

# Curriculum Expectations

# GRADE 5

for

**English Language**  
**French as a Second Language**  
**Mathematics**  
**Science and Technology**  
**Social Studies**  
**Health & Physical Education (Interim)**  
**The Arts**





# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 5

## A. DANCE

### OVERALL EXPECTATIONS

<b>5a1</b>	A1. Creating and Presenting: apply the creative process (see pages 19–22) to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas;
<b>5a2</b>	A2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;
<b>5a3</b>	A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

### Elements of dance

<b>5a4</b>	body: body awareness, use of body parts, body shapes, locomotor and non-locomotor movements, body bases, symmetry versus asymmetry, geometric versus organic shape, angular versus curved shape
<b>5a5</b>	space: levels, pathways, directions, pattern, positive versus negative space, various group formations, proximity of dancers to one another
<b>5a6</b>	time: tempo, rhythm (e.g., regular, irregular), pause, stillness, with music, without music, duration
<b>5a7</b>	energy: effort, force, quality (e.g., slash, press, shrink, open)
<b>5a8</b>	relationship: meet/part, follow/lead, emotional connections between dancers, groupings



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Grade 5

## A1. Creating and Presenting

<b>5a9</b>	A1.1 translate into movement sequences a variety of images and ideas from other classroom subjects, including the arts (e.g., portray the character of a young, boisterous child from a drama by using a variety of levels, quick movements, and indirect pathways in dance; develop movement phrases based on an image from a history textbook, a newspaper article, an Aboriginal story, or a painting in visual arts class) Teacher prompt: "With a partner or in a group, represent this piece of Henry Moore sculpture, first using only your body, then using a piece of cloth as a prop."
<b>5a10</b>	A1.2 use dance as a language to explore, interpret, and communicate ideas derived from a variety of literature sources (e.g., newspaper articles about sports, entertainment, or current events; stories, poems, picture books) Teacher prompt: "What movements, actions, or gestures can you use to clearly communicate the storyline?"
<b>5a11</b>	A1.3 use movement in the choreographic form call and response in a variety of ways when creating dance pieces (e.g., the teacher performs or calls a movement and the whole class responds; one student calls and the rest of the group responds; in partners, one student leads the movement and the other mirrors it) Teacher prompts: "How would you use call and response to suggest a friendly competition?" "How can you use your body to give instructions to your partner (who is responding)?"
<b>5a12</b>	A1.4 use the element of relationship in short dance pieces to communicate an idea (e.g., two dancers coming face to face to show either shared understanding or disagreement; a group of dancers holding hands to show unity) Teacher prompt: "How will you position yourself in relation to your partner? What movements and rhythms (e.g., regular, irregular) could you and your partner use to illustrate the benefits of teamwork?"

## A2. Reflecting, Responding, and Analysing



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**5a13** A2.1 relate stories and characters in their own and others' dance pieces to personal knowledge and experience (e.g., explain and demonstrate how dancers' postures and mannerisms reflect things they have observed in everyday life; describe how the dance informed, moved, or changed their own perspective on an issue) Teacher prompts: "Do the movements in this dance remind you of an experience in your own life?" "Are there similarities between the characters' perspectives in the dance and those of people you know in real life? What are some of them?" "Explain how the dance affected your thinking about the topic."

**5a14** A2.2 identify the elements of dance used in their own and others' dance pieces and explain how they help communicate a message (e.g., describe their use of a high level, direct path, and strong movements to portray authority) Teacher prompt: "How did the change in speed affect the mood in the dance piece?"

**5a15** A2.3 identify and give examples of their strengths and areas for growth as dance creators and audience members (e.g., identify two dance phrases that they believe were effective in their performance and explain their reasons for thinking so; assess whether they responded well to peer feedback about a performance and whether they implemented it) Teacher prompt: "When working with a group to generate a dance piece do you feel more comfortable generating ideas or implementing the plan of the group? How can you become better at a variety of group roles?"

## A3. Exploring Forms and Cultural Contexts

**5a16** A3.1 describe, with teacher guidance, dance forms and styles that reflect the beliefs and traditions of diverse communities, times, and places (e.g., choral dance was used to honour the god Dionysus, who was revered in ancient Greece; ballet developed to entertain the aristocracy in European courts; group and partner dances – such as the swing and the salsa – reflect various types of social interaction; dance has a symbolic celebratory role in African-American wedding rituals) Teacher prompt: "What are some examples of dance that are associated with special events in your family? Do you know if they are connected to beliefs and traditions in your family or community? How could you find out?"

**5a17** A3.2 identify and describe some of the ways in which dance influences popular culture (e.g., the influence of hip hop dance on people's mannerisms and behaviour, or on fashion, magazines, and music videos) Teacher prompt: "How has dance influenced the music in your favourite videos?"



# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 5

## B. DRAMA

### OVERALL EXPECTATIONS

- |             |   |
|-------------|---|
| <b>5a18</b> | B1. Creating and Presenting: apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and stories; |
| <b>5a19</b> | B2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;            |
| <b>5a20</b> | B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.     |

### Elements of DRAMA

- |             |  |
|-------------|--|
| <b>5a21</b> | role/character: adopting a variety of roles; considering both the inner and outer life in developing a character; sustaining familiar and unfamiliar roles; varying position (e.g., full front, quarter, profile, full back) |
| <b>5a22</b> | relationship: developing and analysing a character in terms of his/her relationships with other characters   |
| <b>5a23</b> | time and place: establishing a clear setting (e.g., using simple objects and props to represent time and place)  |
| <b>5a24</b> | tension: using audio, visual, and/or technological aids and stage effects to heighten suspense and engage the audience   |
| <b>5a25</b> | focus and emphasis: using drama conventions to reveal/communicate key emotions and motivations to the audience and/or to draw audience attention to specific aspects of the drama  |



# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 5

## B1. Creating and Presenting

**5a26** B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places (e.g., interview story characters who represent opposing views on an issue; use role play to explore social issues related to topics such as the environment, immigration, bullying, treaties, the rights and responsibilities of the child) Teacher prompts: “What strategies can you use in role to give a fair hearing to different sides on this issue?” “What drama strategy or convention can your group use to present solutions to the audience for your environmental issue?”

**5a27** B1.2 demonstrate an understanding of the element of role by selectively using some other elements of drama (e.g., time and place, relationship), to build belief in a role and establish its dramatic context (e.g., select and use supporting artefacts or simple props; arrange furniture to establish setting; work with others to select or create objects to build a convincing setting, such as a character’s room or the inside of a cave; use the drama convention of thought tracking to establish a relationship between two characters) Teacher prompts: “What conventions or strategies could you use to show your character’s motivation to the audience? How can you show the audience the reasons for the character’s problem?” “How can you focus the audience on the relationship between these two characters instead of emphasizing one character’s dilemma?”

**5a28** B1.3 plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role (e.g., In role: improvise possible solutions to a dramatic conflict based on ideas from discussion and personal experience; Out of role: brainstorm in a group to generate ideas and make artistic choices) Teacher prompts: In role: “What do you think I can do, as a representative of the municipal government, to address your concerns?” Out of role: “What needs to be considered when you are getting ready to play the role of a government representative? What should be said? What feelings should be expressed?” “How can you plan the movements and placement of the characters in your performance to express their feelings in relation to the government official?”

# Curriculum Expectations by Grade

Subject: The Arts

## The Arts (None) Expectations

Grade 5

**5a29** B1.4 communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to achieve specific dramatic effects (e.g., shine a spotlight on a performer who is making a key point; use a clash of cymbals to highlight a pivotal moment) Teacher prompt: “What can we do to create or enhance the intended mood?”

### B2. Reflecting, Responding, and Analysing

**5a30** B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others’ drama works (e.g., draw a picture or write poetry to show how they see a character at the beginning and end of the drama; use journal writing to convey a feeling of connection to a character in a drama) Teacher prompts: “How did this drama/play make you feel? What does it make you wonder about? If you could speak to the playwright or another character in the drama, what would you like to ask her or him?” “What character do you relate to and why?”

**5a31** B2.2 explain, using drama terminology, how different elements are used to communicate and reinforce the intended message in their own and others’ drama works (e.g., explain how specific scenes and/or relationships create tension and build up to the climax of the drama) Teacher prompts: “What actions of the characters or performers helped them gain the empathy of the audience?” “What stage effects were used to help communicate a sense of danger?”

**5a32** B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members (e.g., use journals, charts, rubrics, and peer- and self-assessment charts to keep track of successful contributions, unproductive ideas or efforts, and evolving preferences in drama; describe how they used established criteria to evaluate their own and others’ work; describe how they incorporated constructive feedback into their drama work; assess how well they differentiated between stereotypes and authentic characters when developing roles) Teacher prompt: “Complete the following sentences: ‘One way I contributed to the drama was...’; ‘One way to improve my work next time is...’; ‘The part I enjoyed most was...’”

### B3. Exploring Forms and Cultural Contexts



# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 5

**5a33** B3.1 describe forms of process drama, theatre, storytelling, and visual representation from diverse communities around the world, and explain how they may reflect some beliefs and traditions of their communities (e.g., identify contexts in which the spoken word is a form of drama; describe historical and/or contemporary examples of forms from African, Asian, and/or Central or South American societies; identify examples of forms that reflect alternative viewpoints within communities)Teacher prompts: “What does this story (play, festival, visual representation) tell us about the family and community structures of its society of origin?” “What does our response to this drama tell us about ourselves?” “How does studying drama from around the world help us understand ourselves and others?” “How are life lessons communicated through these drama traditions?”

**5a34** B3.2 demonstrate an understanding of the broader world of drama and theatre by identifying and describing the roles and responsibilities of key theatre personnel (e.g., describe what a producer, director, actor, stage manager, set or costume designer, and/or lighting or sound technician does in a typical day and what each needs in order to complete his or her work)

## C. MUSIC

### OVERALL EXPECTATIONS

**5a35** C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;

**5a36** C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

**5a37** C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.

### ELEMENTS OF MUSIC



# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 5

**5a38** duration: dotted quarter note followed by an eighth note (oral prompt: “tam-ti”); dotted eighth note and sixteenth note (oral prompt: “tim-ka”); rhythms, including those with eighth notes (“ti-ti”) and sixteenth notes (“tika-tika”), in various combinations (e.g., “tika-ti, ti-tika, ti-ti, ta”); metre (oral count, with primary emphasis on “one” and secondary emphasis on “two”: “one-and-a-two-and-a”)

**5a39** pitch: key signatures in the music they perform (e.g., D major, G minor), clefs used for any instruments they play

**5a40** dynamics and other expressive controls: dynamics and articulation encountered in music listened to, sung, and played, and their signs

**5a41** timbre: tone colour for particular purposes (e.g., use of trumpets for a fanfare, flutes for depicting birds, various instruments for creating specific moods)

**5a42** texture/harmony: part singing (homophonic or polyphonic), chord progressions using I and V

**5a43** form: compositions in four or more sections (e.g., AABA, ABAC [alternation between a chorus, A, and improvisations, B and C], rondo [e.g., ABACADA])

## C1. Creating and Performing

**5a44** C1.1 sing and/or play, in tune, from musical notation, unison and two-part music with accompaniments, from a wide variety of cultures, styles, and historical periods (e.g., perform a recorder duet that has a variety of rhythmic and melodic patterns) Teacher prompts: “What are some of the challenges when playing in two parts? Brainstorm some strategies to meet these challenges.” “What similarities and differences are there between the melodies and rhythms of the two parts you are going to perform?”



# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 5

**5a45** C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect (e.g., form, timbre: create a rondo [ABACADA form] using a familiar song as the repeating A section, and compose short rhythmic or melodic materials for the B, C, and D sections using pitched or non-pitched percussion instruments, found sounds, recorders, or body percussion) Teacher prompts: pitch: “While singing the French-Canadian song ‘Bonhomme, Bonhomme,’ what patterns do you notice in the melody? [repetition, sequences]”; timbre, form: “What sounds will you use in the C section of your rondo and how long will this section be?”; “How will you give special attention to the elements of music that you focused on?”

**5a46** C1.3 create musical compositions for specific purposes and audiences (e.g., compose an accompaniment for a story, poem, or drama presentation to address an environmental issue such as water conservation, recycling, or planting trees; create a piece that uses a rhythmic ostinato in time and that includes both eighth and sixteenth notes; use body percussion, found sounds, voice, and non-pitched percussion instruments to vary the timbres in their work) Teacher prompts: “What dynamic level and tempo would support the mood of this piece?” “How does your accompaniment reflect the story or poem?”

**5a47** C1.4 use the tools and techniques of musicianship in musical performances (e.g., play recorder using proper hand position and posture; sing and/or play pitches and rhythms accurately; observe markings for dynamics and articulation; interpret accidentals and key signatures through playing and/or singing; sing and/or play songs in major and minor keys) Teacher prompts: “What strategies can you use to match your pitch to that of others in your class?” “How might you describe music sung or played without changes in dynamics?” “What happens when we perform some pitches without taking the key signature into consideration?”

**5a48** C1.5 demonstrate an understanding of standard and other types of musical notation through performance and composition (e.g., notation of rhythms of skipping songs in 6/8 metre; dynamic markings, clefs, key signatures; notational software for scoring their own compositions; guitar tablature) Teacher prompts: “How does standard notation compare with guitar tablature?” “Why do we use musical signs and symbols to communicate in the ‘language’ of music? What other symbol systems do we use to communicate with? [e.g., maps with legends, sign language, road signs, math symbols, computer language]”



# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 5

## C2. Reflecting, Responding, and Analysing

**5a49** C2.1 express detailed personal responses to musical performances in a variety of ways (e.g., describe the sounds of a steel band, using musical terminology; analyse a movement from Vivaldi's Four Seasons in a think-pair-share listening activity, and describe their feelings and personal impressions; compare the mood of a piece from today and a piece from the baroque period, using Venn diagrams) Teacher prompts: "How do you feel when you hear the music of a steel band?" "What in the 'Spring' movement of Vivaldi's Four Seasons makes you think of spring?"

**5a50** C2.2 identify the elements of music in the music they perform, listen to, and create, and describe how they are used (e.g., timbre: describe how brass instruments are used in a marching band; duration: clap dotted rhythm patterns in a fanfare, describe how a slow tempo contributes to the mood of a funeral march, describe the use of syncopation in rhythms in Latin American music; form and texture: graphically portray the layering of melodies in a round; dynamics: relate the soft or loud sounds in a ballad to the meaning of the text) Teacher prompts: "Why do you think the composer chose specific instruments for this work?" "Are short or long notes being used primarily? How does the rhythm affect the overall energy of the piece?" "What is the range of dynamics being used?" "How might we describe the mood of this piece? Why?"

**5a51** C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members (e.g., balancing the volume of their own singing part in relation to the volume of another singing part; using expressive controls while playing recorder; providing peer feedback in preparation for a musical performance; writing a reflection on a live or recorded musical performance) Teacher prompts: "If you are singing a round, what do you need to do when the second group comes in?" "How do you know if you are blending with the other singers/players in your performing group?" "How are the ways we respond to a performance at a symphony concert different from the ways we respond to a rock concert or sporting event?"

## C3. Exploring Forms and Cultural Contexts



# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 5

**5a52** C3.1 identify and describe some of the key influences of music within contemporary culture (e.g., describe the use of music in film and advertising; identify effects of musical trends on young people’s musical tastes; describe examples of fusion in different musical styles and genres) Teacher prompt: “I’m going to play a musical excerpt from a movie or television show. While it is playing, imagine what kind of action would take place, what the setting is, who the characters are, and what dialogue would occur while this music is played in the background.”

