

# The Ontario Curriculum

## Grade 5

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checklist format

compiled by: [The Canadian Homeschooler](#)  
using the 2019 Ontario Curriculum Guidelines



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## Introduction

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Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In Ontario, the full curriculum outline is freely available through the Ministry of Education's website (<http://www.edu.gov.on.ca/eng/curriculum/>), however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade Five Mathematics, Language Arts, Science, Social Studies, the Arts, Health & Physical Education and Core French in Ontario.

If you are interested in knowing what it required for Immersion French at this level, please check the curriculum listed on the Ministry website:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Ministry of Education's website for the most up-to-date information.

Happy learning!



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*Please note that this checklist is a free product and may be distributed freely to whomever can use it.*

# Math

## Number Sense & Numeration

Section	Specific Expectations
<i>Quantity Relationships</i>	
<p>By the end of Grade 5, students will:</p> <p>- read, represent, compare and order whole numbers to 100 000, decimal numbers to hundredths, and proper and improper fractions, and mixed numbers.</p>	<input type="checkbox"/> Represent, compare, and order whole numbers and decimal numbers from 0.01 to 100 000, using a variety of tools
	<input type="checkbox"/> 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
	<input type="checkbox"/> Read and print in words whole numbers to ten thousand, using meaningful contexts
	<input type="checkbox"/> Round decimal numbers to the nearest tenth, in problems arising from real life situations
	<input type="checkbox"/> Represent, compare, and order fractional amounts with like denominators, including proper and improper fractions and mixed numbers, using a variety of tools and using standard fractional notation
	<input type="checkbox"/> Demonstrate and explain the concept of equivalent fractions, using concrete materials
	<input type="checkbox"/> Demonstrate and explain equivalent representations of a decimal number, using concrete materials and drawings
	<input type="checkbox"/> Read and write money amounts for \$1000
	<input type="checkbox"/> Solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 100 000
<i>Counting</i>	
<p>By the end of Grade 5, students will:</p> <p>-demonstrate an understanding of magnitude by counting forward &amp; backwards by 0.01</p>	<input type="checkbox"/> Count forward by hundredths from any decimal number expressed to two decimal places, using concrete materials and number lines
<i>Operational Sense</i>	
<p>By the end of Grade 5, students will:</p>	<input type="checkbox"/> Solve problems involving the addition, subtraction, and multiplication of whole numbers, using a variety of mental math strategies

-solve problems involving multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths and money amounts, using a variety of strategies	<input type="checkbox"/> Add and subtract decimal numbers to hundredths, including money amounts, using concrete materials, estimation, and algorithms
	<input type="checkbox"/> Multiply two-digit whole numbers by two-digit whole numbers, using estimation, student-generated algorithms, and standard algorithms
	<input type="checkbox"/> Divide three-digit whole numbers by one-digit whole numbers, using concrete materials, estimation, student-generated algorithms, and standard algorithms
	<input type="checkbox"/> Multiply decimal numbers by 10, 100, 1000, and 10 000, and divide decimal numbers by 10 and 100, using mental strategies
	<input type="checkbox"/> Use estimation when solving problems involving the addition, subtraction, and multiplication of whole numbers, to help judge the reasonableness of a solution

## Measurement

Section	Specific Expectations
<i>Attributes, Units &amp; Measurement Sense</i>	
By the end of Grade 5, students will:	<input type="checkbox"/> Estimate, measure (ie. Using an analogue clock), and represent time intervals to the nearest second
-estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies	<input type="checkbox"/> 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.
	<input type="checkbox"/> Measure and record temperatures to determine and represent temperature changes over time
	<input type="checkbox"/> Estimate and measure the perimeter and area of regular and irregular polygons, using a variety of tools and strategies
<i>Measurement Relationships</i>	
By the end of Grade 5, students will:	<input type="checkbox"/> Select and justify the most appropriate standard unit to measure the length, height, width, and distance, and to measure the perimeter of various polygons
- determine the relationships among units and measurable attributes, including the area of a rectangle and the volume of a rectangular prism	<input type="checkbox"/> Solve problems requiring conversion from metres to centimetres and from kilometres to metres
	<input type="checkbox"/> Solve problems involve the relationship between a 12-hour clock and a 24-hour clock
	<input type="checkbox"/> Create, through investigation using a variety of tools and strategies, two-dimensional shapes with the same perimeter or the same area

