

I wish you and your family a successful and enjoyable school year.

Original Signed

Ron Liepert  
Minister of Education



Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I wish to express my appreciation to the Government of Alberta and Alberta Education for providing you this updated Kindergarten to Grade 12 Curriculum Handbooks for Parents.

You, parents, are the first and primary educators of your children especially with regards to education in the faith. By ensuring that the Gospel is truly lived in the context of your family and in the life of our schools and communities you are a powerful witness for your children. The role of the parents is vital in providing the best possible education for our children.

When you enroll your children in a Catholic school you can be assured of our support in your role. I encourage you to work closely with the school by joining your local school councils or parent groups. You can assist young men and women, boys and girls, to understand themselves as moral persons living the way of Christ through the experience and teaching of the Catholic Church. Be a strong voice for the Catholic identity of our schools. In this way, you will share in the central mission of the Church, which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

We commend Alberta Education for providing these updated Curriculum Handbooks for Parents. They provide a comprehensive presentation of the content and expectations of the Religious Education program approved by the Canadian Conference of Catholic Bishops.

May their use be a source of growth in faith, hope and love in all of our communities throughout Alberta.

Sincerely Yours in Christ,

Original Signed

Bishop Frederick Henry  
Diocese of Calgary  
Education Liaison, Alberta Conference of Catholic Bishops

## ▶ Introduction

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* are designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

### Finding Information

Parents can find information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.
- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions and in French. They are available on the Alberta Education Web site or for purchase from the LRC.
- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Education Web site.
- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the **Programs of Study** to ensure that students meet provincial standards of achievement. However, they have flexibility to

[http://www.education.gov.ab.ca/k\\_12/curriculum/parent.asp](http://www.education.gov.ab.ca/k_12/curriculum/parent.asp)

[http://www.education.gov.ab.ca/k\\_12/curriculum/parent.asp](http://www.education.gov.ab.ca/k_12/curriculum/parent.asp)

[http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/)

decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Education Web site or for purchase from the LRC.

<http://www.education.gov.ab.ca/lrdb>

- The Authorized Resources Database on the Alberta Education Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.
- The **Alberta Education Web site** contains information on learning from the early years to adulthood.

<http://www.education.gov.ab.ca>

## Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork and help with homework when you can.
- Help your child set realistic goals and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

This resource is available for purchase from the Learning Resources Centre (LRC). Order online at <http://www.lrc.education.gov.ab.ca>

- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9*—Strategies parents can use to help their child improve organizational, reading, writing, spelling, mathematical, test taking and project skills at the grades 1–9 levels.

<http://www.education.gov.ab.ca/parents/mathprbk.pdf>

- *Working Together in Mathematics Education*—Ways parents can support student learning in mathematics.

<http://www.learnalberta.ca>

- *LearnAlberta.ca* Web site—Online multimedia learning resources that directly relate to the Alberta programs of study.

<http://www.2learn.ca/>

- *TELUS 2Learn* Web site—An education/business partnership that provides Internet in-service, support and information for Alberta teachers, students and parents.

● GRADE

5

In Grade 5, students study required subject areas. Optional subject areas may be available at the local school. Students have access to 950 hours of instruction during a school year.

## Overview

In Catholic schools, students participate in a Religious Education Program that is authorized by the Bishop of the local diocese.

The Grade 5 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

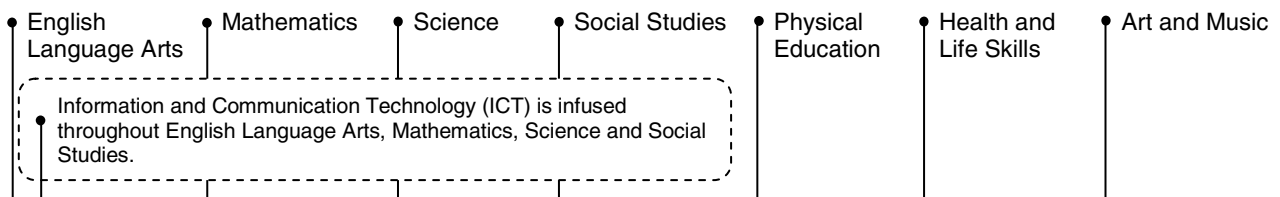
This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

The programs of study, which include all the general and specific outcomes, are available on the Alberta Education Web site or from the LRC.

### GRADE 5: [REQUIRED SUBJECT AREAS]

### STUDENTS TAKE:



### GRADE 5: [OPTIONAL SUBJECT AREAS]

### SCHOOLS MAY OFFER:



\* Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

**New Courses for the 2007–2008 School Year:**

- Chinese Language and Culture (Nine-year Program)
- Cree Language and Culture (Nine-year Program)
- German Language and Culture (Nine-year Program)
- Japanese Language and Culture (Nine-year Program)
- Punjabi Language and Culture (Nine-year Program)
- Social Studies
- Spanish Language and Culture (Nine-year Program)
- Ukrainian Language and Culture (Nine-year Program)

## ► Religious Education

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Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

***Religious education has four essential characteristics.***

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

The Religious Education Program for elementary and junior high schools is authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The Grade 5 Religious Education Program seeks to assist students in understanding more fully what the Church does as it gives witness to Jesus in the Spirit. It focuses on how the Church is a gathering, a communion of people from all nations in and through

the Spirit of God. In the Church, the Lord Jesus is visible, active and present in the power of the Holy Spirit. Jesus rekindled the hope and vision of God's chosen people, and the Church continues the ancient promise of God to gather and assemble a community of believers.

*Students explore these themes through the study of 10 units:*

### **Unit 1**

#### **The Church proclaims the Good News.**

The students recognize that we are made and chosen by God and are called to lasting friendship with Him. They reflect on God's dream to gather all people as one. We are called by the Spirit into community and are gathered in the name of Jesus.

### **Unit 2**

#### **The Church believes in the Lord Jesus.**

The students explore the Acts of the Apostles and see the development and growth of the early Church. They discuss and learn the steps of Christian initiation—Rite of Christian Initiation of Adults (RCIA), baptism, confirmation and eucharist.

### **Unit 3**

#### **The Church celebrates God's mighty deeds.**

The students are invited to deepen their sense of belonging to the community of praise. They explore the structure of the eucharist, plan a eucharistic celebration and are invited to celebrate the eucharist.

### **Unit 4**

#### **The Church expects the coming of the Lord.**

The students experience the season of Advent as a season of hope through Isaiah, John the Baptist and Mary. They learn to pray with Mary and the Church.

### **Unit 5**

#### **The Church welcomes all nations.**

The students celebrate Epiphany as God calls all people of all nations. They hear God's call in Scripture through Abraham, Moses, Ruth, Naomi and Jonah. They learn about the Church in Canada and in their own diocese and parish.

### **Unit 6**

#### **The Church acts justly.**

The students discover what it means to act justly—to respect and be of service to others, to respect all of creation and to have compassionate regard for the disadvantaged.