**5a53** C3.2 demonstrate an awareness of the use of music and musical instruments in various traditions, from early times to today (e.g., describe the use of the drum in various cultures, including Abo-riginal cultures, and at various times around the world in ceremonial and celebratory music) Teacher prompts: “How was the drum used in early civilizations? Was its use similar to or different from its usage now?” “Why is the drum used in so many cultures?” “How is the drum used now in various African countries?”

## D. VISUAL ARTS

### OVERALL EXPECTATIONS

**5a54** D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

**5a55** D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

**5a56** D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

### ELEMENTS OF DESIGN

**5a57** line: linear and curved hatching and cross-hatching that add a sense of depth to shape and form; gesture drawings; chenille stick sculptures of figures in action; implied lines for movement and depth



# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 5

**5a58** shape and form: symmetrical and asymmetrical shapes and forms in front and image; positive and negative shapes that occur in the environment; convex, concave, non-objective shapes

**5a59** space: shading and cast shadows that create the illusion of depth; atmospheric perspective; microscopic and telescopic views

**5a60** colour: complementary colours, hue, intensity (e.g., dulling, or neutralizing, colour intensity by mixing the colour with a small amount of its complementary hue)

**5a61** texture: textures created with a variety of tools, materials, and techniques; patterning

**5a62** value: gradations of value to create illusion of depth, shading

## PRINCIPLES OF DESIGN

**5a63** proportion: the relationship of the size and shape of the parts of a figure to the whole figure; the scale of one object compared to its surroundings, with indications of how close and how large the object is (e.g., figures with childlike proportions that are approximately “five heads high” and adult figures that are approximately “seven or eight heads high”; caricature; use of improbable scale for imaginary settings and creatures)

## D1. Creating and Presenting

# Curriculum Expectations by Grade

Subject: The Arts

## The Arts (None) Expectations

Grade 5

**5a64**

D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view (e.g., a painting based on a photo montage about children's rights and responsibilities; a coloured line drawing of an underwater setting or the view from an airplane that addresses environmental awareness by showing the interconnectedness of ecosystems; a painting of someone in a particular situation in which empathy for him or her is created through characterization) Teacher prompts: "How can you use size and shape in your painting to express your feelings or point of view about the importance of the different images in your montage?" "How does our impression of the world change when we look at it from a bird's-eye view rather than a worm's-eye view? How can you use a particular point of view in your painting (not necessarily these) to create a particular impression?"

**5a65**

D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic (e.g., create an abstract painting using different proportions of complementary colours; create a simple sculpture of a human form that depicts an emotional response and shows awareness of proportion and negative space [in the style of Barbara Hepworth]; create an impression of depth and space by neutralizing colour intensity and brightness in a landscape painting [atmospheric perspective]) Teacher prompts: "How have you used colour to create a point of emphasis and a sense of space?" "How will you use your in-class sketches of student poses to help you decide on the emotion to express with the position of the figure?" "How did you dull the colours to show things that are in the distance?"

**5a66**

D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., a series of three relief prints that use a glue-line relief print process to illustrate the beginning, middle, and end of a story; a poster that presents solutions to stereotyping, bias, or bullying, using angle of view; a graffiti-style mural that addresses a community issue, using convex shapes that lead the eye with implied lines) Teacher prompts: "How did you use asymmetrical geometric shapes to simplify the text and image? How did the use of proportion and scale change your message when your poster had faces that were larger than life?" "Which elements and principles of design did you use to focus and simplify the text and image in the mural? How did you use gradations of value to create the illusion of depth in your designs?"



# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 5

5a67

D1.4 use a variety of materials, tools, and techniques to respond to design challenges (e.g.,

- drawing: make marker or coloured-pencil drawings of trees that are close and far away, using contrasts in size and placement on the paper to show depth of space, and basing the drawings on observations of real trees and trees in a variety of art works [e.g., works by Emily Carr or Tom Thomson]
- mixed media: use acrylic paint over textured materials [e.g., burlap, cardboard] to make expressive organic shapes, using a combination of traditional techniques [blending, glazing, sgraffito, scumbling, impasto] and experimental techniques [use of sponges, fingers, sticks, twigs, feathers, masking tape]
- painting: make a tempera painting depicting friends playing playground games, using a limited palette of colours
- printmaking: make a print of a motif for a storybook about dinosaurs, using polystyrene plate stamps or modelling-clay imprints of dinosaurs and plants
- sculpture: make insect shapes and habitat features, using wood, twigs, raffia, corn husks, and other natural materials, to explore science concepts)

Teacher prompts: “What materials could you use for building your bugs? How could you hold the parts together?” “How will the mood of the print change if you print it on different kinds of paper (bond, construction, giftwrap) or colours of paper (warm, cool)?”

## D2. Reflecting, Responding, and Analysing

5a68

D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey (e.g., use an image round-table technique to compare interpretations of emotions suggested by abstract forms or figures in art work; sort and classify a variety of art images, such as Nigerian, Egyptian, Mayan, and Chinese sculptures, to determine common subjects or themes)

Teacher prompts: “When you look at how Constantin Brancusi makes the human form abstract in his sculptures, what do the shapes remind you of?” “What different emotions does the pose of this art work suggest to you? If the figure in the art work could come to life, what would it say to you?” “How is proportion used to convey importance?”



# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 5

**5a69** D2.2 explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding (e.g., packaging designs [cereal boxes, drink packaging] that use complementary colours create an impression different from that created by packages that use other colour schemes; Alexander Calder's mobiles and Piet Mondrian's paintings use colour, line, and geometric shape to create an impression of movement; colour, line, and pattern are used to convey a story in the illuminated manuscript of the Ramayana) Teacher prompts: "How does the use of colour engage the viewer and help sell the product? Which colour scheme do you think is most effective in persuading the buyer, and why?" "How does Mondrian's Broadway Boogie Woogie use colour, line, and shape to create an impression of movement?" "How have artists arranged shapes, lines, patterns, and colours to create a sense of order and rhythm?" "How do the details on the characters help the viewer focus on and understand the story?"

**5a70** D2.3 demonstrate an understanding of how to read and interpret signs, symbols, and style in art works (e.g., Carl Ray's paintings use symbols in the Woodland style of Aboriginal art to tell a story; Picasso's cubist portraits use stylistic features from African masks; a tiger is used in Asian art to signify bravery) Teacher prompts: "Why are creatures such as the thunderbird or eagle associated with the idea of power and privilege in some art works?" "In what ways are some of Picasso's art works inspired by African masks?" "How do Group of Seven paintings show the influence of a variety of modernist styles (Impressionism, post-Impressionism, and art nouveau)?"

**5a71** D2.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art (e.g., use of appropriate terminology in talking about their own art work; discussion of others' ideas with sensitivity and respect; provision of reasons for their artistic choices in a diary entry in their art journal or sketchbook) Teacher prompts: "Why is the medium you have picked the best choice for your narrative line drawing?" "How does the choice of media and tools change how the same subject matter is perceived?" "Do you think good art needs to take a long time to make? Why or why not?" "What did you find when you compared your work with the ways in which different artists have expressed ideas about themselves in self-portraits (e.g., self-portraits by Vincent Van Gogh, Frida Kahlo, Andy Warhol)?"

## D3. Exploring Forms and Cultural Contexts



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Subject: The Arts

The Arts (None) Expectations

Grade 5

**5a72**

D3.1 describe how forms and styles of visual and media arts represent various messages and contexts in the past and present (e.g., sculptural monuments to honour people in the past such as war veterans; promotion of ideas or products on film, television, and the Internet in everyday life) Teacher prompts: “What is the relationship between form and purpose in this sculpture?” “How do you know that an advertisement is intended for you and your friends? What elements of design are being used to attract your attention to a product and make that product desirable?”

**5a73**

D3.2 demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places (e.g., the use of contemporary Aboriginal art to support cultural revitalization; the use of images on ancient Greek vases to reflect narratives of daily life, legends, and war; the relationship between public art and its location; exhibitions of the art of local artists in local festivals; displays and exhibitions of art works in galleries and museums) Teacher prompts: “How does the work of Baffin Island printmakers reflect ways in which Inuit life has changed over time and how they preserve stories?” “How is art a reflection of personal, local, or cultural identity?” “Whose voices or beliefs are not represented in this exhibition?” “How can community groups advocate for the arts?”



# Curriculum Expectations by Grade

Subject: French as a Second Language

Core French (None) Expectations

Grade 5

## Oral Communication, Reading, and Writing

### Overall Expectations

**5f1** listen to and talk about short, simple oral texts dealing with familiar topics;

**5f2** read a variety of simple materials, 100 to 150 words long, and demonstrate understanding;

**5f3** write ideas and facts, or provide written responses to simple questions, using simple sentences;

**5f4** identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

### Oral Communication

**5f5** follow and give basic classroom instructions;

**5f6** ask simple questions, and ask for repetition to clarify understanding;

**5f7** use visual and verbal cues to understand and convey the meaning of familiar material;

**5f8** use some conventions of oral language (e.g., pronunciation, intonation) to speak and to understand in familiar contexts;



# Curriculum Expectations by Grade

Subject: French as a Second Language

Core French (None) Expectations

Grade 5

**5f9** respond to oral texts, using simple but complete sentences (e.g., Il ya un cahier sur la table);

**5f10** give an oral presentation of five to ten sentences in length (e.g., description of clothing);

**5f11** make simple revisions to oral language in form and content (e.g., number and gender), using resources and feedback from the teacher and their peers.

## Reading

**5f12** read at least nine simple passages or stories (e.g., poems, advertisements);

**5f13** read aloud with expression, using correct pronunciation and intonation;

**5f14** read and respond briefly to written materials (e.g., short, simple readers; a schedule or a television guide) by answering short questions or restating information;

**5f15** use various reading strategies to determine meaning and make sense of unfamiliar words (e.g., visual and verbal cues, and use of context and patterns).

## Writing

**5f16** write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures;



# Curriculum Expectations by Grade

Subject: French as a Second Language

Core French (None) Expectations

Grade 5

**5f17** write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., create a personal ID card with information such as name, address, hair and eye colour, and personal interests);

**5f18** use and spell the vocabulary appropriate for this grade level.



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 5

## Oral Communication

### Overall Expectations

**5x1** listen and respond to a variety of simple spoken texts and media works;

**5x2** express ideas and opinions on a variety of familiar topics, using correct pronunciation and appropriate intonation.

### Listening

**5x3** follow detailed instructions to perform a task;

**5x4** demonstrate an understanding of a variety of spoken texts and media works (e.g., stories, television and radio excerpts, weather reports) (e.g., by asking questions, retelling the story, identifying the main idea and some supporting details, expressing opinions);

**5x5** listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking questions and offering opinions);

**5x6** recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.

### Speaking

**5x7** ask and respond to questions from others when working in groups;



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 5

- 5x8** present ideas and information in a logical sequence;
- 5x9** use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate information;
- 5x10** use simple and some compound sentences to communicate information and express ideas and opinions on familiar topics;
- 5x11** retell stories, demonstrating an understanding of basic story structure;
- 5x12** contribute to classroom routines, activities, and group discussions (e.g., by asking and answering questions, expressing personal opinions, providing relevant information);
- 5x13** prepare and give brief oral presentations on familiar topics.

## Application of Language Conventions

- 5x14** recognize and use appropriate language structures in oral communication activities;
- 5x15** observe the rules of pronunciation and intonation in their speech;
- 5x16** correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms), with prompting from the teacher;



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 5

- 5x17** use a variety of sentence types (e.g., declarative, interrogative, exclamatory) to enhance a message;
- 5x18** use linking words such as parce que, après, avant, to organize ideas in speech;
- 5x19** recognize and use liaison in speech (e.g., les enfants, nous avons ).

## Reading

### Overall Expectations

- 5x20** read a variety of simple texts and media works and demonstrate understanding through oral and brief written responses.

### Comprehension and Response to Text

- 5x21** read a variety of texts and media works (e.g., stories, poems, articles, reference books) for different purposes (e.g., to expand knowledge of topics under study, to build knowledge of language structures);
- 5x22** demonstrate comprehension of texts read independently (e.g., poems, short stories, electronic print) by briefly answering oral or written questions on the main idea and some supporting details;
- 5x23** read informational texts and restate the main facts in their own words;
- 5x24** identify characters in a written text and retell the story in proper sequence;



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 5

**5x25** express their opinion of a written text, relating the content to their own knowledge and experience;

**5x26** begin to use research skills (e.g., formulate questions, locate information, clarify their understanding through discussion);

**5x27** identify various forms of writing (e.g., stories, poems, short articles) and describe their main characteristics.

## Application of Language Conventions

**5x28** recognize and use appropriate language structures in their response to written texts;

**5x29** use reading strategies (e.g., knowledge of cognates, visual cues, context clues) to facilitate comprehension of reading materials;

**5x30** read aloud, with expression, observing the rules of pronunciation and intonation;

**5x31** recognize and use punctuation as an aid to comprehension;

**5x32** use and interpret basic conventions of formal text (e.g., table of contents, headings, subheadings, charts, glossary, index) to find information and aid comprehension;

**5x33** identify synonyms and antonyms for familiar words;



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 5

**5x34** use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

## Writing

### Overall Expectations

**5x35** produce short pieces of writing in a variety of forms for specific purposes.

### Communication of Information and Ideas

**5x36** write short, simple texts in a variety of forms (e.g., descriptive paragraphs, poems, letters, dialogues), following a model;

**5x37** organize information into short paragraphs that contain a main idea and some related details;

**5x38** write brief descriptions of people, places, and situations;

**5x39** create short written texts (e.g., journal notes) in which they express a point of view and reflect on their experiences;

**5x40** enhance their writing by incorporating materials from various media (e.g., photographs from newspapers, magazine ads);

**5x41** produce short written text (e.g., captions, labels) to accompany visual information (e.g., charts, diagrams, illustrations, computer graphics).



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 5

## Application of Language Conventions

- 5x42** use appropriate language structures in their writing;
- 5x43** use and spell correctly the vocabulary appropriate for this grade level;
- 5x44** begin to use compound sentences and use sentences of varying length;
- 5x45** use synonyms and antonyms in their writing;
- 5x46** use appropriate organizers (e.g., table of contents, headings, charts, captions) in their written work;
- 5x47** use a thesaurus to expand their vocabulary;
- 5x48** revise, edit, and proofread their writing, with the teacher's assistance, focusing on grammar, spelling, punctuation, and conventions of style;
- 5x49** use French-English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

## Language Structures

## Overall Expectations



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 5

**5x50** identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

## Nouns and Pronouns

**5x51** addition of “x” to form plural of nouns (un jeu/des jeux, un chapeau/des chapeaux);

**5x52** agreement of partitive articles (du, de la, de l', des ) with nouns;

**5x53** vous as polite form of tu.

## Verbs

**5x54** expressions with avoir and faire (e.g., J'ai faim. J'ai dix ans. Il fait chaud. Il fait du ski.);

**5x55** passé composé of regular -er verbs and aller.

## Adjectives

**5x56** position and agreement, in gender and number, of irregular adjectives with nouns (e.g., un bel arbre, des maisons blanches );

**5x57** interrogative adjectives quel/quels/quelle/quelles;



# Curriculum Expectations by Grade

Subject: French as a Second Language

Extended French (None) Expectations

Grade 5

**5x58** possessive adjectives notre/nos, votre/vos, leur/leurs.

## Adverbs

**5x59** use and position of frequently used adverbs (e.g., peu, assez, beaucoup, trop ).

## Prepositions and Conjunctions

**5x60** use of comme, après, avant, derrière, sans, parce que.

## Interrogative Constructions

**5x61** questions starting with the question word pourquoi.

## Sentence Structure

**5x62** compound sentences using simple connecting words (e.g., et, ou, mais, puis).



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 5

## Oral Communication

### Overall Expectations

**5i1** listen and respond to a variety of spoken texts and media works;

**5i2** express ideas and opinions on a range of topics, using correct pronunciation and appropriate intonation.

### Listening

**5i3** demonstrate an understanding of a variety of spoken texts and media works (e.g., stories, songs, poetry readings, presentations by guest speakers) (e.g., by asking questions, clarifying meaning, drawing conclusions, expressing opinions);

**5i4** listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking appropriate questions and offering opinions and ideas);

**5i5** demonstrate the ability to concentrate on the topic under discussion (e.g., by identifying the main points, providing additional relevant information).