	<input type="checkbox"/> Determine, through investigation using a variety of tools and strategies, the relationships between the length and width of a rectangle and its area and perimeter, and generalize to develop the formulas
	<input type="checkbox"/> Solve problems requiring the estimation and calculation of perimeters and areas of rectangles
	<input type="checkbox"/> Determine, through investigation, the relationship between capacity and volume by comparing the volume of an object with the amount of liquid it can contain or displace
	<input type="checkbox"/> 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
	<input type="checkbox"/> Select and justify the most appropriate standard unit to measure mass

## Geometry & Spatial Sense

Section	Specific Expectations
<i>Geometric Properties</i>	
<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> <li>- identify and classify two-dimensional shapes by side and angle properties, and compare and sort three-dimensional figures</li> </ul>	<input type="checkbox"/> Distinguish among polygons, regular polygons, and other two-dimensional shapes
	<input type="checkbox"/> Distinguish among prisms, right prisms, pyramids, and other three-dimensional figures
	<input type="checkbox"/> Identify and classify acute, right, obtuse, and straight angles
	<input type="checkbox"/> Measure and construct angles up to $90^\circ$ , using a protractor
	<input type="checkbox"/> Identify triangles and classify them according to angle and side properties
	<input type="checkbox"/> Construct triangles, using a variety of tools, given acute or right angles and side measurements
<i>Geometric Relationships</i>	
<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> <li>- identify and construct nets of prisms and pyramids</li> </ul>	<input type="checkbox"/> Identify prisms and pyramids from their nets
	<input type="checkbox"/> Construct nets of prisms and pyramids, using a variety of tools

<i>Location and Movement</i>	
By the end of Grade 5, students will:  - identify and describe the location of an object, using the cardinal directions, and translate two-dimensional shapes	<input type="checkbox"/> Locate an object using the cardinal directions and a coordinate system
	<input type="checkbox"/> Compare grid systems commonly used on maps
	<input type="checkbox"/> Identify, perform, and describe translations, using a variety of tools
	<input type="checkbox"/> Create and analyse designs by translating and/or reflecting a shape, or shapes, using a variety of tools

## **Patterning & Algebra**

<b>Section</b>	<b>Specific Expectations</b>
<i>Patterns &amp; Relationships</i>	
By the end of Grade 5, students will:  -determine through investigation using a table of value, relationships in growing and shrinking patterns, and investigate repeating patterns involving translations	<input type="checkbox"/> Create, identify, and extend numeric and geometric patterns, using a variety of tools
	<input type="checkbox"/> Build a model to represent a number pattern presented in a table of values that shows the term number and the term
	<input type="checkbox"/> Make a table of values for a pattern that is generated by adding or subtraction a number to get the next term, or by multiplying or dividing by a constant to get the next term, given either the sequence or the pattern rule in words
	<input type="checkbox"/> Make predictions related to growing and shrinking geometric and numeric patterns
	<input type="checkbox"/> Extend and create repeating patterns that result from translations, through investigation using a variety of tools
<i>Variables, Expressions, and Equations</i>	
By the end of Grade 5, students will:  - demonstrate, through investigation, an understanding of the use of variable in equations	<input type="checkbox"/> Demonstrate, through investigation, an understanding of variable as changing quantities, given equations with letters or other symbols that describe relationships involving simple rates
	<input type="checkbox"/> Demonstrate, through investigation, an understanding of variables as unknown quantities represented by a letter or other symbol
	<input type="checkbox"/> Determine the missing number in equations involving addition, subtraction, multiplication, or division and one- or two- digit numbers, using a variety of tolls and strategies