**Unit 7**  
**The Church reconciles.**

The students explore the Church as an agent of God's reconciliation in the world. They explore the concepts of the mystery of evil, sin and temptation. Through prayer and activity, the students reflect on Lent as preparation for Easter. They explore the relationship of baptism and eucharist to reconciliation and learn about the sacrament of reconciliation.

**Unit 8**  
**The Church loves.**

The students look at how God's love is active in the Church, and they reflect on the Church's mission as one of love and service. Through parables and stories of Jesus' miracles, they discover how Jesus reveals God's love. They deepen their understanding of the Chrism mass, the passion of Jesus, the Easter Triduum and the sacrament of Holy Orders.

**Unit 9**  
**The Church rejoices.**

The students reflect on what it means to be an Easter people and celebrate the risen Jesus through sign, symbol and story. They explore the sacraments and rites of the Church. Through story and research, they discover the work and life of Canadian martyrs and how Canadians have been changed by the risen Lord.

**Unit 10**  
**The Church witnesses.**

The students explore the structure and marks of the Church. Through the missionary journeys of Paul, they reflect on the Church's witness to God's gracious purpose and love throughout the world. The students celebrate their being sent forth as Church.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of their children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

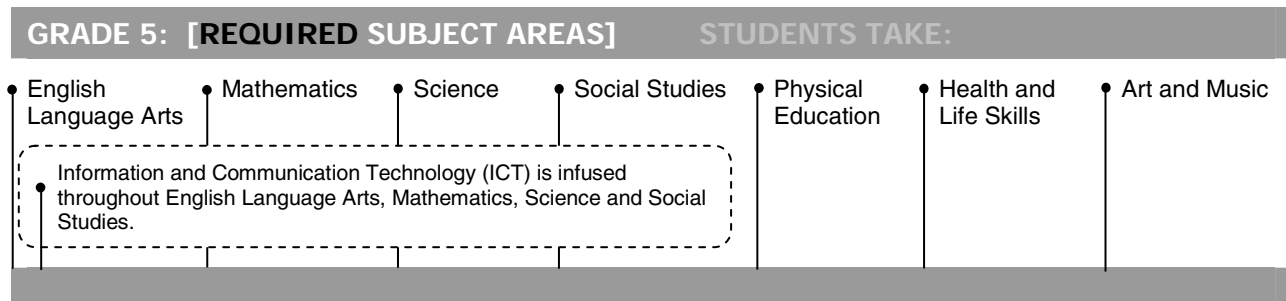
Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, ritual action, song and formal community prayer. As we enter into prayer we give praise and thanks for God's loving presence, and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within the Religious Education Program. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God's grace present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are always welcome to contact their parish to begin their immediate preparation for the sacraments.

The Religious Education Program interprets for the students what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the Church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

▼ The **required subject areas** are the foundation of the elementary program.



## English Language Arts

View the English language arts subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/english/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/english/)

There are two basic aims of English language arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with diverse audiences and in a range of situations for communication, personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education, and reflect the Catholic identity of the school.

**The following learning outcomes are selected from the Grade 5 English Language Arts Program of Studies.**

### Explore thoughts, ideas, feelings and experiences

- use appropriate prior knowledge and experiences to make sense of new ideas and information
- reflect on areas of personal accomplishment, and set personal goals to improve language learning and use

- seek the viewpoints of others to build on personal responses and understanding
- use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts

### **Comprehend and respond personally and critically to oral, print and other media texts**

- describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information
- use the meanings of familiar words to predict the meanings of unfamiliar words in context
- integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context
- support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts
- identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved
- use own experience as a starting point and source of information for fictional oral, print and other media texts

### **Manage ideas and information**

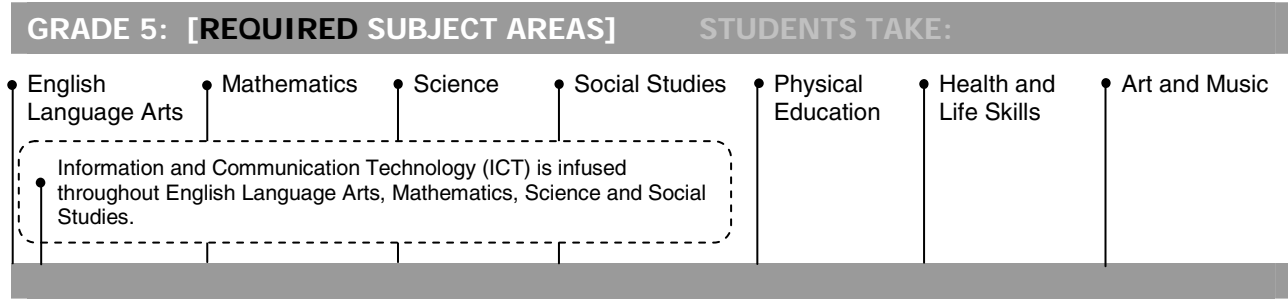
- summarize important ideas in oral, print and other media texts and express opinions about them
- identify categories of information related to particular topics, and ask questions related to each category
- skim, scan and listen for key words and phrases
- record ideas and information in relevant categories, according to a research plan
- select visuals, print and/or other media to inform and engage the audience
- assess personal research skills, using pre-established criteria

**Enhance the clarity and artistry of communication**

- revise to add and organize details that support and clarify intended meaning
- write legibly, using a style that is consistent in alignment, shape and slant
- apply word processing skills, and use publishing programs to organize information
- identify past, present and future verb tenses, and use in sentences
- use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing
- organize ideas and information in presentations to maintain a clear focus and engage the audience
- use effective openings and closings that attract and sustain reader or audience interest
- identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter

**Respect, support and collaborate with others**

- identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities
- determine and use language appropriate to the context of specific situations
- accept and take responsibility for fulfilling own role as a group member
- contribute ideas to help solve problems, and listen and respond constructively
- show appreciation for the contributions of others, and offer constructive feedback to group members



## Mathematics

View the mathematics subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/math/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/math/)

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students are expected to learn how to:

- communicate mathematically
- connect mathematical ideas to everyday experiences and to other subject areas
- use estimation and mental mathematics where appropriate
- relate and apply new mathematical knowledge to problem solving
- reason and justify their thinking
- use appropriate technologies as a tool to solve problems
- use visualization to assist in solving problems, processing information and making connections.