### Speaking

**5i6** participate in classroom activities by asking and answering questions, discussing opinions, and expressing ideas on familiar topics;

**5i7** organize their thoughts and information to convey a message;



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 5

**5i8** use simple and compound sentences to respond to ideas and to support opinions;

**5i9** contribute to small-group discussions (e.g., ask questions to clarify a point, summarize key points, comment on ideas of other group members);

**5i10** prepare and give oral presentations (e.g., on a topic of study or of personal interest), incorporating varied vocabulary and a variety of sentence structures;

**5i11** create media works (e.g., simulate a radio broadcast), using appropriate technologies.

## Application of Language Conventions

**5i12** recognize and use appropriate language structures in oral communication activities;

**5i13** use appropriate vocabulary and sentence structure and a variety of sentence types (e.g., declarative, interrogative, exclamatory) in their speech;

**5i14** correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms), with prompting from the teacher;

**5i15** speak spontaneously, observing the rules of pronunciation and intonation and providing verbal and non-verbal cues (e.g., volume and tone of voice, facial expressions, gestures).

## Reading

## Overall Expectations



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 5

**5i16** read a variety of texts and media works and demonstrate understanding through a range of oral and written responses.

## Comprehension and Response to Text

**5i17** summarize and explain the main ideas in informational materials (e.g., articles, brochures);

**5i18** describe a series of events in a written work (e.g., a novel or history book), using evidence from the work;

**5i19** make judgements and draw conclusions about the content of written materials, using evidence from the materials;

**5i20** identify and describe elements of a written text (e.g., main ideas, supporting details, a sequence of events, main participants);

**5i21** make predictions and draw inferences while reading a story or novel, using various textual clues;

**5i22** use research skills (e.g., formulate questions, locate information, compare information from a variety of sources);

**5i23** identify various forms of writing (e.g., narratives, poems, plays, articles, reports) and describe their main characteristics.

## Application of Language Conventions



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 5

**5i24** recognize and use appropriate language structures in their response to written texts;

**5i25** use reading strategies (e.g., use context clues, reread, record key points) to facilitate comprehension of reading materials;

**5i26** read aloud, with expression, observing the rules of pronunciation and intonation;

**5i27** use and interpret various conventions of formal text (e.g., table of contents, headings, subheadings, charts, glossary, index) to find information and aid comprehension;

**5i28** use their knowledge of the elements of grammar (e.g., subject/verb agreement) and the structure of words (e.g., root words, prefixes, suffixes) and sentences to understand what they read;

**5i29** identify synonyms and antonyms;

**5i30** use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

## Writing

### Overall Expectations

**5i31** produce written texts, using a variety of forms, for various purposes and in a range of contexts.

### Communication of Information and Ideas



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 5

**5i32** use appropriate vocabulary and sentence structure for specific forms of writing (e.g., posters, letters, narratives, reports);

**5i33** write descriptive and narrative text in a variety of forms (e.g., compositions, reports, poems, journal entries, letters) to convey facts, personal opinions, and ideas;

**5i34** organize information, using paragraphs that focus on a main idea and give some relevant supporting details;

**5i35** write a report, following an outline, on a class research project.

## Application of Language Conventions

**5i36** use appropriate language structures in their writing;

**5i37** use and spell correctly the vocabulary appropriate for this grade level;

**5i38** use hyphens in subject/verb inversions;

**5i39** use synonyms and antonyms in their writing;

**5i40** use compound affirmative and negative sentences;



# Curriculum Expectations by Grade

Subject: French as a Second Language

## French Immersion (None) Expectations

Grade 5

- 5i41** use a variety of sentence types (e.g., declarative, interrogative, exclamatory) of varying length;
- 5i42** use appropriate organizers (e.g., table of contents, charts, headings, captions) in their written work;
- 5i43** use a thesaurus to expand their vocabulary;
- 5i44** revise, edit, and proofread their writing in collaboration with others, focusing on grammar, spelling, punctuation, and conventions of style;
- 5i45** use French-English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

### Language Structures

#### Overall Expectations

- 5i46** identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

#### Nouns and Pronouns

- 5i47** direct object pronouns le, la, l', les;
- 5i48** pronoun on.



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 5

## Verbs

**5i49** passé composé of -ir and -re verbs;

**5i50** formation and use of the impératif;

**5i51** imparfait of être, avoir, and regular -er verbs;

**5i52** double verb construction using vouloir, pouvoir, devoir (e.g., Je veux aller à l'aréna.).

## Adjectives

**5i53** interrogative adjectives quel/quelle/quels/quelles;

**5i54** superlative form of adjectives (le plus, le moins).

## Adverbs

**5i55** formation of regular adverbs (e.g., lent/lentement, rapide/rapidement, heureux/heureusement );

**5i56** comparative and superlative of adverbs (plus, le plus, moins, le moins ).



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 5

## Prepositions and Conjunctions

**5i57** use of pendant, vers.

## Interrogative Constructions

**5i58** subject/verb inversion (e.g., Regardes-tu la télé?, Comprenez-vous?).

## Sentence Structure

**5i59** negative form ne ... plus, ne ... jamais.



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 5

## Living skills

### Overall expectations

**5p1** 1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

### 1. Living Skills

**5p2** Personal Skills (PS) 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: monitor progress towards fitness goals, noting improvements or lack of improvement and making changes as needed; note how physical activity makes them feel, particularly when they are experiencing stress; Movement Competence: describe how knowing their strengths and areas for improvement can help when they are learning new skills; Healthy Living: describe some of the factors or situations that cause them to experience stress)

Student: "When I am playing bocce, I am good at planning where to throw, and that helps my team. Also, my aim is starting to improve because I'm making sure to line up my throw and my follow-through with the target."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

## Health and Physical Education (None) Expectations

Grade 5

**5p3** Personal Skills (PS) 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: demonstrate a positive attitude, persistence, and a willingness to seek support when working at developing fitness, and explain how these factors help them meet their goals; Movement Competence: try different approaches, such as adjusting body position or speed, to help maintain control of a ball with their feet while running down the field; Healthy Living: identify how to get help in different situations – in emergencies, when confronted with violence, when being bullied or witnessing someone else being bullied, to prevent injury)  
Student: “When I am dribbling the ball with my feet, I need to move fairly slowly to keep the ball in control. I am working on keeping my head up. As I practise, I am gradually gaining more control and am able to move faster.”

**5p4** Interpersonal Skills (IS) 1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: warn others and report to the teacher if any equipment is broken or unsafe to use; Movement Competence: when working with a partner to create a developmental gymnastics sequence, listen to their partner and share ideas for ways to improve the sequence; Healthy Living: practise using refusal skills if presented with choices or peer pressure regarding use of alcohol or tobacco)

**5p5** Interpersonal Skills (IS) 1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (e.g., Active Living: demonstrate leadership skills by taking turns leading warm-up activities; Movement Competence: collaborate with teammates to plan how to move the ball up the field, then follow through with the plan; Healthy Living: show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural diversity)  
Student: “Our plan to keep the ball away from the other team didn’t work. I think we need to work on using shorter passes to try to hold on to the ball.”



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 5

**5p6** Critical and Creative Thinking (CT) 1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: make connections between being active and working towards personal fitness goals; Movement Competence: explain the idea of “healthy competition”, what it involves and what it should not involve, and how the presence or absence of those features might affect participation in physical activity; explore how using different speeds and pathways can enhance a dance sequence; Healthy Living: describe how the media can influence their food choices)

## A. Active living

### Overall expectations

**5p7** A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;

**5p8** A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

**5p9** A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

### A1. Active Participation

**5p10** A1.1 actively participate in a wide variety of program activities (e.g., lead-up games, recreational activities, fitness and endurance activities, dance), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., encouraging others with positive comments, displaying fair play by respecting the decisions of others) [PS, IS]

# Curriculum Expectations by Grade

Subject: Health and Physical Education

## Health and Physical Education (None) Expectations

Grade 5

**5p11**

A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to modify games to make them more inclusive and to increase opportunities for participation, being exposed to new and different activities such as rubber chicken tag, having the opportunity to respond creatively to music and poetry, being able to take part in activities that emphasize healthy competition with themselves and others, having access to play spaces that are clean and attractive), as they participate in a wide variety of individual and small-group activities and lead-up games [PS]

Teacher prompt: “What can you do to keep school and community play spaces clean, tidy, and attractive so that you can enjoy being physically active outside?”

Student: “We can get the school or community to put garbage and recycling containers in the area, use them ourselves, and encourage others to use them. We could also volunteer to plant trees. Trees provide shady places where we can go to keep cool.”

**5p12**

A1.3 identify factors that can either motivate or make it difficult for people to be physically active every day (e.g., enjoyment; level of peer support; availability of transportation, equipment, time, and financial resources; availability of community resources; gender barriers or expectations; personal abilities; accessibility of facilities; personal organizational skills; family responsibilities or curfews), and describe ways of overcoming obstacles to staying active [CT]

Teacher prompt: “Identify a challenge that might make it difficult to be active every day and offer a solution that could help.”

Students: “I have to take care of my younger brother every day after school, so I cannot join an after-school club. Instead, I play outside with my brother at home and sometimes invite a friend to join us.” “I would like to play in a hockey league, but my family does not have time to drive me to the practices and the equipment is too expensive. Instead, I play road hockey with my friends and family after school and on the weekends.” “I want to join an after-school club, but my parents are concerned about me getting home safely. I’m going to suggest asking my friend to join the club too, so we can walk home or take the bus together.”

## A2. Physical Fitness

**5p13**

A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., power walking, wheeling, playing three-on-three games, skipping rope) [PS]



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 5

5p14

A2.2 identify the components of health-related fitness (e.g., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) and the benefits associated with developing and maintaining each of them (e.g., increased cardiorespiratory endurance provides more stamina for prolonged activity, increased muscular strength and muscular endurance improve performance in activities, good flexibility allows for ease of movement during activities) [CT]

Teacher prompt: "Today, you will be doing a variety of fitness activities in this circuit. What is the purpose of each of the different activities?"

Student: "Doing the activities in this fitness circuit helps us work on different areas of fitness. The wall push-ups and crunches help us develop our arm and abdominal muscles. The continuous skipping will help build our cardiorespiratory fitness, and the stretching in the cool-down helps our flexibility when we do bending, twisting, and reaching activities."

5p15

A2.3 assess a specific component of their health-related fitness by noting physical responses during various physical activities, and monitor changes over time [PS, CT]

Teacher prompt: "Record your pulse before, during, and after the activity. Also, record how you felt. Keep track of the number of steps you take during the day, when you are wearing the pedometer. Come back to this information next week and the following week and comment on any changes you see."

Student: "I can see that my heart rate goes up during the activity and back down afterwards. I am starting to feel less tired when I move without stopping for twenty minutes. My heart rate recovers to a normal range more quickly. I have been tracking the number of steps I take with my pedometer, and I've been able to increase from ten thousand steps in a day to over fifteen thousand on some days."

5p16

A2.4 develop and implement personal plans relating to a specific component of health-related fitness, chosen on the basis of their personal fitness assessments and interests [PS, CT]

Teacher prompt: "What do you need to consider when setting your physical fitness and activity goal?"

Student: "I need to consider which aspect of my fitness I want to improve, assess where I am now, and decide what I will do to reach the level I want to be at. I want to be able to throw farther, so I need to improve my upper-body strength. I can do five push-ups now, but I want to be able to do ten by the end of the month. I can do that by trying to increase the number of push-ups I do every couple of days."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 5

## A3. Safety

5p17

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., demonstrating personal responsibility for safety, using proper stretching techniques during cool-down activities, ensuring their actions promote a positive emotional experience for themselves and others, reporting any equipment that is not in good working condition) [PS, IS]

Teacher prompt: "What safety considerations do you need to remember when playing touch football with your friends?"

Student: "We need to be in control when we tag and we shouldn't tackle or push."

Teacher prompt: "If a peer is trying a new skill for the first time, what can you do to help that person feel safe or more comfortable in performing the skill in front of the group?"

Student: "I can try to be supportive by making encouraging comments and not being disruptive. I can also be a role model by trying new and challenging things myself."

5p18

A3.2 demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities (e.g., drinking fluids to avoid dehydration, before, during, and after vigorous activities; applying sunscreen and wearing a hat and sunglasses to protect the skin and eyes from sun damage; checking weather reports for the humidex, wind chill, air quality index, and UV index to determine what preparations may be needed to be safe and comfortable outdoors; bringing inhalers and epinephrine autoinjectors if needed; reading warning signs posted in recreational areas) [PS, CT]

Teacher prompt: "Using 'active transportation' means using muscle power instead of vehicles to get ourselves around. It helps to reduce air pollution. When using active transportation, what can you do to keep yourself safe?"

Student: "I can travel with a buddy or a group because there's safety in numbers. When I'm biking, walking, or skateboarding, I can follow the rules of the road and also use trails or side streets instead of the main roads whenever I can. That way, I avoid the dangers of travelling in traffic and I don't have to breathe in the exhaust from cars."

## B. Movement Competence: Skills, Concepts, and Strategies

### Overall expectations

# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 5

**5p19** B1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

**5p20** B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

## B1. Movement Skills and Concepts

**5p21** B1.1 perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment (e.g., perform a sequence of movements on a floor line or a bench; stay in control while rolling, balancing, twisting, dodging, jumping, skipping quickly and slowly) [PS]  
Teacher prompt: "How do you keep your balance when changing speed or levels?"  
Students: "When I am speeding up while skating, I keep my balance by keeping my knees bent and my body low." "When I am contracting from a high balance to a low balance, my movement needs to be quick and firm, and I need to keep my core muscles tight to help maintain my balance."

**5p22** B1.2 demonstrate the ability to jump in control for height or distance, using a variety of body actions (e.g., push off strongly during take-off when jumping for height; keep a tight body position when turning in the air; land smoothly and safely after a vertical jump and half turn in a dance sequence; maintain body control when landing after a long jump) [PS]  
Teacher prompt: "When you are in the air, squeeze your muscles so your body stays in control."  
Teacher prompt: "When you are landing after a long jump or a jump from a height, what do you need to do to maintain control?"  
Student: "When the jump is an especially big one, I need to land on the balls of my feet and bend my knees more than usual to absorb the force of landing and keep my balance. I also need to keep my arms out and my head up."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

## Health and Physical Education (None) Expectations

Grade 5

**5p23**

B1.3 explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways (e.g., dodge or change speed or direction to avoid people or objects; incorporate different movements at varying speeds when creating a dance with a partner; use ribbons or balls to develop a movement sequence that includes jumps, turns, movements in different directions, and balances) [PS, IS]

Teacher prompt: “Try the movement sequence at full speed, then very slowly. Which movements are easier to do faster and which ones are easier to do more slowly?”