## Data Management & Probability

Section	Specific Expectations
<i>Collection and Organization of Data</i>	
<p>By the end of Grade 5, students will:</p> <p>- collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including broken-line graphs</p>	<ul style="list-style-type: none"> <li data-bbox="565 306 1357 338">□ Distinguish between discrete data and continuous data</li> <li data-bbox="565 365 1442 506">□ Collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements</li> <li data-bbox="565 533 1442 716">□ 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 and scales that suit the range and distribution of the data, using a variety of tools</li> <li data-bbox="565 743 1357 810">□ Demonstrate an understanding that sets of data can be samples of larger populations</li> <li data-bbox="565 837 1442 905">□ Describe, through investigation, how a set of data is collected and explain whether the collection method is appropriate</li> </ul>
<i>Data Relationships</i>	
<p>By the end of Grade 5, students will:</p> <p>- read, describe, and interpret primary data and secondary data presented in charts and graphs, including broken-line graphs</p>	<ul style="list-style-type: none"> <li data-bbox="565 978 1442 1087">□ Read, interpret, and draw conclusions from primary data and from secondary data, presented in graphs, tables, and graphs (including broken-line graphs)</li> <li data-bbox="565 1146 1464 1255">□ 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</li> <li data-bbox="565 1283 1458 1350">□ Compare similarities and differences between two related sets of data, using a variety of strategies</li> </ul>
<i>Probability</i>	
<p>By the end of Grade 5, students will:</p> <p>-represent as a fraction the probability that a specific outcome will occur in a simple probability experiment, using systematic lists and area models</p>	<ul style="list-style-type: none"> <li data-bbox="565 1423 1458 1491">□ Determine and represent all the possible outcomes in a simple probability experiment</li> <li data-bbox="565 1518 1448 1585">□ Represent , using a common fraction, the probability that an event will occur in simple games and probability experiments</li> <li data-bbox="565 1644 1464 1753">□ Pose and solve simple probability problems, and solve them by conducting probability experiments and selecting appropriate methods of recording the results</li> </ul>

## Language Arts

### Oral Communication

Section	Specific Expectations
<i>Listening to Understand</i>	
<p>By the end of Grade 5, students will:</p> <p>-listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<input type="checkbox"/> Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
	<input type="checkbox"/> Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
	<input type="checkbox"/> 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 text
	<input type="checkbox"/> Demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing a variety of important details
	<input type="checkbox"/> Make inferences about oral texts using stated and implied ideas in the texts as evidence
	<input type="checkbox"/> 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
	<input type="checkbox"/> Analyse oral texts and explain how specific elements in them contribute to meaning
	<input type="checkbox"/> Identify the point of view presented in oral texts and ask questions to identify missing or possible alternative points of view
	<input type="checkbox"/> Identify a range of presentation strategies used in oral text and analyse their effect on the audience
<i>Speaking to Communicate</i>	
<p>By the end of Grade 5, students will:</p>	<input type="checkbox"/> Identify a variety of purposes for speaking
	<input type="checkbox"/> Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions

<p>- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<ul style="list-style-type: none"> <li>□ Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</li> <li>□ 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</li> <li>□ Identify some vocal effects, including tone, pace, pitch, volume, and variety of sound effects, and use them appropriately and with sensitivity to cultural differences, to help communicate their meaning</li> <li>□ Identify some 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</li> <li>□ Use a variety of appropriate visual aids to support or enhance oral presentations</li> </ul>
<p><i>Reflecting on Oral Communication Skills and Strategies</i></p>	
<p>By the end of Grade 5, students will:</p> <p>-reflect on and identify their strengths as listeners and speakers, areas of improvement and the strategies they found most helpful in oral communication situations</p>	<ul style="list-style-type: none"> <li>□ Identify, in conversation with the teacher and peers, what strategies they found helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills</li> <li>□ Identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.</li> </ul>