**The following learning outcomes are selected from the Grade 5 Mathematics Program of Studies.**

### Number

- demonstrate a number sense for whole numbers 0 to 100 000, and explore proper fractions and decimals
- apply arithmetic operations on whole numbers and decimals, and illustrate their use in creating and solving problems

**Patterns and Relations**

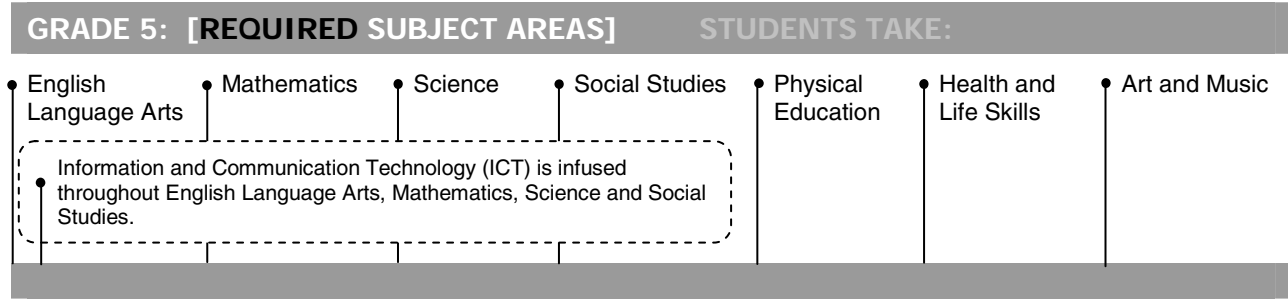
- construct, extend and summarize patterns, including those found in nature, using rules, charts, mental mathematics and calculators

**Shape and Space**

- use measurement concepts, appropriate tools and results of measurements to solve problems in everyday contexts
- use visualization of 3-D objects and 2-D shapes to solve problems related to spatial relations
- describe motion in terms of a slide, a turn or a flip
- use coordinates to describe the positions of objects in two dimensions

**Statistics and Probability**

- develop and implement a plan for the collection, display and interpretation of data to answer a question
- predict outcomes, conduct experiments and communicate the probability of single events



## Science

View the science subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/science/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/science/)

View science digital resources on the LearnAlberta.ca Web site at <http://www.learnalberta.ca>

The aim of the science program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based. In elementary science, students develop their skills of inquiry and problem solving. They are also developing positive attitudes toward the study of science and the application of science in responsible ways.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

**The following learning outcomes are selected from the Grade 5 Science Program of Studies.**

### Electricity and Magnetism

- demonstrate safe methods for the study of magnetism and electricity
- identify methods for measurement and control
- apply techniques for evaluating magnetic and electrical properties of materials

**Mechanisms Using Electricity**

- construct simple circuits
- apply an understanding of circuits to the construction and control of motorized devices

**Classroom Chemistry**

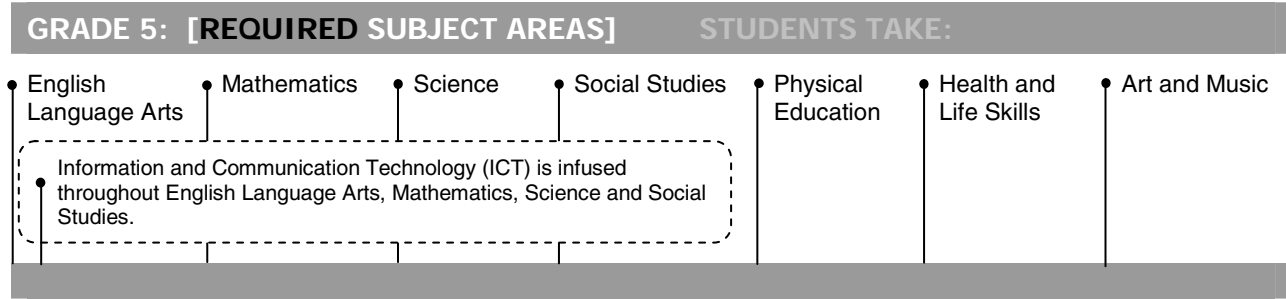
- learn that when two materials react to form a new material, the original materials cannot be recovered
- discover that when a solid material dissolves, it can be recovered as a crystal by evaporating the liquid
- describe the properties and interactions of various household liquids and solids, and interpret their interactions

**Weather Watch**

- observe, describe and interpret weather phenomena
- relate weather to the heating and cooling of Earth's surface
- investigate relationships between weather phenomena and human activity

**Wetland Ecosystems**

- learn, through observation and research, about the interactions among wetland organisms and about the role of each organism as part of a food web
- describe the living and nonliving components of a wetland ecosystem and the interactions within and among them



## Social Studies

View the social studies subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/social/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/social/)

Alberta Education is in the process of implementing a revised social studies program for K–12 in Alberta. In September 2007, a revised Grade 5 social studies program will be implemented in Alberta schools. This process began in 2005 with grades K–3 followed by grades 4 and 7 in 2006. The remaining schedule is as follows: grades 5, 8 and 10 in 2007; grades 6, 9 (optional) and 11 in 2008; and grades 6, 9 and 12 in 2009.

The aim of the revised social studies program is to promote a sense of belonging and acceptance in students as they engage in active and responsible citizenship. At the heart of Alberta's revised social studies program are the concepts of citizenship and identity in the Canadian context. It also includes multiple perspectives, including Aboriginal and Francophone that contribute to Canada's identity. The revised program also has a greater focus on Canadian and Alberta history.

Grade 5 students will be provided with opportunities to explore how the diversity of stories and experiences, and the vastness of Canada, affect citizenship and identity in the Canadian context.

Grade 5 students will examine how the ways of life of peoples in Canada are integral to Canadian culture and identity. They will explore the geographic vastness of Canada and the relationships between the land, places and people. As they reflect upon the stories of diverse Aboriginal, French, British and immigrant experiences in Canada over time, students will develop a sense of place and an awareness of how these multiple stories contribute to students' sense of citizenship and identity.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

**The following learning outcomes are selected from the Grade 5 Social Studies Program of Studies.**

### **Physical Geography of Canada**

Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians.

#### ***Values and Attitudes***

**value Canada's physical geography and natural environment:**

- appreciate the variety and abundance of natural resources in Canada (ER, LPP)
- appreciate the environmental significance of national parks and protected areas in Canada (ER, LPP)
- appreciate how the land sustains communities and the diverse ways that people have of living with the land (GC, LPP)
- demonstrate care and concern for the environment through their choices and actions (GC, LPP)

#### ***Knowledge and Understanding***

**examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:**

- How do landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP)
- How is the geographical region they live in different from other regions of Canada? (LPP)
- How are Canada's national parks and protected areas important to the sustainability of Canada's natural environment? (ER, LPP)

**analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:**

- In what ways do natural resources and the physical geography of a region determine the establishment of communities? (ER, LPP)
- Whose responsibility should it be to ensure the preservation of Canada's national parks and protected areas? (C, ER, LPP)

	C	Citizenship		I	Identity	
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections	
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change	

## Histories and Stories of Ways of Life in Canada

Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

Stories provide a vital opportunity to bring history to life. Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels or short stories.

In social studies, stories provide students with opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Canada's history and contemporary society.