Student: “For some of the moves, like footwork with complicated steps, going slowly gives me time to do the sequence well. For other moves, like a transition from a low balance to a stretched shape, moving more slowly is more difficult because I need good body control to hold the position steady as I move.”

**5p24**

B1.4 send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement (e.g., kick a ball with the inside of their dominant foot at varying speeds to a partner who absorbs the ball with his/her body when it is received; strike a beach ball with a hand paddle and follow through in the direction of the intended target; experiment with using different amounts of force to send at different speeds) [PS, IS]

Teacher prompt: “What do you need to do to throw an object faster? When catching an object, how do you adjust for different speeds?”

Student: “To throw faster, I need to put my whole body into the throw, stepping with the opposite foot, turning my body, and following through with my arm after I release the ball. When I am catching, I need to keep my eyes on the ball. If the ball is coming slowly, I can step towards it to catch it. If it is coming fast, I need to be ready to absorb the catch with my body so the ball does not bounce away from me. I do the same things if I am receiving with my feet.”

**5p25**

B1.5 retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment (e.g., dribble a ball around pylons, slowing down as needed to maintain control; stickhandle a felt disc towards a goal or target while shifting the direction of forward movement to avoid defenders or obstacles; catch and carry a ball in a scoop) [PS, IS]

Teacher prompt: “How do you maintain control of the ball when you are moving in a zigzag pattern down the field? Does that change when your speed changes?”

Student: “I need to keep the ball fairly close to my foot or stick to control it. I can let it get a bit farther away when I am moving faster.”



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 5

## B2. Movement Strategies

5p26

B2.1 demonstrate an understanding of the components of physical activities (e.g., movement skills, game structures, rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities (e.g., lead-up games such as three-on-three lacrosse, mini tennis, and keep-it-up; recreational activities such as disc golf, parachute activities, orienteering, and cooperative games; fitness activities such as yoga, isometric muscle building activities, and endurance activities; dance activities such as creative movement, hip hop, and novelty dances) [IS, CT]

Teacher prompt: "How is a lead-up game such as four-corner soccer structured to make sure the game is inclusive and works for everyone?"

Student: "A game like four-corner soccer has four different goals and several balls so everyone has lots of opportunities to play. People with different skill levels can play together and everyone has a chance to participate to the best of their ability."

Teacher: "If we are striving for healthy competition when playing, what does that look like?"

Student: "With healthy competition, everyone is trying their best, supporting each other, and playing fairly. You don't always have to be in a game situation to compete. For example, I might compete against myself, trying to keep a soccer ball going as I juggle it, hitting it up with my foot, chest, and head."

Teacher: "What components of an activity could be adjusted to make it challenging and enjoyable for everyone?"

Student: "We could change the boundaries to make the game either easier or harder. We could change the type of equipment we use. We could add a rule – for example, all players have to touch the beach ball once before we are allowed to try to score a point. When we are playing with someone who is blind or partially sighted, we can use a ball with a bell inside or make a sound when sending the object so the person who cannot see is able to hear where the object is."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 5

5p27

B2.2 describe common features of specific categories of physical activities (e.g., individual, target, net/wall, striking/fielding, territory), and describe strategies that they found effective while participating in a variety of physical activities in different categories [CT]

Teacher prompt: "The net/wall games of volleyball, wall ball, badminton, squash, table tennis, paddleball, and wheelchair tennis all emphasize moving and controlling an object in a confined space and hitting it over a net or to a wall. What strategies might work in all of these activities?"

Student: "In all of these games, you try to place the object in a spot where the other team or player will have trouble returning it. You need to be ready to move quickly so you can return the object if it comes near you."

Teacher prompt: "Consider what is similar about activities like cross-country running or skiing, orienteering, long-distance running in track, and power walking. What strategies might you use in all of these activities?"

Student: "These activities all involve being able to keep going for a long period of time. Most of them don't need a lot of equipment and can be done anywhere. These activities help build your level of fitness and endurance. A strategy you would use in all of these activities is pacing. It helps to learn how to manage your energy so you can keep going and be able to finish and also have the ability to go faster at different parts of the course."

5p28

B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (e.g., individual activities: interpret feedback from a partner and adjust their position in a yoga activity; target activities: choose an appropriate distance from the target to maximize level of challenge and opportunity for success; work on accuracy by maintaining eye contact with the target and following through in the direction of the target; net/wall activities: place shots away from their opponent; striking/fielding activities: choose their position to effectively cover a space when fielding; territory activities: make quick passes to keep the object moving when playing a modified team handball game) [IS, CT]

Teacher prompts: "In target games, choose a position (closer to or farther from the target) that will give you the best balance between optimal challenge and the greatest chance of success." "Why is it important to communicate with your teammates during territory activities?" "What do you need to do to work well with others when creating and performing a creative dance in a group of four?"

## C. Healthy living

### Overall expectations



# Curriculum Expectations by Grade

Subject: Health and Physical Education

## Health and Physical Education (None) Expectations

Grade 5

**5p29** C1. demonstrate an understanding of factors that contribute to healthy development;

**5p30** C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

**5p31** C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

**5p32** (Growth and Development 1998) describe physical, emotional, and interpersonal changes associated with puberty;

### C1. Understanding Health Concepts

**5p33** Personal Safety and Injury Prevention C1.1 identify people (e.g., parents, guardians, neighbours, teachers, crossing guards, police, older students, coaches, elders) and supportive services (e.g., help lines, 9-1-1, Telehealth, public health units, student services) that can assist with injury prevention, emergencies, bullying, and abusive and violent situations [PS]  
Teacher prompt: "If you are being bullied or you know of someone being bullied, to whom can you turn for help?  
Student: "I can turn to any adult I trust – a parent, a teacher, a coach, or an elder. I need to continue to ask for help until I get the help I need."  
Teacher: "What should you do in a situation in which someone is being violent?"  
Student: "Get out of the way, get help, and do not try to intervene directly."

# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 5

**5p34**

Substance Use, Addictions, and Related Behaviours C1.2 describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication (e.g., amount consumed, speed of consumption, sex, body size, combinations with other drugs or food, emotional state)

Teacher prompt: "Drinking even a small amount of alcohol can affect your body. The more you drink, the greater the effects. What are the short-term effects of alcohol use?"

Student: "Short-term effects can include relaxation but also reduced coordination, higher body temperature, slower reflexes, drowsiness, lowered inhibitions, slurred speech, and problems making good decisions. Becoming drunk, or intoxicated, could lead to vomiting, loss of consciousness, or even alcohol poisoning. If any of these things happen, medical attention is needed."

Teacher: "What long-term consequences can result from alcohol abuse?"

Student: "Addiction, liver damage, financial problems, family or relationship issues, and emotional problems are some of the consequences of long-term alcohol abuse."

## C2. Making Healthy Choices

**5p35**

Healthy Eating C2.1 explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices [CT]

Teacher prompt: "Food labels contain a lot of information, including the product name, product claims, an ingredient list, and a nutrition facts table, which identifies the nutrients in the product, the number of calories per serving, the serving size, and other information, such as the amount of trans fats. How can you use this information to evaluate food choices?"

Student: "I can check the nutrition facts table to see how much fat, sugar, and salt is in the product. Foods with less saturated fat, trans fats, salt, and sugar are better than those with more. However, growing bodies do need a certain amount of fat for healthy growth. Foods with more nutrients like fibre and vitamins A and C are healthier than those with smaller amounts of these nutrients. I can use this knowledge to help me make healthier food choices at home and to help my family make healthier choices when we go shopping – for example, by choosing 100% fruit juice instead of fruit-flavoured drinks. I can also use similar information about the ingredients in food at restaurants and fast-food places, if it is available."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 5

5p36

Personal Safety and Injury Prevention C2.2 demonstrate the ability to deal with threatening situations by applying appropriate living skills (e.g., personal skills, including self-monitoring and anger management; interpersonal skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident; being aware of surroundings; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses) [PS, IS, CT]

Teacher prompt: "What strategies could you use in a situation where you were being harassed because of your sex, race, religion, sexual orientation, body shape, weight, or ability?"

Student: "Different situations may require different strategies. Sometimes it is best to be assertive and stand up to the person who is harassing by speaking confidently. If you feel threatened, it is safer to avoid confrontation by ignoring the person, making an excuse and walking away, or getting help."

Teacher prompt: "As a bystander, what could you do to help if a friend tells you about a situation where he or she is feeling bullied or unsafe?"

Student: "I can listen to my friend and talk about ways we can stand up for ourselves when someone is bullying us. I can stand up for my friend if I am there when it happens, or I can get help by telling an adult."

Teacher prompt: "How might the medicine wheel concept, which is used in some First Nation teachings, help you to consider strategies for personal safety?"

Student: "The four elements of the medicine wheel can help me think about my safety and well-being in terms of my physical, emotional, spiritual, and mental health."

5p37

Substance Use, Addictions, and Related Behaviours C2.3 demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (e.g., smoking, drug use, gambling) [IS]

Teacher prompt: "What might you do if someone is pressuring you to try alcohol or a cigarette?"

Student: "I can try to avoid situations where I might be offered alcohol or cigarettes. If I can't, I can say strongly and clearly that I do not want to participate. I can also mention problems that I'd rather avoid, like bad breath, disease, and impairment – or I can just make a joke and change the subject."

## C3. Making Connections for Healthy Living



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 5

**5p38**

Healthy Eating C3.1 describe how advertising and media influences affect food choices (e.g., TV commercials, product packaging, celebrity endorsements, product placements in movies and programs, idealized body images in movies and programs, magazine articles promoting fad diets), and explain how these influences can be evaluated to make healthier choices (e.g., critically examining the reasons for celebrity endorsements or the plausibility of product claims, checking whether there is information in the advertisement that verifies the claims, asking for information about product ingredients and nutrients, critically examining the reality and healthiness of idealized body images in the media, evaluating diet plans against accepted nutritional criteria such as those used in Canada’s Food Guide) [CT]

Teacher prompt: “What might you think about when you see a professional athlete drinking an energy drink in a commercial?”  
Student: “The advertisement is trying to influence me to buy the drink. But just because the ad says a professional athlete drinks it does not mean that it is healthy for me or that I need to drink it when I am being active.”



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 5

**5p39**

Personal Safety and Injury Prevention C3.2 explain how a person's actions (e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment; positive actions such as praising, supporting, including) can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others [PS, IS]

Teacher prompt: "Negative actions that hurt the feelings of others can also result in stigma. When someone appears to be different from us, whether it is because of something visible like a physical disability or something invisible like having an illness such as schizophrenia or HIV/AIDS, we may view him or her in a stereotyped manner and make assumptions. Stereotypes can have a strong, negative impact on someone's self-concept and well-being. On the other hand, you can also make a big difference in a positive way with your actions. Give an example of an action that can affect someone's feelings, self-concept, or reputation in a positive way."

Student: "Actions that can have a positive effect include asking someone who has been left out to be a partner, praising someone for their accomplishments, recognizing someone's talent or skill, and making sure everyone gets a turn."

Teacher: "How do your actions – positive or negative – have an impact on your own self-concept and reputation?"

Student: "Having a positive attitude towards other people can make you feel good about yourself. It can also make people want to be around you. Always being negative or putting other people down reflects badly on you and can make you feel worse about yourself."

**5p40**

Substance Use, Addictions, and Related Behaviours C3.3 identify personal and social factors (e.g., emotional, physical, mental, spiritual, cultural, legal, media, and peer influences) that can affect a person's decision to drink alcohol at different points in his or her life [CT]

Teacher prompt: "How realistic are the messages that we get from the media about drinking alcohol?"

Student: "On television, you see people having fun, being sociable, and doing cool things while drinking. You do not often see images in the media of someone who has passed out or who has caused a car crash or who is in an abusive relationship because of alcohol."

Teacher prompt: "Some adults choose to drink alcohol in social settings or during celebrations. How is this different from a teen drinking alcohol?"

Student: "It is legal for adults to drink alcohol. Drinking in moderation, avoiding getting drunk, and following the law about drinking and driving are some of the responsibilities that adults who choose to drink alcohol have to accept."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

## Health and Physical Education (None) Expectations

Grade 5

**5p41** (Growth and Development 1998) identify strategies to deal positively with stress and pressures that result from relationships with family and friends;

**5p42** (Growth and Development 1998) identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers;

**5p43** (Growth and Development 1998) describe the secondary physical changes at puberty (e.g., growth of body hair, changes in body shape);

**5p44** (Growth and Development 1998) describe the processes of menstruation and spermatogenesis;

**5p45** (Growth and Development 1998) describe the increasing importance of personal hygiene following puberty;



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

## Oral Communication

### Overall Expectations

- |            |   |
|------------|---|
| <b>5e1</b> | 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;  |
| <b>5e2</b> | 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;  |
| <b>5e3</b> | 3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations. |

### 1. Listening to Understand

- |            |   |
|------------|---|
| <b>5e4</b> | Purpose 1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks (e.g., to understand learning strategies modelled by the teacher during think-alouds; to develop a response to a commentary on an issue; to share information and ideas about a topic with peers during conversations, discussions, and meetings; to become familiar with and appreciate the sounds of different types of poetry)           |
| <b>5e5</b> | Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups (e.g., ask questions to clarify understanding before responding; affirm and build on the ideas of others; summarize and respond constructively to ideas expressed by others; use brief vocal prompts to signal agreement or interest during conversations: Yes; Say that again, please; Tell me more) |



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

**5e6** Comprehension Strategies 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts (e.g., ask questions about facts, inferences, and value judgements to focus and clarify understanding of the themes in an oral text; summarize and synthesize ideas to deepen understanding of an oral text; use self-questioning and predict questions that might be asked to monitor understanding while listening)

**5e7** Demonstrating Understanding 1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details (e.g., summarize an episode of a favourite television program for a small group; summarize the ideas in a book read aloud to the class)

**5e8** Making Inferences/Interpreting Texts 1.5 make inferences about oral texts using stated and implied ideas in the texts as evidence (e.g., ask questions to generate inferences about an oral text: What would happen if...? I wonder what was meant by...?)

**5e9** Extending Understanding 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (e.g., relate the content of an oral presentation to that of books, articles, movies, television shows, or videos on the same topic; discuss issues related to the topic of an oral text; use role play and drama to explore ideas, emotions, or issues presented in oral texts)

**5e10** Analysing Texts 1.7 analyse oral texts and explain how specific elements in them contribute to meaning (e.g., ideas and information, word choice, tone of voice, pace of delivery, body language). Teacher prompt: "Did the speaker's tone of voice communicate a different message from his or her actual words?"

**5e11** Point of View 1.8 identify the point of view presented in oral texts and ask questions to identify missing or possible alternative points of view (e.g., use drama or role play to explore the perspective of the minor characters in a play; respond to a speaker who expresses an alternative point of view on an issue; ask a variety of people for their views about a topic). Teacher prompts: "How would the content of this text change if it were presented from a different point of view?" "How would the language the author uses need to change to reflect a different point of view?" "What other voices do you think should be heard on this topic?" "Is the text fair?"



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

**5e12** Presentation Strategies 1.9 identify a range of presentation strategies used in oral texts and analyse their effect on the audience (e.g., the use of emotive language, one-sided arguments, or exaggerated claims). Teacher prompt: “Why do you think the speaker repeats that phrase so often?”

