

Saskatchewan Curriculum Outcomes

**The text written in green represents ideas of how curricular outcomes could be carried out in tandem with SucSeed initiatives.*

Grade 5

Grade 5 Science

Earth and Space Science

Weather (WE)

WE5.2 Investigate local, national, and global weather conditions, including the role of air movement and solar energy transfer.

- d.** Design and safely carry out an experiment to determine the effects of solar energy on different surfaces (e.g., water, soil, sand, asphalt, concrete, grass, and wood).
- e.** Record and share, using tables, charts, diagrams, and graphs, the results of experimentation into the effects of solar energy on different surfaces.

WE5.3 Analyze the impact of weather on society and the environment, including technologies that help humans address weather conditions.

- c.** Analyze the impact of weather conditions for a particular region on the lives and livelihoods of people in that region, including choices of food, shelter, clothing, transportation, and employment.

Grade 5 English Language Arts

Outcomes and indicators:

Compose and Create (CC). Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: • identity (e.g., What Should I Do) • community (e.g., This is Our Planet) • social responsibility (e.g., Teamwork) and express personal thoughts shaped through inquiry.

- a.** Create spoken, written, and other representations that include: • a clear and specific message • a logical and coherent organization of ideas • a competent use of language and conventions.
- b.** Express and explain findings on a topic, question, problem, or issue in an appropriate visual, multimedia, oral, and written format using inquiry.

c. Use inquiry to explore a problem, question, or issue related to a topic being studied in English language arts or a topic of personal interest including: • summarizing personal knowledge and understanding of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group or individual inquiry or research • gathering and recording ideas and information using a plan • forming personal conclusions and generating new questions for further inquiry or research • explaining findings from inquiry or research on a topic, question, problem, or issue in an appropriate visual, oral, and written format.

CC5.3 Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.

a. Deliver focused and coherent presentations that engage the audience with appropriate verbal cues, facial expressions, and gestures; that convey ideas clearly; and that relate to the background and interests of the audiences.

b. Select and flexibly use appropriate strategies (before, during, and after) to communicate meaning when speaking.

f. Deliver informative presentations about an important idea, issue, or event by framing questions to guide listeners, establishing a central idea or topic, and developing the topic with simple facts, details, examples, and explanations.

j. Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.

Grade 5 Mathematics

Outcomes and Indicators:

SP5.1 Differentiate between first-hand and second-hand data. [C, R, T, V]

a. Provide examples of data relevant to self, family, or community and categorize the data, with explanation, as first-hand or second-hand data.

b. Formulate a question related to self, family, or community which can best be answered using first-hand data, describe how that data could be collected, and answer the question (e.g., “What game will we play at home tonight?” “I can survey everyone at home to find out what games everyone wants to play.”)