### *Values and Attitudes*

#### **appreciate the complexity of identity in the Canadian context:**

- recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity (I, TCC)
- acknowledge the contributions made by diverse cultural groups to the evolution of Canada (CC, I, TCC)

### *Knowledge and Understanding*

#### **examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:**

- How were the natural environment and geography of each region of Canada determining factors of the diversity among Aboriginal groups (e.g., languages, symbolism)? (LPP, TCC)
- In what ways do anthropology and archaeology contribute to our understanding of First Nations, Métis and Inuit peoples? (CC, LPP, TCC)

	C	Citizenship		I	Identity
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
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**examine, critically, ways of life of the fur traders by exploring and reflecting upon the following questions and issues:**

- How are the stories of the Métis people, their culture and heritage rooted in the fur trade? (CC, I, TCC)
- How do stories about ways of life in fur trade forts reflect the British influence in Canada? (CC, TCC, PADM)
- What were the main languages spoken by fur traders and their families in the fur trade forts? (I, CC, TCC, ER)

**examine, critically, ways of life of the United Empire Loyalists by exploring and reflecting upon the following questions and issues:**

- What do stories of the United Empire Loyalists tell us about British culture and presence in Canada? (CC, I, TCC)
- How did the diversity of United Empire Loyalists contribute to Canadian diversity? (I, CC, TCC, LPP)

**examine, critically, how European immigrants shaped ways of life in western Canada by exploring and reflecting upon the following questions and issues:**

- What do stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in western Canada? (CC, I, GC, LPP, TCC)
- How were European immigrants affected by pressures to conform in western Canada? (C, CC, I, GC, LPP, TCC)

## Canada: Shaping an Identity

Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.

### *Values and Attitudes*

**appreciate how changes impact citizenship and identity:**

- recognize how economic and political changes impact ways of life of citizens (C, ER, I, PADM)

	C	Citizenship		I	Identity	
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections	
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change	

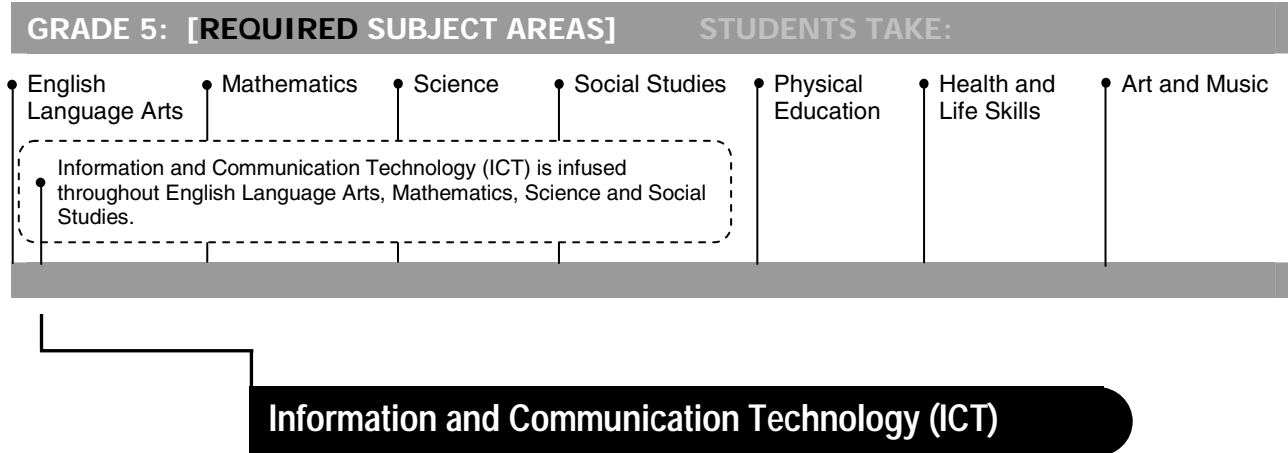
***Knowledge and Understanding***

**assess, critically, the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:**

- How did John A. Macdonald and George-Etienne Cartier contribute as partners of Confederation? (TCC, PADM)
- How did the building of Canada's national railway affect the development of Canada? (CC, ER, PADM)

**assess, critically, how the Famous Five brought about changes in Canada by exploring and reflecting upon the following questions and issues:**

- Who were the Famous Five? (LPP, TCC)



View the information and communication technology subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/ict/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ict/).

Students learn how to use and apply a variety of information and communication technologies; the nature of technology and the importance of technology in daily life. ICT is learned most effectively in the context of subject areas such as language arts, mathematics, science and social studies. The ICT curriculum is not intended to be taught as a stand-alone course but rather to be infused within the teaching of other programs of study.

**The ICT Program of Studies is organized by division. The following is a sample of the Division 2 learning outcomes that students are expected to meet by the end of Grade 6.**

### **Communicating, Inquiring, Decision Making and Problem Solving**

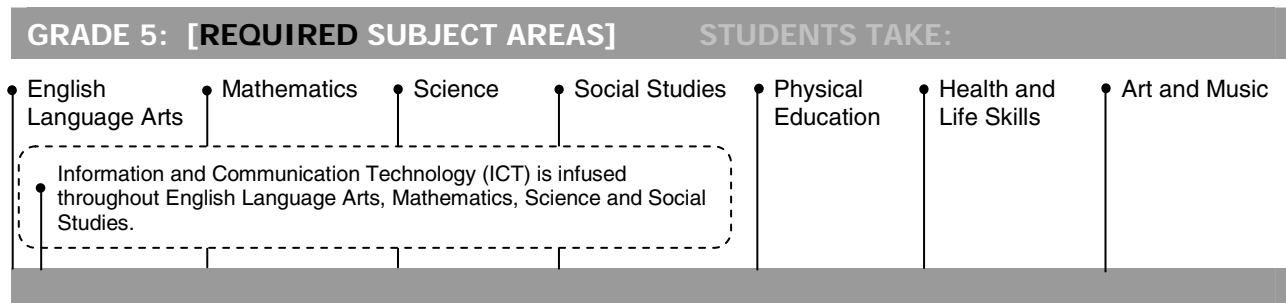
- access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)
- use technology to assist in problem solving

### **Foundational Operations, Knowledge and Concepts**

- identify and apply techniques and tools for communicating, storing, retrieving and selecting information
- examine the environmental issues related to the use of technology

**Processes for Productivity**

- edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style
- navigate through a document that contains links to locate, copy and then paste data to a new file



## Physical Education

View the physical education subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/phyped/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/phyped/)

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through physical activity as a means of fostering a desire in students to participate in lifelong physical activity.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.



### General Outcome A: Activity

*Students will* acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment, Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.



### General Outcome B: Benefits Health

*Students will* understand, experience and appreciate the health benefits that result from physical activity.

- Functional Fitness
- Body Image
- Well-being



### General Outcome C: Cooperation

*Students will* interact positively with others.

- Communication
- Fair Play
- Leadership
- Teamwork



### General Outcome D: Do it Daily ... for Life!

*Students will* assume responsibility to lead an active way of life.