## 2. Speaking to Communicate

**5e13** Purpose 2.1 identify a variety of purposes for speaking (e.g., to justify opinions and thinking in discussion and dialogue groups; to ask questions or explore solutions to problems in small groups; to share information or ideas about a topic with a group; to share data; to entertain; to interact in social situations; to contribute meaningfully and work constructively in groups)

**5e14** Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large- group discussions (e.g., ask questions to clarify understanding before responding; respond to a group member's comment by making a personal connection to their own experience; show awareness of and sensitivity towards the background and experiences of other group members when expressing their own views)

**5e15** Clarity and Coherence 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form (e.g., present an argument that has a clearly stated purpose, point-by-point development, and relevant supporting details)

**5e16** Appropriate Language 2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience (e.g., use evocative images, personal anecdotes, quotations, vocabulary from curriculum subject areas, and appropriate technical terminology to achieve particular effects)

**5e17** Vocal Skills and Strategies 2.5 identify some vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning (e.g., use a formal or informal tone as required by the context)



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

**5e18** Non-Verbal Cues 2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (e.g., use facial expression appropriately to indicate agreement or confusion during a discussion)

**5e19** Visual Aids 2.7 use a variety of appropriate visual aids (e.g., posters, charts, maps, globes, computer-generated organizers) to support or enhance oral presentations (e.g., use ministry-licensed software to create a Venn diagram to compare two different biographies)

### 3. Reflecting on Oral Communication Skills and Strategies

**5e20** Metacognition 3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills. Teacher prompts: “How do you check to be sure you understand correctly what others are saying during a discussion?” “How do you make decisions about when to speak and when to listen?”

**5e21** Interconnected Skills 3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills. Teacher prompts: “What have you learned as a writer that you can use to make your oral presentations more effective?” “What do you think the connection is between your experience as a reader and your ability to understand what you hear?”

### Reading

#### Overall Expectations

**5e22** 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

**5e23** 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

**5e24** 3. use knowledge of words and cueing systems to read fluently;

**5e25** 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

## 1. Reading for Meaning

**5e26** Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts (e.g., short stories, poetry, myths, culturally focused legends, plays, biographies, novels), graphic texts (e.g., graphic novels, hobby or sports magazines, advertisements, logos, atlases, graphic organizers, charts and tables), and informational texts (e.g., editorials, reports, biographies, textbooks and other non-fiction materials, print and online articles, personal electronic and online texts such as e-mails)

**5e27** Purpose 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., an online or print encyclopedia article for background information, dictionaries to clarify word meanings, biographies for information about authors or historical figures, print and online newspapers/magazines for information on current issues, e-mail and text messages from friends)

**5e28** Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through asking questions about or discussing a topic; develop mind maps to explore ideas; ask questions to focus reading; use visualization to clarify details of a character, scene, or concept in a text; make predictions about a text based on reasoning and related reading; reread to confirm or clarify meaning)

**5e29** Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (e.g., topic sentence and supporting points in paragraphs, reports, online and print newspaper articles, restaurant or cafeteria menus; theme and supporting plot details in short stories, myths, and fairy tales)



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

- 5e30** Making Inferences/Interpreting Texts 1.5 use stated and implied ideas in texts to make inferences and construct meaning. Teacher prompts: “What do you think will happen based on what the author has told you so far?” “What is the author suggesting 'between the lines'?”
- 5e31** Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them. Teacher prompts: “How does your experience of a similar situation help you understand this character's choices?” “How does what you are reading now compare to what you have already read on this topic?”
- 5e32** Analysing Texts 1.7 analyse texts and explain how various elements in them contribute to meaning (e.g., narrative: character development, plot development, mood, theme; report: introduction, body, conclusion). Teacher prompts: “What devices did the author use to try to make you sympathize with the character? Were they effective?” “How did the author tie the concluding paragraph to the opening statement?”
- 5e33** Responding to and Evaluating Texts 1.8 make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views (e.g., sort and classify information from a text to see what conclusions it supports or suggests; create a profile of a character based on stated or implied information in the text). Teacher prompt: “Do you think this character's actions accurately reveal his thoughts? What evidence from the text supports your conclusion?”
- 5e34** Point of View 1.9 identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives (e.g., ask why the perspective of certain characters in a story is not presented and include some missing voices in a dramatization of a text; with a partner, role-play an interview with a person who represents one of the missing voices). Teacher prompts: “Whose point of view is fully explored? Why?” “Do you see any evidence of stereotyping in this text?”

## 2. Understanding Form and Style



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

**5e35** Text Forms 2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as short stories (e.g., how character, setting, and plot illustrate the theme), graphic texts such as a logo (e.g., how the elements work together to convey a message), and informational texts such as a movie review (e.g., how the “lead” is used to signal whether the review is positive or negative)

**5e36** Text Patterns 2.2 identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts (e.g., comparison in a report; time order in a biography; cause and effect in an explanation)

**5e37** Text Features 2.3 identify a variety of text features and explain how they help readers understand texts (e.g., indexes, maps, charts, lists, photographs, menus, glossaries, tables of contents help the reader locate and verify information)

**5e38** Elements of Style 2.4 identify various elements of style – including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning (e.g., a series of short sentences can help communicate a sense of finality: He didn't. He couldn't. He wouldn't. The matter was settled. It was time to move on.)

### 3. Reading With Fluency

**5e39** Reading Familiar Words 3.1 automatically read and understand most words in common use (e.g., words from grade-level texts, subject-specific terminology used regularly in discussions and posted on anchor charts, words from shared- and guided-reading texts and some regularly used resource materials in the curriculum subject areas)

**5e40** Reading Unfamiliar Words 3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); syntactic (language structure) cues (e.g., word order, language patterns, punctuation); graphophonic (phonological and graphic) cues (e.g., familiar words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words, visual cues that indicate irregular plurals)



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

**5e41** Reading Fluently 3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (e.g., read a poem aloud with appropriate phrasing and emphasis)

## 4. Reflecting on Reading Skills and Strategies

**5e42** Metacognition 4.1 identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader's notebook, how they can use these and other strategies to improve as readers. Teacher prompts: "Did preparing a list of questions to answer help you to find the information you needed from the biography?" "How do you know when you are not understanding during reading?" "What 'fix-up' strategies do you use when a passage is hard to understand?"

**5e43** Interconnected Skills 4.2 explain, in conversations with peers and/or the teacher or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., viewing a television program or video about a topic before reading a text on the same topic builds background knowledge, introduces content-specific vocabulary, and offers a different perspective on the topic)

## Writing

### Overall Expectations

**5e44** 1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

**5e45** 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

**5e46** 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

**5e47** 4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

## 1. Developing and Organizing Content

**5e48** Purpose and Audience 1.1 identify the topic, purpose, and audience for a variety of writing forms (e.g., a poem or song on a social issue for performance by the class; a formal letter to the teacher outlining their opinion on eliminating soft drinks from the school vending machine; an article explaining the water cycle and including a flow chart, for an online student encyclopedia)

**5e49** Developing Ideas 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose

**5e50** Research 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (e.g., interview people with knowledge of the topic; identify and use graphic and multimedia sources; keep a record of sources used and information gathered)

**5e51** Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways (e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a web or ranking ladder)

**5e52** Organizing Ideas 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies (e.g., making jot notes; following a writing framework) and organizational patterns (e.g., chronological order, comparison, cause and effect)

**5e53** Review 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary (e.g., review material with a partner using a mind map or timeline)

## 2. Using Knowledge of Form and Style in Writing

# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

- |             |  |
|-------------|--|
| <b>5e54</b> | Form 2.1 write longer and more complex texts using a variety of forms (e.g., a biographical sketch, based on research; a report, including research notes, describing the effect of the natural environment on an early civilization; an outline of the procedure for becoming a Canadian citizen; an explanation of how a human organ system functions, using pictures, captions, and notes; a review of or commentary on a book, movie, or video game; a myth using themes identified in reading; a pamphlet on a socially relevant topic they have studied this year) |
| <b>5e55</b> | Voice 2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences (e.g., use a serious tone in a letter to the editor, a humorous tone in a letter to a friend)  |
| <b>5e56</b> | Word Choice 2.3 use some vivid and/or figurative language and innovative expressions to add interest (e.g., some comparative adjectives; similes or personification; comparative adverbs: more slowly)   |
| <b>5e57</b> | Sentence Fluency 2.4 vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences (e.g., The latch was stiff, and the boy struggled to open the door. Finally, with much effort, he forced it open.)   |
| <b>5e58</b> | Point of View 2.5 identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence. Teacher prompt: "Identify a point of view other than your own and list the arguments that would support it. Have you included evidence in your work that would answer these arguments?"  |
| <b>5e59</b> | Preparing for Revision 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features (e.g., effective use of language, logical organization). Teacher prompts: "Can you describe two nouns more specifically by adding appropriate adjectives?" "Are there ideas in the body of the paragraph that should be included in your topic sentence?"  |



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

**5e60** Revision 2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., use coloured pens and/or cutting and pasting to identify and move chunks of text that need to be reordered; add or substitute words and phrases, including vocabulary from other subjects and figurative language such as similes and personification, to achieve particular effects; adjust sentence length and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory). Teacher prompt: “Are your sentences too long and complicated/too short and simple/too much the same to appeal to your intended audience?”

**5e61** Producing Drafts 2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

### 3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

**5e62** Spelling Familiar Words 3.1 spell familiar words correctly (e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent- reading texts; words used regularly in instruction across the curriculum)

**5e63** 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling (e.g., pronounce the silent letters in words: p-neumonia; divide polysyllabic words into syllables; visualize irregular plurals; apply rules for adding -ed, -ing and -er, -est to base words; use memory tricks to memorize the letter order of irregular spellings; use the meaning of common prefixes and suffixes to understand and spell new words)

**5e64** Vocabulary 3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (e.g., locate guide words, word meanings, spelling charts, pronunciation keys, schwa symbol, idioms, inflected forms, and information about word origins in online or print dictionaries; use a variety of thematic dictionaries such as a bilingual dictionary or a crossword dictionary; use a thesaurus to find alternative words)



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

**5e65** Punctuation 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech

**5e66** Grammar 3.5 use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns (e.g., courage, hope); collective nouns (e.g., flock of birds); adjectives, including comparative adjectives (e.g., bigger, more expensive); the helping verb have; adverbs modifying verbs (e.g., when, where, how); comparative adverbs (e.g., faster, slower)

**5e67** Proofreading 3.6 proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task)

**5e68** Publishing 3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (e.g., use legible printing and cursive writing; include a labelled diagram, photographs, and a beginning glossary of terms in a read-aloud information book for younger children; use a formal letter layout for a letter to a public official)

**5e69** Producing Finished Works 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

## 4. Reflecting on Writing Skills and Strategies

**5e70** Metacognition 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a three-column reflective journal to monitor the writing process: What happened? How do I feel about it? What did I learn?). Teacher prompts: “What did you know about your audience that informed your planning process?” “What strategy did you find most helpful for organizing information?” “What editing strategies are most effective for you?”



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

**5e71** Interconnected Skills 4.2 describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers. Teacher prompts: “How has exploring different authors' perspectives on an issue helped you prepare for writing?” “Explain how dialogue with your peers can help you to express your opinion when you are writing.”

**5e72** Portfolio 4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices

## Media Literacy

### Overall Expectations

**5e73** 1. demonstrate an understanding of a variety of media texts;

**5e74** 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

**5e75** 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

**5e76** 4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

### 1. Understanding Media Texts

**5e77** Purpose and Audience 1.1 identify the purpose and audience for a variety of media texts (e.g., this sitcom is designed to appeal to teenagers; this comic book is designed to appeal to younger girls; this CD-ROM contains information for people interested in sharks). Teacher prompt: “Who is this work intended/not intended for? What evidence in the work tells you that?”



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

**5e78** Making Inferences/Interpreting Messages 1.2 use overt and implied messages to draw inferences and construct meaning in media texts (e.g., overt message in an advertisement showing the product's user surrounded by friends: This product is so good that you and your friends will all like it; implied messages: Using this product will make you popular; not using it may make you an outsider; popularity is based on having the right things). Teacher prompt: "What are the overt and implied messages conveyed by this T-shirt, which displays the logo of a popular rock band? Is the implied message more powerful than the overt message? Why, or why not? Do you think this T-shirt sends a message about the person wearing it?"

**5e79** Responding to and Evaluating Texts 1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions (e.g., explain why they think the coverage of an event by one media news source is more interesting and/or more reliable than the coverage of the same event by another source; defend an opinion about whether a media text that excludes groups such as girls or racial or ethnocultural minorities is sending a harmful message)

**5e80** Audience Responses 1.4 explain why different audiences might respond differently to the same media text (e.g., identify some different responses to their favourite music and suggest reasons for the differences). Teacher prompts: "What do you think of this media text? Who might agree or disagree with your opinion?" "How does gender/age/culture seem to influence people's choices? Give examples."

**5e81** Point of View 1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate, suggest how a more balanced view might be represented (e.g., this documentary about various athletes does not include athletes who have physical disabilities; another character could be included to represent their experience). Teacher prompt: "Whose point of view is missing in this media text? How could the text be changed to include that point of view?"



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

**5e82** Production Perspectives 1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded (e.g., publishers produce magazines for specific audiences to entertain, inform, and make money, using funds from sales and advertising; music companies produce CDs to entertain and make money, using funds from direct sales). Teacher prompt: “What are the different professions that would be involved in producing a newspaper? A CD? How much would it cost to produce a newspaper or a CD? How could we find out?”

## 2. Understanding Media Forms, Conventions, and Techniques

**5e83** Form 2.1 describe in detail the main elements of some media forms (e.g., television talk show: host, studio audience, guests, commercial breaks; news broadcast: news anchor, reporters, video clips, commercial breaks; television sitcom: standard set, regular cast, visiting actors, laugh track, plot problem and complications, happy ending). Teacher prompt: “What do you expect to see when you watch a sitcom that you don’t expect in a talk show?”

**5e84** Conventions and Techniques 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience (e.g. newspapers: separate sections for international/national news, sports, entertainment, and local events to appeal to a wide range of interests; headlines, photographs with captions, and graphics to add human interest and impact; photographs of columnists to signal that they are expressing a personal opinion). Teacher prompts: “In what ways are the layouts of these two newspapers similar? In what ways are they different? Can you suggest reasons for the similarities and differences?” “How many sections are there in this newspaper? What sorts of advertisements appear in the different sections? Can you explain why they differ?”

## 3. Creating Media Texts

**5e85** Purpose and Audience 3.1 describe in detail the topic, purpose, and audience for media texts they plan to create (e.g., an advertising campaign to encourage students to participate in a charity drive). Teacher prompt: “What do you want to say? Who is your audience? How do you want to influence your audience?”



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

**5e86** Form 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice (e.g., a pamphlet or newsletter to inform parents, teachers, and students about environmental initiatives taken or planned by members of the school community). Teacher prompt: “Why would a pamphlet or a newsletter be better than a poster to communicate this message?”

**5e87** Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (e.g., the components of the dinner menu for a restaurant: different sections for each course, descriptions of ingredients, catchy titles for different dishes, and prices are included to interest diners in the various dishes and give them information they need to make choices). Teacher prompt: “In what ways would a menu for a fast-food restaurant differ from a menu for a fine-dining restaurant?”

**5e88** Producing Media Texts 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g.,  
 a T-shirt to be worn by a character in a story or television show;  
 a pamphlet on a socially relevant topic they have studied this year;  
 a collection of images (downloaded, clipped, or scanned, as appropriate) from various sources, such as magazines, the Internet, newspapers, or textbooks, to illustrate a topic from a cross-curricular unit of study;  
 a flyer/poster, created using software, to advertise a school event;  
 a mock television commercial for a food product, drink, or item of clothing;  
 a news broadcast about a topic – such as immigration – from a cross-curricular unit of study  
 a breakfast, lunch, or dinner menu for a restaurant depicted in a novel, short story, or film)

## 4. Reflecting on Media Literacy Skills and Strategies

**5e89** Metacognition 4.1 identify, with some support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers. Teacher prompt: “Reflect on the media product(s) you have created. What did you learn from the process? How will that influence your next effort?”