## Reading

Section	Specific Expectations
<i>Reading for Meaning</i>	
<p>By the end of Grade 5, students will:</p> <p>-read and demonstrate an understanding of a variety of literary, graphic, and informational text, using a range of strategies to construct meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1464 401">☐ Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts</li> <li data-bbox="561 415 1464 495">☐ Identify a variety of purposes for reading and choose reading materials appropriate for those purposes</li> <li data-bbox="561 510 1464 590">☐ Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts</li> <li data-bbox="561 604 1464 684">☐ Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</li> <li data-bbox="561 699 1464 779">☐ Using stated and implied ideas in texts to make inferences and construct meaning</li> <li data-bbox="561 793 1464 909">☐ 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</li> <li data-bbox="561 924 1464 1003">☐ Analyse texts and explain how specific elements in them contribute to the meaning</li> <li data-bbox="561 1018 1464 1134">☐ Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions</li> <li data-bbox="561 1148 1464 1264">☐ Identify the point of view presented in a text, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives</li> </ul>
<i>Understanding Form and Style</i>	
<p>By the end of Grade 5, students will:</p> <p>- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 1333 1464 1486">☐ 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, graphic texts such as a logo, and informational texts such as a movie review</li> <li data-bbox="561 1501 1464 1612">☐ Identify a variety of organizational patterns in a range of texts and explain how the patterns help readers understand the texts</li> <li data-bbox="561 1627 1464 1707">☐ Identify a variety of text features and explain how they help readers understand texts</li> </ul>

	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
<i>Reading with Fluency</i>	
By the end of Grade 5, students will:	<ul style="list-style-type: none"> <li>□ Automatically read and understand most words in common use</li> </ul>
-use knowledge of words and cueing systems to read fluently	<ul style="list-style-type: none"> <li>□ Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> <li>□ semantic (meaning) cues</li> <li>□ syntactic (language structure) cues</li> <li>□ graphophonic (phonological and graphic) cues</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>□ Read appropriate texts with expression adjusting reading strategies and reading rate to match the form and purpose</li> </ul>
<i>Reflecting on Reading Skills and Strategies</i>	
By the end of Grade 5, students will:	<ul style="list-style-type: none"> <li>□ 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 readers' notebook, how they can use these and other strategies to improve as readers</li> </ul>
-reflect on and identify their strengths as readers, areas of improvement and the strategies they found most helpful before, during, and after reading	<ul style="list-style-type: none"> <li>□ 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</li> </ul>

## Writing

Section	Specific Expectations
<i>Developing and Organizing Content</i>	
By the end of Grade 5, students will:	<ul style="list-style-type: none"> <li>□ Identify the topic, purpose, and audience for a variety of writing forms</li> </ul>
-generate, gather, and organize ideas and information to write for an intended purpose and audience	<ul style="list-style-type: none"> <li>□ Generate ideas about a potential topic and identify those most appropriate for the purpose</li> </ul>
	<ul style="list-style-type: none"> <li>□ Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic sources</li> </ul>
	<ul style="list-style-type: none"> <li>□ Sort and classify ideas and information for their writing in a variety of ways</li> </ul>

	<ul style="list-style-type: none"> <li>□ 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 and organizational patterns</li> </ul>
	<ul style="list-style-type: none"> <li>□ Determine whether the ideas and information they have gathered are relevant , appropriate, and adequate for the purpose, and do more research as necessary</li> </ul>
<i>Using Knowledge of Form and Style in Writing</i>	
<p>By the end of Grade 5, students will:</p> <p>- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<ul style="list-style-type: none"> <li>□ Write longer and more complex texts using a variety of forms</li> </ul>
	<ul style="list-style-type: none"> <li>□ Establish an appropriate voice in their writing with a focus on modifying language and tone to suit different circumstances and audiences</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use some vivid and/or figurative language and innovative expressions to add interest</li> </ul>
	<ul style="list-style-type: none"> <li>□ Vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences</li> </ul>
	<ul style="list-style-type: none"> <li>□ Identify their point of view and other possible different points of view on the topic, and determine, when appropriate, if their own view is balanced and supported by evidence</li> </ul>
	<ul style="list-style-type: none"> <li>□ Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features</li> </ul>
	<ul style="list-style-type: none"> <li>□ Make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies</li> </ul>
	<ul style="list-style-type: none"> <li>□ Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions</li> </ul>
<i>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</i>	
<p>By the end of Grade 5, students will:</p>	<ul style="list-style-type: none"> <li>□ Spell familiar words correctly</li> </ul>
	<ul style="list-style-type: none"> <li>□ Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling</li> </ul>
	<ul style="list-style-type: none"> <li>□ Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose</li> </ul>