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

### Exemptions from Physical Education

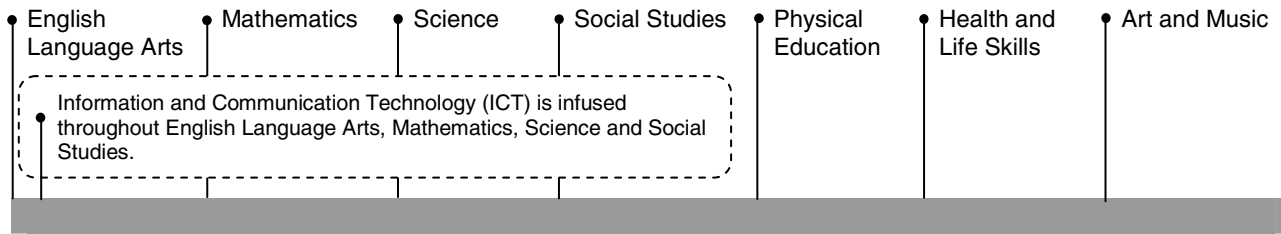
Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

[http://www.education.gov.ab.ca/physical\\_educationonline](http://www.education.gov.ab.ca/physical_educationonline)

### **Physical Education Online**

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- **Program of Studies**—The general outcomes and grade specific outcomes for K–12.
- **Teacher Resources**—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- **Home Education**—This portion is designed for parents and teachers to use with students who may be enrolled in an online or home education physical education course.

**GRADE 5: [REQUIRED SUBJECT AREAS]****STUDENTS TAKE:**

## Health and Life Skills

View the health and life skills subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/healthpls/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/healthpls/)

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

In a Catholic school, learning outcomes are addressed within the context of the teachings of the Catholic Church. The local boards of many Catholic school jurisdictions have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.



### Wellness Choices

*Students will* make responsible and informed choices to maintain health and promote safety for self and others.

- Personal health
- Safety and responsibility



## Relationship Choices

*Students will* develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

- Understanding and expressing feelings
- Interactions
- Group roles and processes



## Life Learning Choices

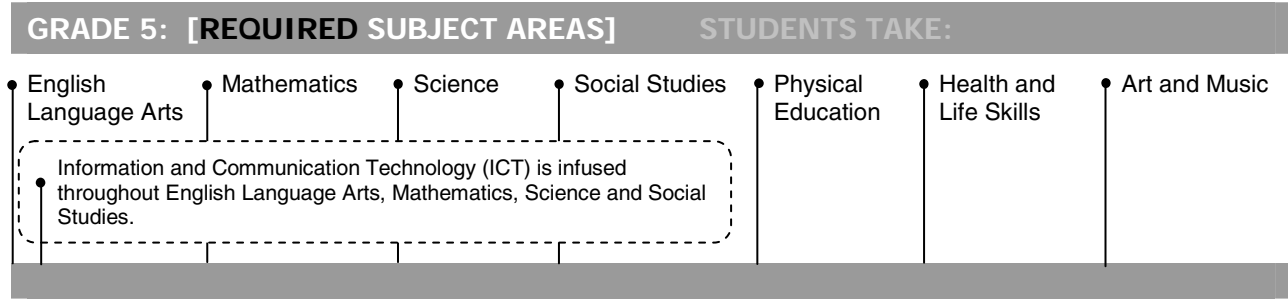
*Students will* use resources effectively to manage and explore life roles and career opportunities and challenges.

- Learning strategies
- Life roles and career development
- Volunteerism

## Human Sexuality Education

Human sexuality education emphasizes the individual nature of change and growth, and the importance of one's family and personal values with respect to sexuality and sexual decision making. Learning outcomes are addressed within the context of Catholic teaching.

Schools are required to offer human sexuality education in Grade 4 to Grade 9. Parents have the right to exempt their child from this instruction. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction.



## Art and Music

View the fine arts subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/finearts/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/finearts/)

Through art and music, students develop self-awareness and express their creativity in many ways. They respond personally and critically to a variety of art and music styles and forms.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

### Art

The aim of the art program is to enable students to learn visual arts skills and concepts, to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components: reflection, depiction, composition and expression.

**The following learning outcomes are selected from the Grade 5 Art Program of Studies.**

- study and analyze the individual character of natural objects or forms
- impose standards on designed objects and invent improved versions
- modify forms by abstraction, distortion and other transformations

- perfect images through economical use of material and efficiency of effort
- express a feeling or a message
- use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, print making, sculpture, fabric arts, photography and computer graphics

## **Music**

The aim of the music program is for students to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through a variety of musical activities. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

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### **The following learning outcomes are selected from the Grade 5 Music Program of Studies.**

- understand that rhythm is created by combining beat, tempo, patterns, metre and duration
- understand that a melody is changed when its rhythm is changed
- understand that the notes of a chord may be performed to accompany a melody
- match names, sounds and pictures of many instruments
- extend vocal development to include phrasing, enunciation and expression
- develop ability to read parts while singing; e.g., soprano, alto

▼ The range of optional subject areas offered by elementary schools varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

## GRADE 5: [OPTIONAL SUBJECT AREAS]

## SCHOOLS MAY OFFER:

• Drama

• Languages

### Drama

View the drama subject page at  
[http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/finearts/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/finearts/)

The aim of the drama program is for students to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Play, dramatic play and structured dramatic play are the foundation for dramatic forms of expression. These include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Drama may be taught as a separate subject area or integrated with other subjects.

**GRADE 5: [OPTIONAL SUBJECT AREAS]****SCHOOLS MAY OFFER:**

• Drama

• Languages

**Languages**

<http://www.education.gov.ab.ca/languages/ToolKit.asp>

A variety of courses in languages are available throughout Alberta. These courses include Aboriginal languages, French and International languages.

Alberta Education offers numerous provincially developed language courses. As well, school authorities have developed and implemented a range of locally developed language courses.

**Aboriginal Languages****Blackfoot and Cree Language and Culture**

[http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/aborigin](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/aborigin)

Blackfoot and Cree language and culture programs are designed to enable students to learn Aboriginal languages and to increase awareness of Aboriginal cultures.

**The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.**

**Blackfoot**

- acquire basic communication skills in the Blackfoot language
- develop cultural sensitivity, and enhance personal development
- develop a desire to extend or improve proficiency in the Blackfoot language

**Cree**

- use Cree in a variety of community and school situations and for a variety of purposes
- know and use various strategies to maximize the effectiveness of learning and communication

- live *wâwētinahk* (peacefully) with Mother Earth, others and themselves, guided by *Māmawi Ohtâwimâw* (the Creator)
- be effective, competent and comfortable as Cree speakers (*Okiskinamawakanak kâ nihtā nehiya wewak*)

## French

### French Immersion Program

<http://www.education.gov.ab.ca/quicklinks/seclang.asp>

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

There are many delivery models for French immersion present in Alberta schools.

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English language programs of study, which is identical or comparable to the one used in the English language programs. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents*. It is available for purchase from the LRC.

### French Language Arts

[http://www.education.gov.ab.ca/French/FLA/abrege/IMM\\_1.pdf](http://www.education.gov.ab.ca/French/FLA/abrege/IMM_1.pdf)

In Division 2, the French language arts program of studies is intended to build on the skills acquired in the earlier grades, including vocabulary and syntax enrichment, to enable students to engage more actively with their environment. The program of studies also targets the development of the students' ability to plan and monitor their communication projects, whether they are working individually or with classroom partners. Students also learn to respect the basic rules of language in the oral discussions that take place in the classroom as well as in their writing projects.