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 5

**5e90**

Interconnected Skills 4.2 explain, with some support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts. Teacher prompts: "How are reading, viewing, and listening similar? How can your strengths in one area help you in another?" "How can listening to a music soundtrack help you understand the feelings of a character?" "How are talking, writing, and creating media texts similar? How do strengths in one area help you in another? How can writing skills help you in producing media texts?"



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 5

## Mathematical Process Expectations

### Problem Solving

**5m1** develop, select, and apply problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.

### Reasoning And Proving

**5m2** develop and apply reasoning skills (e.g., classification, recognition of relationships, use of counter-examples) to make and investigate conjectures and construct and defend arguments.

### Reflecting

**5m3** demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by comparing and adjusting strategies used, by explaining why they think their results are reasonable, by recording their thinking in a math journal).

### Selecting Tools and Computational Strategies

**5m4** select and use a variety of concrete, visual, and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems.

### Connecting

**5m5** make connections among mathematical concepts and procedures, and relate mathematical ideas to situations or phenomena drawn from other contexts (e.g., other curriculum areas, daily life, sports).

### Representing

**5m6** create a variety of representations of mathematical ideas (e.g., by using physical models, pictures, numbers, variables, diagrams, graphs, onscreen dynamic representations), make connections among them, and apply them to solve problems.



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 5

## Communicating

**5m7** communicate mathematical thinking orally, visually, and in writing, using everyday language, a basic mathematical vocabulary, and a variety of representations, and observing basic mathematical conventions.

## Number Sense and Numeration

### Overall Expectations

**5m8** read, represent, compare, and order whole numbers to 100 000, decimal numbers to hundredths, proper and improper fractions, and mixed numbers;

**5m9** demonstrate an understanding of magnitude by counting forward and backwards by 0.01;

**5m10** solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths, using a variety of strategies;

**5m11** demonstrate an understanding of proportional reasoning by investigating whole-number rates.

### Quantity Relationships

**5m12** represent, compare, and order whole numbers and decimal numbers from 0.01 to 100 000, using a variety of tools (e.g., number lines with appropriate increments, base ten materials for decimals);

**5m13** demonstrate an understanding of place value in whole numbers and decimal numbers from 0.01 to 100 000, using a variety of tools and strategies (e.g., use numbers to represent 23 011 as 20 000 + 3000 + 0 + 10 + 1; use base ten materials to represent the relationship between 1, 0.1, and 0.01) (Sample problem: How many thousands cubes would be needed to make a base ten block for 100 000?);



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 5

- 5m14** read and print in words whole numbers to ten thousand, using meaningful contexts (e.g., newspapers, magazines);
- 5m15** round decimal numbers to the nearest tenth, in problems arising from real-life situations;
- 5m16** represent, compare, and order fractional amounts with like denominators, including proper and improper fractions and mixed numbers, using a variety of tools (e.g., fraction circles, Cuisenaire rods, number lines) and using standard fractional notation;
- 5m17** demonstrate and explain the concept of equivalent fractions, using concrete materials (e.g., use fraction strips to show that  $\frac{3}{4}$  is equal to  $\frac{9}{12}$ );
- 5m18** demonstrate and explain equivalent representations of a decimal number, using concrete materials and drawings (e.g., use base ten materials to show that three tenths [0.3] is equal to thirty hundredths [0.30]);
- 5m19** read and write money amounts to \$1000 (e.g., \$455.35 is 455 dollars and 35 cents, or four hundred fifty-five dollars and thirty-five cents);
- 5m20** solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 100 000 (Sample problem: How many boxes hold 100 000 sheets of paper, if one box holds 8 packages of paper, and one package of paper contains 500 sheets of paper?).

## Counting

# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 5

**5m21** count forward by hundredths from any decimal number expressed to two decimal places, using concrete materials and number lines (e.g., use base ten materials to represent 2.96 and count forward by hundredths: 2.97, 2.98, 2.99, 3.00, 3.01, ...; "Two and ninety-six hundredths, two and ninety-seven hundredths, two and ninety-eight hundredths, two and ninety-nine hundredths, three, three and one hundredth, ...") (Sample problem: What connections can you make between counting by hundredths and measuring lengths in centimetres and metres?).

## Operational Sense

**5m22** solve problems involving the addition, subtraction, and multiplication of whole numbers, using a variety of mental strategies (e.g., use the commutative property:  $5 \times 18 \times 2 = 5 \times 2 \times 18$ , which gives  $10 \times 18 = 180$ );

**5m23** add and subtract decimal numbers to hundredths, including money amounts, using concrete materials, estimation, and algorithms (e.g., use  $10 \times 10$  grids to add 2.45 and 3.25);

**5m24** multiply two-digit whole numbers by two-digit whole numbers, using estimation, student-generated algorithms, and standard algorithms;

**5m25** divide three-digit whole numbers by one-digit whole numbers, using concrete materials, estimation, student-generated algorithms, and standard algorithms;

**5m26** multiply decimal numbers by 10, 100, 1000, and 10 000, and divide decimal numbers by 10 and 100, using mental strategies (e.g., use a calculator to look for patterns and generalize to develop a rule);

**5m27** use estimation when solving problems involving the addition, subtraction, multiplication, and division of whole numbers, to help judge the reasonableness of a solution (Sample problem: Mori used a calculator to add 7.45 and 2.39. The calculator display showed 31.35. Explain why this result is not reasonable, and suggest where you think Mori made his mistake.).

## Proportional Relationships



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 5

**5m28** describe multiplicative relationships between quantities by using simple fractions and decimals (e.g., "If you have 4 plums and I have 6 plums, I can say that I have  $1\frac{1}{2}$  or 1.5 times as many plums as you have.");

**5m29** determine and explain, through investigation using concrete materials, drawings, and calculators, the relationship between fractions (i.e., with denominators of 2, 4, 5, 10, 20, 25, 50, and 100) and their equivalent decimal forms (e.g., use a 10 x 10 grid to show that  $\frac{2}{5} = \frac{40}{100}$ , which can also be represented as 0.4);

**5m30** demonstrate an understanding of simple multiplicative relationships involving whole-number rates, through investigation using concrete materials and drawings (Sample problem: If 2 books cost \$6, how would you calculate the cost of 8 books?).

## Measurement

### Overall Expectations

**5m31** estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies;

**5m32** determine the relationships among units and measurable attributes, including the area of a rectangle and the volume of a rectangular prism.

### Attributes, Units, and Measurement Sense

**5m33** estimate, measure (i.e., using an analogue clock), and represent time intervals to the nearest second;

**5m34** estimate and determine elapsed time, with and without using a time line, given the durations of events expressed in minutes, hours, days, weeks, months, or years (Sample problem: You are travelling from Toronto to Montreal by train. If the train departs Toronto at 11:30 a.m. and arrives in Montreal at 4:56 p.m., how long will you be on the train?);



# Curriculum Expectations by Grade

Subject: Mathematics

## Mathematics (None) Expectations

Grade 5

**5m35** measure and record temperatures to determine and represent temperature changes over time (e.g., record temperature changes in an experiment or over a season) (Sample problem: Investigate the relationship between weather, climate, and temperature changes over time in different locations.);

**5m36** estimate and measure the perimeter and area of regular and irregular polygons, using a variety of tools (e.g., grid paper, geoboard, dynamic geometry software) and strategies.

### Measurement Relationships

**5m37** select and justify the most appropriate standard unit (i.e., millimetre, centimetre, decimetre, metre, kilometre) to measure length, height, width, and distance, and to measure the perimeter of various polygons;

**5m38** solve problems requiring conversion from metres to centimetres and from kilometres to metres (Sample problem: Describe the multiplicative relationship between the number of centimetres and the number of metres that represent a length. Use this relationship to convert 5.1 m to centimetres.);

**5m39** solve problems involving the relationship between a 12-hour clock and a 24-hour clock (e.g., 15:00 is 3 hours after 12 noon, so 15:00 is the same as 3:00 p.m.);

**5m40** create, through investigation using a variety of tools (e.g., pattern blocks, geoboard, grid paper) and strategies, two-dimensional shapes with the same perimeter or the same area (e.g., rectangles and parallelograms with the same base and the same height) (Sample problem: Using dot paper, how many different rectangles can you draw with a perimeter of 12 units? with an area of 12 square units?);

**5m41** determine, through investigation using a variety of tools (e.g., concrete materials, dynamic geometry software, grid paper) and strategies (e.g., building arrays), the relationships between the length and width of a rectangle and its area and perimeter, and generalize to develop the formulas [i.e., Area = length x width; Perimeter = (2 x length) + (2 x width)];



# Curriculum Expectations by Grade

Subject: Mathematics

## Mathematics (None) Expectations

Grade 5

**5m42** solve problems requiring the estimation and calculation of perimeters and areas of rectangles (Sample problem: You are helping to fold towels, and you want them to stack nicely. By folding across the length and/or the width, you fold each towel a total of three times. You want the shape of each folded towel to be as close to a square as possible. Does it matter how you fold the towels?);

**5m43** determine, through investigation, the relationship between capacity (i.e., the amount a container can hold) and volume (i.e., the amount of space taken up by an object), by comparing the volume of an object with the amount of liquid it can contain or displace (e.g., a bottle has a volume, the space it takes up, and a capacity, the amount of liquid it can hold) (Sample problem: Compare the volume and capacity of a thin-walled container in the shape of a rectangular prism to determine the relationship between units for measuring capacity [e.g., millilitres] and units for measuring volume [e.g., cubic centimetres].);

**5m44** determine, through investigation using stacked congruent rectangular layers of concrete materials, the relationship between the height, the area of the base, and the volume of a rectangular prism, and generalize to develop the formula (i.e., Volume = area of base  $\times$  height) (Sample problem: Create a variety of rectangular prisms using connecting cubes. For each rectangular prism, record the area of the base, the height, and the volume on a chart. Identify relationships.);

**5m45** select and justify the most appropriate standard unit to measure mass (i.e., milligram, gram, kilogram, tonne).

## Geometry and Spatial Sense

### Overall Expectations

**5m46** identify and classify two-dimensional shapes by side and angle properties, and compare and sort three-dimensional figures;

**5m47** identify and construct nets of prisms and pyramids;



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 5

**5m48** identify and describe the location of an object, using the cardinal directions, and translate two-dimensional shapes.

## Geometric Properties

**5m49** distinguish among polygons, regular polygons, and other two-dimensional shapes;

**5m50** distinguish among prisms, right prisms, pyramids, and other three-dimensional figures;

**5m51** identify and classify acute, right, obtuse, and straight angles;

**5m52** measure and construct angles up to  $90^\circ$ , using a protractor;

**5m53** identify triangles (i.e., acute, right, obtuse, scalene, isosceles, equilateral), and classify them according to angle and side properties;

**5m54** construct triangles, using a variety of tools (e.g., protractor, compass, dynamic geometry software), given acute or right angles and side measurements (Sample problem: Use a protractor, ruler, and pencil to construct a scalene triangle with a  $30^\circ$  angle and a side measuring 12 cm.).

## Geometric Relationships

**5m55** identify prisms and pyramids from their nets;



# Curriculum Expectations by Grade

Subject: Mathematics

## Mathematics (None) Expectations

Grade 5

**5m56** construct nets of prisms and pyramids, using a variety of tools (e.g., grid paper, isometric dot paper, Polydrons, computer application).

### Location and Movement

**5m57** locate an object using the cardinal directions (i.e., north, south, east, west) and a coordinate system (e.g., "If I walk 5 steps north and 3 steps east, I will arrive at the apple tree.");

**5m58** compare grid systems commonly used on maps (i.e., the use of numbers and letters to identify an area; the use of a coordinate system based on the cardinal directions to describe a specific location);

**5m59** identify, perform, and describe translations, using a variety of tools (e.g., geoboard, dot paper, computer program);

**5m60** create and analyse designs by translating and/or reflecting a shape, or shapes, using a variety of tools (e.g., geoboard, grid paper, computer program) (Sample problem: Identify translations and/or reflections that map congruent shapes onto each other in a given design.).

### Patterning and Algebra

#### Overall Expectations

**5m61** determine, through investigation using a table of values, relationships in growing and shrinking patterns, and investigate repeating patterns involving translations;

**5m62** demonstrate, through investigation, an understanding of the use of variables in equations.

#### Patterns and Relationships



# Curriculum Expectations by Grade

Subject: Mathematics

## Mathematics (None) Expectations

Grade 5

**5m63** create, identify, and extend numeric and geometric patterns, using a variety of tools (e.g., concrete materials, paper and pencil, calculators, spreadsheets);

**5m64** build a model to represent a number pattern presented in a table of values that shows the term number and the term;

**5m65** make a table of values for a pattern that is generated by adding or subtracting a number (i.e., a constant) to get the next term, or by multiplying or dividing by a constant to get the next term, given either the sequence (e.g., 12, 17, 22, 27, 32, ...) or the pattern rule in words (e.g., start with 12 and add 5 to each term to get the next term);

**5m66** make predictions related to growing and shrinking geometric and numeric patterns (Sample problem: Create growing L's using tiles. The first L has 3 tiles, the second L has 5 tiles, the third L has 7 tiles, and so on. Predict the number of tiles you would need to build the 10th L in the pattern.);

**5m67** extend and create repeating patterns that result from translations, through investigation using a variety of tools (e.g., pattern blocks, dynamic geometry software, dot paper).

## Variables, Expressions, and Equations

**5m68** demonstrate, through investigation, an understanding of variables as changing quantities, given equations with letters or other symbols that describe relationships involving simple rates (e.g., the equations  $C = 3 \times n$  and  $3 \times n = C$  both represent the relationship between the total cost (C), in dollars, and the number of sandwiches purchased (n), when each sandwich costs \$3);

**5m69** demonstrate, through investigation, an understanding of variables as unknown quantities represented by a letter or other symbol (e.g.,  $12 = 5 + \underline{\quad}$  or  $12 = 5 + s$  can be used to represent the following situation: "I have 12 stamps altogether and 5 of them are from Canada. How many are from other countries?");



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 5

**5m70** determine the missing number in equations involving addition, subtraction, multiplication, or division and one- or two-digit numbers, using a variety of tools and strategies (e.g., modelling with concrete materials, using guess and check with and without the aid of a calculator) (Sample problem: What is the missing number in the equation  $8 = 88 \div \underline{\quad}?$ ).

## Data Management and Probability

### Overall Expectations

**5m71** collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including broken-line graphs;

**5m72** read, describe, and interpret primary data and secondary data presented in charts and graphs, including broken-line graphs;

**5m73** represent as a fraction the probability that a specific outcome will occur in a simple probability experiment, using systematic lists and area models.

### Collection and Organization of Data

**5m74** distinguish between discrete data (i.e., data organized using numbers that have gaps between them, such as whole numbers, and often used to represent a count, such as the number of times a word is used) and continuous data (i.e., data organized using all numbers on a number line that fall within the range of the data, and used to represent measurements such as heights or ages of trees);

**5m75** collect data by conducting a survey or an experiment (e.g., gather and record air temperature over a two-week period) to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements;



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 5

**5m76** collect and organize discrete or continuous primary data and secondary data and display the data in charts, tables, and graphs (including broken-line graphs) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales that suit the range and distribution of the data (e.g., to represent precipitation amounts ranging from 0 mm to 50 mm over the school year, use a scale of 5 mm for each unit on the vertical axis and show months on the horizontal axis), using a variety of tools (e.g., graph paper, simple spreadsheets, dynamic statistical software);

**5m77** demonstrate an understanding that sets of data can be samples of larger populations (e.g., to determine the most common shoe size in your class, you would include every member of the class in the data; to determine the most common shoe size in Ontario for your age group, you might collect a large sample from classes across the province);

**5m78** describe, through investigation, how a set of data is collected (e.g., by survey, measurement, observation) and explain whether the collection method is appropriate.