<p>-use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<input type="checkbox"/> Use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the comma before <i>and</i> or <i>but</i> 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
	<input type="checkbox"/> Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper and abstract nouns, collective nouns, adjectives, including comparative adjective, the helping verb have, adverbs modifying verbs, comparative adverbs
	<input type="checkbox"/> Proofread and correct their writing using guidelines developed with peers and the teacher
	<input type="checkbox"/> Use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
	<input type="checkbox"/> 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
<p><i>Reflecting on Writing Skills and Strategies</i></p>	
<p>By the end of Grade 5, students will: -reflect on and identify their strengths as writers, areas of improvement, and the strategies they found most helpful at different stages in the writing process</p>	<input type="checkbox"/> Identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers
	<input type="checkbox"/> Describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers
	<input type="checkbox"/> Select pieces of writing they think reflect their growth and competence as writers and explain the reasons for their selection

## Media Literacy

Section	Specific Expectations
<i>Understanding Media Texts</i>	
<p>By the end of Grade 5, students will:</p> <p>-demonstrate an understanding of a variety of media texts</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1446 359">☐ Identify the purpose and audience for a variety of media texts</li> <li data-bbox="561 380 1357 449">☐ Use overt and implied messages to draw inferences and construct meaning in media texts</li> <li data-bbox="561 569 1425 680">☐ Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions</li> <li data-bbox="561 701 1430 770">☐ Explain why different audiences might respond differently to the same media texts</li> <li data-bbox="561 791 1409 945">☐ 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</li> <li data-bbox="561 966 1458 1035">☐ Identify who produces various media texts, the reason for their production, how they are produced, and how they are funded</li> </ul>
<i>Understanding Media Forms, Conventions, and Techniques</i>	
<p>By the end of Grade 5, students will:</p> <p>- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 1108 1390 1146">☐ Describe in detail the main elements of some media forms</li> <li data-bbox="561 1167 1446 1278">☐ Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning or engage the audience</li> </ul>
<i>Creating Media Texts</i>	
<p>By the end of Grade 5, students will:</p> <p>-create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<ul style="list-style-type: none"> <li data-bbox="561 1476 1430 1545">☐ Describe in detail the topic, purpose, and audience for media texts they plan to create</li> <li data-bbox="561 1566 1446 1680">☐ Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it's an appropriate choice</li> <li data-bbox="561 1701 1425 1848">☐ 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</li> </ul>

	<ul style="list-style-type: none"> <li>□ Produce media texts for specific purposes and audiences, using appropriate forms, conventions and techniques</li> </ul>
<i>Reflecting on Media Literacy Skills and Strategies</i>	
<p>By the end of Grade 5, students will:</p> <p>-reflect on and identify their strengths as media interpreters and creators, areas of improvement, and the strategies they found most helpful in understanding and creating media texts</p>	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
	<ul style="list-style-type: none"> <li>□ Explain, with some support and direction, how their skills with listening, speaking, reading, and writing help them to make sense of and produce media texts</li> </ul>

## Science & Technology

### Understanding Life Systems: Human Organ Systems

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
<p>By the end of Grade 5, students will:</p> <p>-analyse the impact of human activities and technological innovations on human health</p>	<p><input type="checkbox"/> Analyse 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</p>
	<p><input type="checkbox"/> Evaluate the effect, both beneficial and harmful, of various technologies on human body systems, taking different perspectives into account</p>
<i>Developing Investigation and Communication Skills</i>	
<p>By the end of Grade 5, students will:</p> <p>-investigate the structure and function of the major organs of various human body systems</p>	<p><input type="checkbox"/> Follow established safety procedures for physical activities</p>
	<p><input type="checkbox"/> Use scientific inquiry/research skills to investigate changes in body systems as a result of physical activity</p>
	<p><input type="checkbox"/> Design and build a model to demonstrate how organs or components of body systems in the human body work and interact with other components</p>
	<p><input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>circulation, respiration, digestion, organs, and nutrients</i>, in oral and written communication</p>
	<p><input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes</p>
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 5, students will:</p> <p>- demonstrate an understanding of the structure and function of human body systems and interactions within and between systems</p>	<p><input type="checkbox"/> Identify major systems in the human body and describe their roles and interrelationships</p>
	<p><input type="checkbox"/> Describe the basic structure and function of major organs in the respiratory, circulatory, and digestive systems</p>
	<p><input type="checkbox"/> Identify interrelationships between body systems</p>
	<p><input type="checkbox"/> Identify common diseases and the organs that they affect</p>