In **oral comprehension**, students learn to pay particular attention to the organization of a message (text structure) and cues provided by the speaker (key words, connectives) to construct the meaning of the message and react to it.

In **reading comprehension**, students develop their ability to read longer, more complex texts. They learn to use a variety of tools to effectively solve difficulties they encounter in their reading.

In **oral production**, students learn the vocabulary and syntax that will enable them to express themselves in various contexts. They also develop the ability to plan group projects and to interact effectively with their peers.

In **writing**, students gradually learn to organize and express their ideas clearly, while still respecting spelling rules. They also learn to edit their texts using a checklist.

**Note:** The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

In Grade 5, learning occurs primarily:

In **oral comprehension** through:

- listening to texts from various subject areas
- listening to short stories or chapters from novels
- listening to audiotapes
- viewing audiovisual materials

In Grade 5, students will learn to use new cues to direct their listening. They will also pay particular attention to the organization of information.

In **reading comprehension**:

Teachers will select **450 to 600** word texts of everyday life, or longer for narrative texts.

To develop their reading strategies, students learn to use various cues to direct their reading or identify a resource and take into account the organization of the information to establish links between sentences and paragraphs.

**In oral production:**

Presentations and discussions should be well structured, with emphasis on:

- the correct use of certain expressions and rules of agreement
- follow-up for the presentation.

Emphasis on teamwork (interactive situations) enables students to continue developing certain skills required for interacting with their peers. They independently undertake work that was previously done with the teacher's help. This includes operational rules of group work such as the roles and responsibilities of each person and their right to speak.

**In writing:**

Students learn to write texts consisting of a few paragraphs that present and develop a given topic. They also learn to write short stories with brief character descriptions.

The main purpose of these learning activities is to enable students to integrate the basic elements of the written language:

- the choice and organization of ideas
- the organization of sentences
- the choice of verb tense and the agreement of subject and verb in the past continuous [*l'imparfait*] and immediate future [*futur proche*] tenses
- agreement of common nouns and adjectives
- spelling.

**French as a Second Language**

In Alberta, the French as a Second Language (FSL) Nine-year Program is a course sequence in which the French language is taught as a subject. The goal of the course is to develop students' communication skills in French and acquire an appreciation and understanding of Francophone cultures in Alberta, Canada and the world.

Grade 5 is designed so that students integrate the knowledge and skills they acquired in grade 4, while expanding their language use so they can:

- understand and communicate, mostly by oral means, basic information related to their school, domestic and wild animals, everyday clothing, their home, *Le Festival du Voyageur* (Manitoba Francophone winter festival) and certain holidays and celebrations
- gain language knowledge needed to understand and communicate messages for the above themes

- seek out information about Francophone cultures from authentic sources
- develop and use language learning strategies that will help them improve their learning of French.

## International Languages

### Bilingual Programs

Students in a bilingual program follow a **language arts** course in the target language (e.g., Spanish, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use the target language confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the cultures of the target language for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

Alberta Education offers the following provincial courses for bilingual program students:

- Chinese (Mandarin) Language Arts
- German Language Arts
- Spanish Language Arts
- Ukrainian Language Arts

### Language and Culture Programs

Students in a **language and culture** course study the target language (e.g., Ukrainian, German) as a subject area. Language and culture programs are designed to develop language and cultural skills.

Alberta Education offers provincially developed language and culture programs for Grade 4 students. At the elementary level in international languages, there are course entry points at Grade 1 and at Grade 4.

[http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/languages/default.asp](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp)

Students will:

- use the international language they study in a variety of situations for a variety of purposes
- use the international language effectively and competently
- acquire the knowledge, skills and attitudes to become effective global citizens
- know and use strategies to maximize the effectiveness of learning and communication.

Alberta Education offers the following language and culture programs:

- Chinese Language and Culture
- German Language and Culture
- Italian Language and Culture
- Japanese Language and Culture
- Punjabi Language and Culture
- Spanish Language and Culture
- Ukrainian Language and Culture

Italian Language and Culture (Twelve-year Program) is the only provincial course sequence that begins at Grade 1 and extends through to Grade 12.

### **Locally Developed Language Programs**

Many school boards have developed their own programs. Locally developed international language programs include: Arabic, American Sign Language (ASL), Hebrew, Polish and Russian. Locally developed Aboriginal language and culture courses may also be available to meet the needs of the students in local or First Nations schools. These locally developed courses are developed based on local needs and demands, and may not always be available.

For more information on second language instruction offered in your area, please contact your local school board.

## ► Information for Parents

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### Learning in Alberta

Schools provide students with a broad educational program that helps them:

- develop knowledge, skills and attitudes in a variety of subject areas
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- develop desirable personal characteristics and the ability to make ethical decisions
- demonstrate initiative, leadership, flexibility and persistence
- realize the need for lifelong learning.

Schools also prepare students to make positive contributions to society through communities, the workplace and/or post-secondary studies.

Within the context of Catholic schools, the curriculum in all of its aspects—content, the teaching process, and the total school environment—reflect the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

Teachers make a number of decisions when planning for classroom instruction. Within any group of students, there is a range of individual differences. Teachers use the learning outcomes of the provincial curriculum to meet the needs and interests of their students and to make connections across subject areas. They choose resources, equipment and materials to help students achieve the learning outcomes. Teaching methods and schedules vary from school to school and from class to class to meet the diverse learning needs of students.

In Catholic schools, there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious education and Church teaching can be integrated with other subjects.

Alberta Education assists teachers by reviewing and selecting the best possible resources, such as textbooks, videotapes and computer software, for all subject areas. Authorization of resources by Alberta Education indicates that the resources meet high standards and can help students achieve the learning outcomes. Teachers can choose other resources, as long as they follow school board policy.

<http://www.lrc.education.gov.ab.ca>

Authorized resources are available for purchase from the Learning Resources Centre (LRC).

## School Councils

Schools, parents and communities all play an important advisory role in education. School councils are designed to give parents, senior high school students, teachers and other community members meaningful involvement in decisions that impact student learning. Each school council determines its own level of involvement, depending on local needs. Parents can get more information on how to get involved by contacting their school or the Alberta Home and School Councils' Association (AHSCA).

<http://www.ahsca.ab.ca>

<http://www.education.gov.ab.ca/educationssystem/schoolcouncils.asp>

A new *School Council Resource Manual* is scheduled to be available in the 2006–2007 school year.

## School Fees and Fundraising

Decisions regarding school fees and fundraising are made by the local board or by the school principal in consultation with the school council within policy guidelines established by the school board. In September 2000, the Alberta School Boards Association (ASBA) developed and provided guidelines to school boards to assist boards in establishing appropriate local policy.

[http://www.asba.ab.ca/services\\_for\\_boards/policy\\_advisories\\_fund.html](http://www.asba.ab.ca/services_for_boards/policy_advisories_fund.html)

[http://www.asba.ab.ca/services\\_for\\_boards/policy\\_advisories\\_fees.html](http://www.asba.ab.ca/services_for_boards/policy_advisories_fees.html)

## School Fees

The *School Act* allows for certain fees to be collected for alternative programs, transportation, or supplies and materials provided for the student's personal use or consumption; this may include such things as calculators, locker rentals, student planners and computer diskettes. The fees charged are on a cost recovery basis. Caution fees should be refunded at the end of the year if the item is returned in good condition.