## Data Relationships

**5m79** read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., precipitation or temperature data in the newspaper, data from the Internet about heights of buildings and other structures), presented in charts, tables, and graphs (including broken-line graphs);

**5m80** calculate the mean for a small set of data and use it to describe the shape of the data set across its range of values, using charts, tables, and graphs (e.g., "The data values fall mainly into two groups on both sides of the mean."; "The set of data is not spread out evenly around the mean.");

**5m81** compare similarities and differences between two related sets of data, using a variety of strategies (e.g., by representing the data using tally charts, stem-and-leaf plots, double bar graphs, or broken-line graphs; by determining measures of central tendency [i.e., mean, median, and mode]; by describing the shape of a data set across its range of values).

## Probability



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 5

**5m82** determine and represent all the possible outcomes in a simple probability experiment (e.g., when tossing a coin, the possible outcomes are heads and tails; when rolling a number cube, the possible outcomes are 1, 2, 3, 4, 5, and 6), using systematic lists and area models (e.g., a rectangle is divided into two equal areas to represent the outcomes of a coin toss experiment);

**5m83** represent, using a common fraction, the probability that an event will occur in simple games and probability experiments (e.g., "My spinner has four equal sections and one of those sections is coloured red. The probability that I will land on red is  $\frac{1}{4}$ .");

**5m84** pose and solve simple probability problems, and solve them by conducting probability experiments and selecting appropriate methods of recording the results (e.g., tally chart, line plot, bar graph).



# Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 5

## Oral Communication, Reading, and Writing

### Overall Expectations

- 5n1** communicate in various contexts using sentences;
- 5n2** demonstrate an understanding of spoken language in various contexts, using both verbal and non-verbal cues;
- 5n3** demonstrate an understanding of vocabulary and language structures appropriate for this grade;
- 5n4** read sentences in the writing system used in the program;
- 5n5** write sentences in the writing system used in the program;
- 5n6** demonstrate an appreciation and understanding of aspects of the Native culture under study. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

### Oral Communication

- 5n7** communicate in various contexts using basic vocabulary and sentences;
- 5n8** demonstrate an understanding of various types of sentences;



# Curriculum Expectations by Grade

Subject: Native Languages

## Native Languages (None) Expectations

Grade 5

**5n9** use various types of sentences;

**5n10** participate in structured oral language activities appropriate for the grade (e.g., form sentences using new vocabulary);

**5n11** respond to a variety of oral messages using sentences.

### Reading

**5n12** read sentences in the writing system used in the program;

**5n13** demonstrate an understanding of what they read (e.g., by explaining the meaning of sentences or paraphrasing sentences);

**5n14** participate in structured reading activities appropriate for the grade (e.g., identify phrases that have the same word parts);

**5n15** use visual cues (e.g., pictures, illustrations) and other reading strategies to determine the meaning of sentences;

**5n16** recognize sentence patterns and language structures that have been introduced orally;

**5n17** read sentences aloud using proper intonation to convey meaning.



# Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 5

## Writing

**5n18** write sentences in the writing system used in the program;

**5n19** write simple messages using sentences (e.g., I went home early);

**5n20** participate in structured writing activities appropriate for the grade (e.g., write sentences using specified verb tenses);

**5n21** spell words and phrases correctly in sentences, using available resources to confirm spelling.

## Grammar, Language Conventions, and Vocabulary

### Language elements: nouns and pronouns

**5n22** possessive form of nouns (incorporation of nouns with possessive pronouns) using new vocabulary (e.g., our skates, your ball );

**5n23** adjectival constructions (e.g., a small boy, a big girl );

**5n24** various locative constructions (e.g., at the arena, on the field ).

### Language elements: verbs



# Curriculum Expectations by Grade

Subject: Native Languages

## Native Languages (None) Expectations

Grade 5

**5n25** verbs used to express adverbial concepts (e.g., he runs fast, she talks loudly);

**5n26** inflection of the independent verb for a pronoun subject (e.g., I dance, we dance ).

### Language elements: syntax

**5n27** verb and noun or pronoun agreement in sentences (e.g., Joe got hurt; He got hurt );

**5n28** sentences with plural pronoun subject and a third-person plural object (e.g., We saw them at the ball game );

**5n29** sentences with various verb tenses (e.g., She/he scored, so we will probably win);

**5n30** sentences with various locative constructions (e.g., They are skating down by the pond);

**5n31** negative sentences with singular pronouns(e.g., No, she is not the one eating; No, it is not the one ).

### Vocabulary

**5n32** words used in adding and multiplying;



# Curriculum Expectations by Grade

Subject: Native Languages

## Native Languages (None) Expectations

Grade 5

**5n33** words associated with such sports as soccer, skating, lacrosse, and volleyball;

**5n34** words used in measuring distance, volume, and weight.

### Spelling

**5n35** correct spelling of words and phrases in sentences;

**5n36** use of resources to confirm spelling (e.g., personal lexicon, classroom-displayed vocabulary lists, syllabics chart, Native-language dictionaries).

# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 5

## UNDERSTANDING LIFE SYSTEMS: Human Organ Systems

### Overall Expectations

- |            |  |
|------------|--|
| <b>5s1</b> | 1. analyse the impact of human activities and technological innovations on human health;   |
| <b>5s2</b> | 2. investigate the structure and function of the major organs of various human body systems;                                     |
| <b>5s3</b> | 3. demonstrate an understanding of the structure and function of human body systems and interactions within and between systems. |

### 1. Relating Science and Technology to Society and the Environment

- |            |  |
|------------|--|
| <b>5s4</b> | <p>1.1 assess the effects of social and environmental factors on human health, and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial. Sample problems: (a) Each year, about 90 000 children in Ontario try smoking. Smoking kills almost 12 000 people in Ontario each year. Ad campaigns about the dangers of smoking can encourage young people to stay away from tobacco products. But the media still often portray smoking as glamorous. Develop a personal plan of action to find the information you need to make good decisions about smoking (e.g., where you might find reliable information and data; whom you might ask for help and support). (b) Overexposure to the sun in childhood can cause skin cancer in adults. But the vitamin D that we create using sunlight during “safe” hours helps to build strong bones and increases our resistance to many kinds of diseases. Make a personal plan to get the recommended one hour a week of sunlight, taking into account the safety concerns about exposure to the sun.</p> |
|------------|--|



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 5

**5s5** 1.2 evaluate the effects, both beneficial and harmful, of various technologies on human body systems, taking different perspectives into account (e.g., the perspectives of the developers of the technologies, advertisers, children and young people, parents).  
 Sample issue: Industrial technology (e.g., manufacturing and communication processes) has both helped and harmed human health. For example, new running shoe designs provide better body protection, but manufacturing them may involve social (e.g., unsafe working conditions, child labour) and environmental costs and marketing them increases social pressure to wear the latest shoes. Indoor and outdoor video technology can bring us messages that promote healthy living (e.g., the importance of drinking milk or getting lots of exercise), but it can also bring messages that encourage unhealthy choices (e.g., that drinking alcohol is “cool”; that driving fast is fun), and it exposes people to constant bombardment with sound and light. Sample guiding questions: What effects might playing video games, watching TV, or using Internet chat lines and e-mail have on human body systems? How can the increased ease of air travel affect individual and public health?

## 2. Developing Investigation and Communication Skills

**5s6** 2.1 follow established safety procedures for physical activities (e.g., make the teacher aware of any physical limitations that might affect ability to perform activities)

**5s7** 2.2 use scientific inquiry/experimentation skills (see page 12) to investigate changes in body systems (e.g., heart rate, breathing, body temperature) as a result of physical activity (e.g., exercise, resting, eating). Sample guiding questions: What observations did you make about the effect of exercise on your heart rate? What happened to your breathing as your heart rate changed? How long did it take for your heart rate and breathing to return to normal after physical exertion? How did your body temperature change? What other changes did you notice (e.g., sweating)? What conclusions can you make as a result of your investigations?

**5s8** 2.3 design and build a model to demonstrate how organs or components of body systems in the human body work and interact with other components (e.g., build a model that shows how muscles, bones, and joints in the human body work together as a system to allow movement of the arms or legs; build a model to show how the lungs and heart work as a system)

# Curriculum Expectations by Grade

Subject: Science and Technology

## Science and Technology (None) Expectations

Grade 5

**5s9** 2.4 use appropriate science and technology vocabulary, including circulation, respiration, digestion, organs, and nutrients, in oral and written communication

**5s10** 2.5 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., create labelled charts or graphs to show changes in heart rate and breathing as a result of exercising)

### 3. Understanding Basic Concepts

**5s11** 3.1 identify major systems in the human body (e.g., musculoskeletal system, digestive system, nervous system, circulatory system) and describe their roles and interrelationships

**5s12** 3.2 describe the basic structure and function of major organs in the respiratory, circulatory, and digestive systems (e.g., we have two lungs; each one is about 25–30 cm long and cone-shaped; the right lung is slightly bigger because it has three lobes and the left lung has only two; our lungs are responsible for gas exchanges)

**5s13** 3.3 identify interrelationships between body systems (e.g., the respiratory system provides oxygen and removes carbon dioxide for the circulatory system)

**5s14** 3.4 identify common diseases and the organs and/or body systems that they affect (e.g., epilepsy affects the brain [central nervous system]; appendicitis affects the appendix [digestive system]; asthma and emphysema affect the lungs [respiratory system])

## UNDERSTANDING STRUCTURES AND MECHANISMS: Forces Acting on Structures and Mechanisms

### Overall Expectations

**5s15** 1. analyse social and environmental impacts of forces acting on structures and mechanisms;



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 5

**5s16** 2. investigate forces that act on structures and mechanisms;

**5s17** 3. identify forces that act on and within structures and mechanisms, and describe the effects of these forces on structures and mechanisms.

## 1. Relating Science and Technology to Society and the Environment

**5s18** 1.1 analyse the effects of forces from natural phenomena (e.g., tornadoes, hurricanes, earthquakes, tsunamis) on the natural and built environment. Sample guiding questions: (a) What is a tornado? Where does the force of a tornado come from? What kinds of damage does a tornado inflict on the built environment (e.g., on structures such as houses and shopping malls)? What is the impact of a tornado on the natural environment (e.g., on trees, on animals such as fish and birds)? How can humans protect themselves from the force of a tornado? (b) What is an earthquake? Where does the force of an earthquake come from? How is the damage from an earthquake different from that of a tornado? What is the impact of an earthquake on the natural environment? What can humans do to protect themselves from the forces of an earthquake?

**5s19** 1.2 evaluate the impact of society and the environment on structures and mechanisms, taking different perspectives into account (e.g., the perspectives of golfers, local bird-watching groups, families, a school board), and suggest ways in which structures and mechanisms can be modified to best achieve social and environmental objectives. Sample issues: (a) The local golf course wants to expand into an area where bald eagles are known to winter. (b) People in the Far North have to construct buildings on ground that is permanently frozen just below the surface. If their buildings have normal foundations, the heat loss from them would melt the frozen ground and unsettle the structure.

## 2. Developing Investigation and Communication Skills

**5s20** 2.1 follow established safety procedures for working with tools and materials (e.g., wear protective eyewear when testing structures to the breaking point)

# Curriculum Expectations by Grade

Subject: Science and Technology

## Science and Technology (None) Expectations

Grade 5

**5s21** 2.2 measure and compare, quantitatively and/or qualitatively, the force required to move a load (e.g., to lift a book, to open a drawer) using different mechanical systems (e.g., different pulley systems, a lever, a gear system), and describe the relationship between the force required and the distance over which the force moves

**5s22** 2.3 use scientific inquiry/research skills (see page 15) to investigate how structures are built to withstand forces. Sample guiding questions: What different materials and construction techniques are used to build structures that may be subjected to forces from natural phenomena such as earthquakes? In what ways are structures modified to allow them to stand up to forces from natural phenomena such as tornadoes and hurricanes? What standard building techniques are used to ensure that structures can withstand forces placed upon them (e.g., the force from the weight of snow on a roof)?

**5s23** 2.4 use technological problem-solving skills (see page 16) to design, build, and test a frame structure (e.g., a bridge, a tower) that will withstand the application of an external force (e.g., a strong wind or simulated vibrations from a train) or a mechanical system that performs a specific function (e.g., a building crane). Sample guiding questions: What strategies will you use to ensure that you build a structure capable of withstanding an external force? What function is your device intended to perform? How will you test your structure or device? What safety measures do you need to consider when building and testing it? How will you know if your structure or device was successful? What changes might you suggest to improve its efficiency, functionality, or performance?

**5s24** 2.5 use appropriate science and technology vocabulary, including tension, compression, torque, system, and load, in oral and written communication

**5s25** 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., make an oral presentation explaining the techniques they used to build a model of a bridge that can withstand vibrations from a train)

### 3. Understanding Basic Concepts

# Curriculum Expectations by Grade

Subject: Science and Technology

## Science and Technology (None) Expectations

Grade 5

- |             |   |
|-------------|---|
| <b>5s26</b> | 3.1 identify internal forces acting on a structure (e.g., compression [squeezing], tension [stretching]), and describe their effects on the structure   |
| <b>5s27</b> | 3.2 identify external forces acting on a structure (e.g., the weight of people and furniture in a house, wind blowing on a tent, the movement caused by a passing train), and describe their effects on the structure, using diagrams   |
| <b>5s28</b> | 3.3 explain the advantages and disadvantages of different types of mechanical systems (e.g., a hoist in a lifting system that comprises four pulleys will decrease the amount of force needed by four times, but the force will have to move four times as fast)  |
| <b>5s29</b> | 3.4 describe forces resulting from natural phenomena that can have severe consequences for structures in the environment (e.g., a house loses its roof in a wind storm), and identify structural features that help overcome some of these forces (e.g., cross supports for roofs, steel beams in bridges)                                |
| <b>5s30</b> | 3.5 describe how protective sports equipment protects the body from the impact of forces (e.g., helmets reduce the intensity of the force of the impact, spreading the impact over a larger area and preventing direct impact to the skull; knee and shin pads spread the impact over a larger area and protect against cuts and scrapes) |

### UNDERSTANDING MATTER AND ENERGY: Properties of and Changes in Matter

#### Overall Expectations

- |             |  |
|-------------|--|
| <b>5s31</b> | 1. evaluate the social and environmental impacts of processes used to make everyday products;                    |
| <b>5s32</b> | 2. conduct investigations that explore the properties of matter and changes in matter;                           |
| <b>5s33</b> | 3. demonstrate an understanding of the properties of matter, changes of state, and physical and chemical change. |



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 5

## 1. Relating Science and Technology to Society and the Environment

**5s34** 1.1 evaluate the environmental impacts of processes that change one product into another product through physical or chemical changes. Sample issues: Consider the impacts on the environment of changing grains such as wheat, corn, and rice into flours, and the flours into breads, pasta, crackers, or wallpaper paste; changing new trees, lumberyard scraps, and recycled paper products into pulp, and pulp into paper and paper products; changing petroleum into plastic, and plastic into everyday items such as rulers and soft drink bottles, some of which end up in landfills and some of which are recycled into clothing or rugs.