The ASBA school fee advisory recognizes that fees should be waived for those who cannot afford them and that no student should be prohibited from participating.

## Fundraising

Parents are not to fundraise for core items such as textbooks. Some fundraising is allowable for things like athletic uniforms, field trips and other extras that staff and parents want for their schools. Participation in fundraising activities should be voluntary. No student should be excluded from an event or program because the parents could not contribute.

## School Choice

Choice is one of the important principles of Alberta's education system. When it comes to selecting a school, parents and students can choose from a wide range of options. They can select from public schools, Catholic schools, Francophone schools, private schools and charter schools. They can also access a number of unique and innovative programs—including online schools. Parents can also opt to home school their children.

## ▶ Information about Curriculum

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Alberta has one of the best education systems in the world. One of the many reasons is a centralized, high quality curriculum that outlines what students are expected to learn and be able to do in all subjects and grades. Alberta's curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities.

### **Curriculum Content— Deciding What Students Should Learn**

The Alberta curriculum strives to:

- reflect the essential knowledge, skills and attitudes that Alberta students need to be well prepared for future learning and the world of work
- anticipate and plan for the needs of the future by considering the changes and developments in society such as trends in employment, globalization and advances in technology
- incorporate values of good citizenship and respect for different languages and cultures
- consider students' needs and abilities—intellectual, social, emotional and physical—at different ages and stages of growth
- ensure that each grade provides a foundation of knowledge for successful learning in subsequent years
- incorporate new discoveries and theories that are generally accepted by experts in subject areas
- develop skills that are necessary for success in learning a subject
- consider new research on proven teaching methods and how students learn best
- reflect the most appropriate level at which the skills are to be acquired

- integrate how the study of a subject contributes to student personal growth and development
- accommodate learning in different environments
- consider various ways of delivering a program to students, including new technologies and use of community resources such as distance learning and workplace learning.

## **Curriculum Development— Who Is Involved in the Process?**

Alberta Education takes a lead role in developing and revising provincial curriculum. However, many others, including teachers, principals, parents, education experts, post-secondary institutions, elders and community members, play a vital role in the process. Input from various stakeholders ensures that curriculum continually meets the needs of students and that there are smooth transitions from grade to grade, to post-secondary education and the world of work.

## **Ensuring Curriculum Is Current**

Curriculum must provide students with the knowledge and skills needed for the present and future. It is reviewed regularly and changes are made to keep it current and relevant. Curriculum revisions occur only after extensive consultations with education stakeholders.

## **Planning Curriculum Changes**

Alberta Education plans curriculum changes well in advance to minimize any impact on schools, teachers and students. This ensures that school authorities have sufficient time to prepare for the changes and purchase any needed resources.

## Revising Curriculum

If it is determined through the regular review process that there is a need to make minor or major revisions to a subject area in the curriculum, education stakeholders play a major role in the process. Alberta Education conducts initial consultations and prepares a draft *Program of Studies* for that subject area. The draft is shared with a wide variety of education stakeholders through advisory committees, online feedback forms, conferences and presentations to teacher specialist councils. Teachers play a vital role in the process. They use their practical knowledge about a subject and about students' needs at specific age levels to provide input and feedback during the process.

## Implementing Curriculum

The draft *Program of Studies*, developed in consultation with education stakeholders, is referred to the Minister of Education for approval. Schools may have the opportunity to pilot the program for one year prior to full provincial implementation. This transition year gives schools time to prepare for the new curriculum. When a curriculum is implemented province-wide, all schools must teach the new curriculum. Alberta Education, in partnership with superintendents, boards, teachers, principals, parents and students, shares roles and responsibilities in the effective implementation of a new curriculum.

Alberta Education supports school authorities by producing teacher resources that provide ideas for lesson planning, instructional strategies and student assessment. Also, it provides orientation for school authority leaders and lead teachers about curriculum changes and shares updates at professional conferences and in-services.

<http://www.arpdc.ab.ca>

Professional development funds are provided to six Alberta Regional Professional Development Consortia. Each Regional Consortium organizes and provides activities to respond to in-service needs identified locally. This may include information and orientation sessions related to curriculum revisions.

<http://www.lrc.education.gov.ab.ca>

Alberta Education also provides funding to help schools purchase learning and teaching resources through the Learning Resources Centre. These resources are designed specifically to support the provincial curriculum.

## ► Aboriginal Education

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[http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/aborigin/default.asp](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/aborigin/default.asp)

Aboriginal peoples throughout the province have indicated they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta. Alberta Education shares this goal with parents.

<http://www.education.gov.ab.ca/nativeed/nativepolicy>

The term “Aboriginal” refers to First Nations, Métis and Inuit. To support the learning of Aboriginal students, schools are encouraged to use learning resources that promote Aboriginal perspectives. All students in Alberta should understand and be aware of Aboriginal history, culture, lifestyles and heritage. The First Nations, Métis and Inuit (FNMI) initiative works to infuse Aboriginal perspectives into the existing Kindergarten to Grade 12 programs of study. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information on this initiative. Student and teacher resources have been developed by Alberta Education to support the inclusion (or infusion) of Aboriginal content in teaching and learning.

Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

<http://www.education.gov.ab.ca/k-12/curriculum/aboriginalparenthandbook.pdf>

*A Handbook for Aboriginal Parents of Children with Special Needs* provides information to assist Aboriginal parents in working with schools to meet the special education needs of their children. This resource is available for purchase from the LRC.

<http://www.lrc.education.gov.ab.ca>

*Our Treasured Children* is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

## ► Daily Physical Activity

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For more information about the DPA policy and resources to support DPA, visit the DPA Web site at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/dpa.asp](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/dpa.asp)

School authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes daily through activities that are organized by the school. Daily Physical Activity (DPA) is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.

Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of the lifelong habit for daily physical activity and for healthy lifestyles. The daily physical activities offered in your school should:

- vary in form and intensity
- take into account each student's ability
- consider resources available within the school and the larger community
- allow for student choice.

Parents can assist implementation of DPA and enhance the health benefits received by students through a supportive home environment; e.g., encouraging your child to be active every day, walk your child to school or facilitate a walking school bus program at school.

<http://www.phac-aspc.gc.ca/pau-uap/paguide>  
<http://www.paguide.com>

For further information and ways to increase physical activity at home, visit the Healthy U Web site or the Public Health Agency of Canada's Web site.

## ► Personal and Career Development

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Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In the elementary grades, students explore their personal interests and values, and learn about different roles and career areas. They also begin to develop life skills, such as cooperating with others and being reliable.

Personal and career development activities and outcomes are integrated into elementary courses and programs. In particular, the elementary health program focuses specifically on these topics.

## ► Supports for Learning

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Students have individual learning needs. Schools, supported by Alberta Education, provide a variety of programs and services to meet the individual needs of students.