**5s35** 1.2 assess the social and environmental impact of using processes that rely on chemical changes to produce consumer products, taking different perspectives into account (e.g., the perspectives of food manufacturers, consumers, landfill operators, people concerned about the environment), and make a case for maintaining the current level of use of the product or for reducing it. Sample issues: The use of chemical preservatives makes foods last longer, but the preservatives may have an impact on human health. Recycling paper, cardboard, plastics, and organics can keep materials out of landfills for a longer period of time, but the processes involved may have their own impacts.

## 2. Developing Investigation and Communication Skills

**5s36** 2.1 follow established safety procedures for working with heating appliances and hot materials (e.g., switch hot plates off immediately after use)

**5s37** 2.2 measure temperature and mass, using appropriate instruments (e.g., a thermometer, a single-pan balance)



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 5

**5s38** 2.3 use scientific inquiry/experimentation skills (see page 12) to investigate changes of state and changes in matter. Sample guiding questions: What change of state happens during condensation? During solidification? Do the changes of state you are observing take place because of a release of heat or an absorption of heat? Explain. What physical changes in matter did you observe? What caused those changes to take place? What would have to happen to reverse those changes? What chemical changes in matter did you observe? What caused those changes to take place? What conclusions did you make about changes in matter?

**5s39** 2.4 use scientific inquiry/experimentation skills (see page 12) to determine how the physical properties of materials make them useful for particular tasks (e.g., when cleaning up a liquid spill in the kitchen, which material is best suited to do the job: a piece of sponge, a piece of terry cloth, a paper towel?). Sample guiding questions: How will you ensure that your test of the materials is fair? What properties of the materials make them useful for the task? What is the environmental impact of using each of the materials? Which of their properties might hamper the task? How might you improve one of these products to make it better suited to the task?

**5s40** 2.5 use appropriate science and technology vocabulary, including mass, volume, properties, matter, physical/reversible changes, and chemical/irreversible changes, in oral and written communication

**5s41** 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., create a labelled chart or graph to show the time required for an ice cube to melt completely)

### 3. Understanding Basic Concepts

**5s42** 3.1 identify matter as everything that has mass and occupies space

**5s43** 3.2 identify properties of solids, liquids, and gases (e.g., solids have definite volume and hold their shape; liquids have definite volume but take the shape of their container or spread when they are not contained; gases have no definite volume and take the volume and shape of their container or spread when they are not contained), and state examples of each



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 5

**5s44** 3.3 explain changes of state in matter (e.g., evaporation, condensation, solidification or freezing, fusion or melting, sublimation), and give examples of each (e.g., water from wet clothes evaporates; steam from a boiling kettle condenses on a cold window; water in ponds and lakes solidifies or freezes in winter; a frozen treat melts on a warm summer day; a moth ball sublimates in the closet)

**5s45** 3.4 describe physical changes in matter as changes that are reversible (e.g., a melted ice cube can be refrozen; a bottle of frozen water can be thawed to a liquid state again; water vapour that has condensed on a cold window can evaporate into a vaporous state again; water from a puddle that has evaporated will fall to the ground as rain)

**5s46** 3.5 describe chemical changes in matter as changes that are irreversible (e.g., when the chrome on a bicycle rusts, it can never go back to being chrome; when an egg is boiled it can never go back to being a raw egg)

**5s47** 3.6 explain how changes of state involve the release of heat (e.g., when water freezes it releases heat) or the absorption of heat (e.g., when an ice cube melts, it absorbs heat)

**5s48** 3.7 identify indicators of a chemical change (e.g., production of a gas, change in colour, formation of precipitate)

**5s49** 3.8 distinguish between a physical change and a chemical change (e.g., a physical change can be reversed [ice to water to ice], whereas a chemical change creates new substance[s] [wood to smoke and ash])

## UNDERSTANDING EARTH AND SPACE SYSTEMS: Conservation of Energy and Resources

### Overall Expectations

**5s50** 1. analyse the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources;



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 5

**5s51** 2. investigate energy transformation and conservation;

**5s52** 3. demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved.

## 1. Relating Science and Technology to Society and the Environment

**5s53** 1.1 analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts (e.g., turning off the faucet while brushing teeth or washing and rinsing dishes conserves water; reusing or recycling products, or using fewer products, conserves natural resources and energy). Sample issue: Natural gas is a clean, reliable, and safe fuel for heating our homes, but it is non-renewable and its use contributes to climate change (although not as much as other fossil fuels). Alternative forms of energy such as solar energy or wind energy do not deplete natural resources or contribute to climate change, but they may have other drawbacks (such as being more expensive and less reliable).

**5s54** 1.2 evaluate the effects of various technologies on energy consumption (e.g., improving our home's insulation allows us to conserve heat and reduce energy consumption; aerodynamic design can improve the energy efficiency of cars and buses; household appliances designed to make our lives easier use large amounts of energy; some cars and recreational vehicles use energy less efficiently than others), and propose ways in which individuals can improve energy conservation. Sample problem: Conduct an energy audit of your home (e.g., look for places where there are drafts; check the wattage of light bulbs; with the help of an adult, estimate the standard of insulation; check the energy efficiency ratings of heating and cooling equipment and large appliances), and create a plan for how your family could improve their energy conservation efforts.

## 2. Developing Investigation and Communication Skills

**5s55** 2.1 follow established safety procedures for using tools and materials (e.g., use hand drills correctly when making holes in wood)

# Curriculum Expectations by Grade

Subject: Science and Technology

## Science and Technology (None) Expectations

Grade 5

**5s56** 2.2 use scientific inquiry/research skills (see page 15) to investigate issues related to energy and resource conservation (e.g., interview an Aboriginal person about his or her traditional teachings on conservation). Sample guiding questions: Why did you choose this issue to research? Where will you find information about it? How will you determine if the source of information is a good one (e.g., unbiased, current, knowledgeable)? Why might some of the sources be biased one way or another on the issue? What are some of the concerns that were raised in your research? How might this issue be relevant to our local community? Who can take action on this issue? How might you as an individual influence the outcome of the issue?

**5s57** 2.3 use technological problem-solving skills (see page 16) to design, build, and test a device that transforms one form of energy into another (e.g., create a child's toy that uses the electrical energy from a battery or solar cell to move across the floor [kinetic energy] and make a noise [sound energy]), and examine ways in which energy is being "lost" in the device. Sample guiding questions: Describe the energy transformations that are taking place in your device. What challenges did you encounter in making these transformations take place? As one form of energy is being transformed into another, where is energy being lost in your device? How might you minimize that loss?

**5s58** 2.4 use appropriate science and technology vocabulary, including energy, heat, light, sound, electrical, mechanical, and chemical, in oral and written communication

**5s59** 2.5 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., in a small group, discuss ways in which technological innovations increase and/or decrease our ability to conserve energy)

### 3. Understanding Basic Concepts

**5s60** 3.1 identify a variety of forms of energy (e.g., electrical, chemical, mechanical, heat, light, kinetic) and give examples from everyday life of how that energy is used (e.g., electrical energy for cooking; chemical/electrical energy to run our cars; mechanical energy to hit a baseball; light energy for managing traffic on the roads; heat energy to warm homes and schools)



# Curriculum Expectations by Grade

Subject: Science and Technology

## Science and Technology (None) Expectations

Grade 5

**5s61** 3.2 identify renewable and non-renewable sources of energy (e.g., renewable: sun, wind, ocean waves and tides, wood; non-renewable: fossil fuels such as coal and natural gas)

**5s62** 3.3 describe how energy is stored and transformed in a given device or system (e.g., in a portable electric device, chemical energy stored in a battery is transformed into electrical energy and then into other forms of energy such as mechanical, sound, and/or light energy)

**5s63** 3.4 recognize that energy cannot be created or destroyed but can only be changed from one form to another (e.g., chemical energy in a battery becomes electrical energy)

**5s64** 3.5 explain that energy that is apparently “lost” from a system has been transformed into other energy forms (usually heat or sound) that are not useful to the system (e.g., sound from a car’s engine does not help the car move)



# Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 5

## HC: Early Civilizations

### Overall Expectations

- 5z1** identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- 5z2** use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
- 5z3** show how innovations made by various early civilizations have influenced the modern world.

### Knowledge and Understanding

- 5z4** identify major early civilizations (e.g., Mediterranean, African, Asian, North/Central/South American) and locate them on a world map;
- 5z5** describe the physical features and climate of two or more regions where early civilizations developed (e.g., the flood plains of the Tigris and Euphrates Rivers, the Nile River Valley, the inland delta of the upper Niger River, the mountainous islands of Greece, the fertile plains of China, the rain forest of the Amazon, the deserts of the United States);
- 5z6** explain how two or more early civilizations shaped and used the environment to meet their physical needs for food, homes, clothing, and health (e.g., use of irrigation in agriculture in Egypt, planting of olive groves and orchards in Greece, use of bamboo for homes in China, pottery making in Mesopotamia, growing of maize by Mayans, use of cedar trees by Haida people);



# Curriculum Expectations by Grade

Subject: Social Studies

## Social Studies (None) Expectations

Grade 5

**5z7** compare how two or more early civilizations were governed (e.g., pharaohs in Egypt; early democracy in Greece; emperors in China; republican government in Rome; nobles, priests, and military in Aztec society; chiefdoms in the Indus Valley; city states on the Swahili Coast; clan mothers and chiefs in the Iroquois Confederacy);

**5z8** outline how social needs were met in two or more early civilizations (e.g., family roles, recreation, sports, arts, entertainment, sanitation, education, written language);

**5z9** identify important values and beliefs in two or more early civilizations and describe how they affected daily life (e.g., world views, including religious beliefs and practices; government; social structure; family structure and roles);

**5z10** identify some scientific and technological advances made by two or more early civilizations (e.g., written language, calendar, time-keeping methods, invention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqueducts, metalwork);

**5z11** identify and compare the distinguishing features of two or more early civilizations (e.g., class structure, location, governance, beliefs, arts).

## Inquiry/Research and Communication Skills

**5z12** formulate questions to develop a research focus (e.g., What farming methods were used by the Aztecs? How did trade between early African civilizations contribute to mutual prosperity? How did social organization differ among various North American First Nation peoples?);

**5z13** use primary and secondary sources to locate information about early civilizations (e.g., primary sources: artefacts, field trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);

**5z14** use graphic organizers and graphs to sort information and make connections (e.g., Venn diagrams comparing governments, subject webs illustrating physical needs, year-round calendar to show agricultural cycles, bar graph for temperature data);



# Curriculum Expectations by Grade

Subject: Social Studies

## Social Studies (None) Expectations

Grade 5

**5z15** compare maps of early civilizations with modern maps of the same area;

**5z16** use knowledge of map-making techniques and conventions to map sites of early civilizations (e.g., grids and direction symbols to show locations; colour and shading to show elevations/physical features);

**5z17** use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities;

**5z18** use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy ) to describe their inquiries and observations.

### Application

**5z19** make connections between some elements of modern life and similar elements from early civilizations (e.g., the Olympic ideal, democracy, money as a medium of exchange, citizenship, philosophy, mythology, trade, social structures, legal systems, theatre, architecture);

**5z20** compare and respond to myths and legends from two or more early civilizations;

**5z21** report on the relevance to modern society of selected scientific and technological discoveries made by early civilizations (e.g., written language, astronomy, irrigation, mathematics, navigational instruments, medicine, architecture, the mining and smelting of metals).

### CWC: Aspects of Citizenship and Government in Canada

### Overall Expectations



# Curriculum Expectations by Grade

Subject: Social Studies

## Social Studies (None) Expectations

Grade 5

**5z22** summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures;

**5z23** use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process;

**5z24** identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives.

### Knowledge and Understanding

**5z25** describe the structure and components of Canada's federal, provincial/territorial, and municipal governments;

**5z26** describe the rights of groups and individuals and the responsibilities of citizenship in Canada, including participation in the electoral process and the granting of voting rights to various groups (e.g., women, First Nation peoples);

**5z27** identify responsibilities that accompany particular rights (e.g., the right to vote / the responsibility to become informed; the right of freedom of speech / the responsibility to respect the free speech rights of others; the right to freedom from discrimination and harassment / the responsibility to treat people with fairness and respect);

**5z28** explain the processes of electing governments in Canada;

**5z29** identify services provided by the federal, provincial/territorial, and municipal governments (e.g., defence, health, education, social assistance, garbage collection);



# Curriculum Expectations by Grade

Subject: Social Studies

## Social Studies (None) Expectations

Grade 5

**5z30** describe the basic rights that are specified in the Canadian Charter of Rights and Freedoms;

**5z31** describe the process by which immigrants become Canadian citizens (e.g., applying; residing in Canada for three years; learning English or French; preparing for and writing the test; participating in the citizenship ceremony);

**5z32** identify current and historical political figures and their significance (e.g., provincial/territorial, municipal, and federal leaders; members of provincial legislatures and the federal Parliament; members of municipal council);

**5z33** explain the significance of civic buildings and symbols (e.g., the federal Parliament Buildings, the Peace Tower, the Speaker's Mace, the national anthem, Queen's Park, flags and coats of arms, local public buildings and memorials);

**5z34** describe some civic ceremonies and celebrations, and explain what they mean or commemorate (e.g., citizenship and reaffirmation ceremonies, the changing of the guard, the opening of Parliament, public events for International Day for the Elimination of Racism, Aboriginal Solidarity Day, Canada Day celebrations, Remembrance Day services).

### Inquiry/Research and Communication Skills

**5z35** formulate questions to develop a research focus (e.g., What are the duties of a member of Parliament? What are the responsibilities of the members of the Supreme Court of Canada? Why is the Chief Electoral Officer not allowed to vote? How can citizens have an influence on government decision making?);

**5z36** use primary and secondary sources to locate information about the structure and functions of government (e.g., primary sources: interviews, classroom visitors, field trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);

**5z37** use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to explain how the different levels of government share responsibility for providing selected services (e.g., in the areas of taxation, health care, roads, environmental protection, sports, arts and culture, recreation);



# Curriculum Expectations by Grade

Subject: Social Studies

## Social Studies (None) Expectations

Grade 5

**5z38** use graphic organizers and graphs to sort, classify, and connect information (e.g., charts of services provided by three levels of government; a flow chart of how tax dollars are collected and used);

**5z39** use media works, oral presentations, written notes and descriptions, drawings, and tables to present information about processes or sequences of events (e.g., the immigrant journey towards Canadian citizenship; the process of law making; the process of becoming a member of Parliament);

**5z40** use appropriate vocabulary (e.g., government, local, municipal, provincial, federal, democracy, citizenship, legislature, constituency, prime minister, premier, mayor, governor general, monarchy, lieutenant-governor, cabinet, opposition, election, majority, minority, electors, riding, county, civil servant, right, responsibility ) to describe their inquiries and observations.

### Map, Globe, and Graphic Skills

**5z41** construct and read a variety of maps, graphs, diagrams, and/or models to display and interpret information for specific purposes (e.g., maps showing local electoral ridings, major municipalities of Canada, time zones that determine the closing of electoral polls; bar graphs showing party standings after each election; a diagram of the House of Commons).

### Application

**5z42** research and report on concrete examples of how the three levels of government work together to meet challenges or perform tasks (e.g., in responding to crises, in organizing Olympics or World Fairs/ Expositions);

**5z43** identify the relevance to their own lives of individual and group rights (e.g., language rights, equality rights);

**5z44** model activities and processes of responsible citizenship (e.g., re-enact or model a citizenship ceremony; engage in democratic class meetings; hold a mock election; create a series of diary entries that a new Canadian might have written throughout the immigration and citizenship process; plan and participate in a heritage-day event).



## Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 5