### English as a Second Language

Many children born in Canada have a first language other than English and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in Kindergarten to Grade 12. This helps them acquire sufficient fluency in English so they can function in the regular classroom as quickly as possible.

[http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/ESL/default.asp](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ESL/default.asp)

[http://www.education.gov.ab.ca/k\\_12/specialneeds/](http://www.education.gov.ab.ca/k_12/specialneeds/)

For more information on a Review by the Minister, contact the Disputes Management Team Leader at 780-427-7235 or see Policy 3.5.1-Review by the Minister <http://www.education.gov.ab.ca/educationalguide/pol-plan/polregs/351.asp>.

## Special Education Needs

The *School Act* specifies that school boards are responsible for determining if a student is in need of a special education program. Students with special education needs, including those with mild, moderate and severe disabilities, and those who are cognitively and/or academically gifted, require specialized learning opportunities in order to receive an education that is consistent with their identified learning needs. School boards must provide special education programming for all students identified with special education needs.

If you feel your child has learning difficulties, you should talk to the classroom teacher to share knowledge about your child that could assist in determining the cause of these difficulties and in deciding if there are specific teaching and learning strategies that might improve your child's learning. School staff can use a number of informal ways to identify learning needs. If it is apparent that school-based strategies are not enough, the teacher, in consultation with parents, will make a referral for a specialized assessment. Your child's teacher or the school principal will have information on the assessment procedures for your area.

Students with special education needs may require changes to: instruction, assessment strategies, materials and resources, classroom environment, equipment and/or the regular curriculum. In addition, some students may require referral to specialized health-care services.

Most students with special education needs are placed in regular classrooms in their neighbourhood or local schools and are provided with programming, supports and services to meet their individual needs throughout the school day. There are a range of programming options possible—different students need different kinds of support. Deciding on the educational programming for an individual student is a collaborative process and, in most instances, parents and school staff agree on appropriate placements. If there is a disagreement, parents can appeal a decision at the district level. The school principal can provide information on the appeal procedure in your district. If parents do not agree with the decision of an appeal to the school board they may write to the Minister of Education and ask for a review of a board decision.

All students with identified special education needs require an individualized program plan (IPP). An IPP is a plan of action with meaningful and measurable goals. It identifies your child's specific strengths, needs and current level of performance. The IPP also explains what your child will be learning and how he or she will be learning. The IPP is a flexible tool that is updated regularly. Parents, school staff and the student need to work together as a learning team to ensure that the IPP is implemented.

The following resources provide additional information.

<http://www.education.gov.ab.ca/educationguide/spec-ed/partners>

[http://www.education.gov.ab.ca/k\\_12/specialneeds/specialed\\_stds2004.pdf](http://www.education.gov.ab.ca/k_12/specialneeds/specialed_stds2004.pdf)

[http://www.education.gov.ab.ca/k\\_12/curriculum/resources/TheJourney/journey.asp](http://www.education.gov.ab.ca/k_12/curriculum/resources/TheJourney/journey.asp)

The *Handbook for Aboriginal Parents of Children with Special Needs* and *Our Treasured Children* videotape are available for purchase from the Learning Resources Centre (LRC). Order online at <http://www.lrc.education.gov.ab.ca/>

- *The Learning Team: A Handbook for Parents of Children with Special Needs* (2003) – Information for parents of children with special needs.
- *Standards for Special Education*, Amended June 2004 – Information on the requirements for school boards regarding delivery of education programs and services to students with special needs in grades 1–12.
- *The Journey: A Handbook for Parents of Children Who Are Gifted and Talented* (2004) – Information and strategies for nurturing your child’s learning and emotional well-being at home, in school and in the community.
- *A Handbook for Aboriginal Parents of Children with Special Needs* (2000) – Information for Aboriginal parents about rights and responsibilities regarding the education of their children with special needs.
- *Our Treasured Children* is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

## Distributed Learning

<http://www.education.gov.ab.ca/lrb/default.html>

Alberta Education provides leadership and resources for distributed learning in Alberta's educational institutions. Distributed learning is a model through which learning is distributed among a variety of delivery formats and mediums—print, digital (online) and traditional delivery methods—allowing teachers, students and content to be located in different, noncentralized locations.

<http://www.lrc.education.gov.ab.ca>

Distributed learning resources are provincially authorized resources that support educational program delivery in Alberta. For information about purchasing distributed learning resources, contact the Learning Resources Centre.

<http://www.tools4teachers.ca/lrb>

Alberta Education also makes digital content available through the Tools4Teachers Web site. The site provides multimedia segments and digital versions of print-based distributed learning resources. Alberta educators have free access to this digital content, which they can use in the development of their own lessons.

## Digital Resources to Support Curriculum Outcomes

<http://www.learnalberta.ca>

LearnAlberta.ca is a Web site that provides quality online resources to the Kindergarten to Grade 12 community in Alberta. It is a safe, reliable and innovative collection of learning resources developed by Alberta Education in consultation with stakeholders. Students, teachers and parents can access multimedia learning resources here that are based on Alberta Education curriculum guidelines. A featured resource is the Online Reference Centre, a collection of multimedia encyclopedias in French and English. These reference materials include newspapers, magazines, books, maps, pictures, videos and transcripts suitable for all grades and subject areas.

User ID's and passwords are available from school principals or by e-mailing: [LearnAlberta.Contact@edc.gov.ab.ca](mailto:LearnAlberta.Contact@edc.gov.ab.ca).

## ▶ Assessment

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### Assessing Student Achievement

[http://www.education.gov.ab.ca/k\\_12/testing/](http://www.education.gov.ab.ca/k_12/testing/)

In the classroom, a teacher uses a variety of means to assess students' learning throughout the school year. These assessments are based on the instruction being provided, in order to inform the teacher's planning from day to day. Classroom assessment may serve a diagnostic purpose, indicating students' strengths and weaknesses in specific skill areas. At other times classroom assessment may be formative, indicating how well students have achieved in a unit of study or how well they have achieved to a particular point in the course. At the end of a school year, a teacher also assesses how well the students have achieved the expected learning outcomes in the curriculum for that grade. This type of assessment is designed primarily for reporting purposes. All these classroom assessments are integral to instruction.

# Feedback Form

## Curriculum Handbook for Parents 2007–2008: Grade 5 Catholic School Version

Please indicate whether you are a:

- Parent       Teacher       School Administrator       District Administrator       Other (please specify) \_\_\_\_\_

Please indicate whether you used:

- a print copy       the online format       both

Please respond to the following by placing a check mark under **Strongly Disagree, Disagree, Agree or Strongly Agree**.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. The handbook provides useful information.				
2. The amount of information is appropriate.				
3. The reading level is appropriate.				
4. The layout and organization are user-friendly.				
5. The links to the Alberta Education Web site are helpful.				
6. Downloading and printing is easy.				

How can this handbook be made more helpful to parents?

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*Thank you for your feedback.*

*Please send your response to:*

**Director, Curriculum Branch**  
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Edmonton, Alberta, Canada  
T5J 5E6  
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