## Understanding Structures and Mechanisms: Forces Acting on Structures And Mechanisms

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
<p>By the end of Grade 5, students will:</p> <p>-analyse social and environmental impacts of forces acting on structures and mechanisms</p>	<ul style="list-style-type: none"> <li>□ Assess the effects of forces from natural phenomena on the natural and built environment</li> <li>□ Evaluate the impact of society and the environment on structures and mechanisms, taking different perspectives into account, and suggest ways in which the structures and mechanisms can be modified to best achieve social and environmental objectives</li> </ul>
<i>Developing Investigation and Communication Skills</i>	
<p>By the end of Grade 5, students will:</p> <p>-investigate forces that act on structures and mechanisms</p>	<ul style="list-style-type: none"> <li>□ Follow established safety procedures for working with tools and materials</li> <li>□ Measure and compare, quantitatively and/or qualitatively, the force required to move a load, using different mechanical systems, and describe the relationship between the force required and the distance over which the force moves</li> <li>□ Use scientific inquiry/research skills to investigate how structures are built to withstand forces</li> <li>□ Use technological problem-solving skills to design, build, and test a frame structure that will withstand the application of an external force or a mechanical system that performs a specific function</li> <li>□ Use appropriate science and technology vocabulary, including <i>tension, compression, torque, system, and load</i> in oral and written communication</li> <li>□ Use a variety of forms to communicate with different audiences and for a variety of purposes</li> </ul>
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 5, students will:</p> <p>- identify forces that act on and within structures and mechanisms, and describe the effects of these forces on structures and mechanisms</p>	<ul style="list-style-type: none"> <li>□ Identify internal forces acting on a structure and describe their effects on the structure</li> <li>□ Identify external forces acting on a structure, and describe their effects on the structure, using diagrams</li> <li>□ Explain the advantages and disadvantages of different types of mechanical systems</li> </ul>

	<ul style="list-style-type: none"> <li>□ Describe forces resulting from natural phenomena that can have severe consequences for structures in the environment, and identify structural features that help overcome some of these forces</li> </ul>
	<ul style="list-style-type: none"> <li>□ Describe how protective sports equipment protects the body from the impact of forces</li> </ul>

### Understanding Matter and Energy: Properties of and Changes in Matter

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 5, students will:  - evaluate the social and environmental impacts of processes used to make everyday products	<ul style="list-style-type: none"> <li>□ Evaluate the environmental impacts of processes that change one product into another products through physical or chemical changes</li> </ul>
	<ul style="list-style-type: none"> <li>□ Assess the social and environmental impact of using processes that rely on chemical changes to produce consumer products, taking different perspectives into account, and make a case for maintaining the current level of use of the product or for reducing it</li> </ul>
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 5, students will:  -conduct investigations that explore the properties of matter and changes in matter	<ul style="list-style-type: none"> <li>□ Follow established safety procedures for working with heating appliances and hot materials</li> </ul>
	<ul style="list-style-type: none"> <li>□ Measure temperature and mass, using appropriate instruments</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use scientific inquiry/experimentation skills to investigate changes of state and changes in matter</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use scientific inquiry/research skills to determine how the physical properties of materials make them useful for particular tasks</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use appropriate science and technology vocabulary, including <i>mass, volume, properties, matter, physical/reversible changes, and chemical/irreversible changes</i> in oral and written communication</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use a variety of forms to communicate with different audiences and for a variety of purposes</li> </ul>
<i>Understanding Basic Concepts</i>	
By the end of Grade 5, students will:	<ul style="list-style-type: none"> <li>□ Identify matter as everything that has mass and occupies space</li> </ul>

- demonstrate an understanding of the properties of matter, changes of state, and physical and chemical change	<input type="checkbox"/> Identify properties of solids, liquids, and gases and state examples of each
	<input type="checkbox"/> Explain changes of state in matter, and give examples of each
	<input type="checkbox"/> Describe physical changes in matter as changes that are reversible
	<input type="checkbox"/> Describe chemical changes in matter as changes that are irreversible
	<input type="checkbox"/> Explain how changes of state involve the release of heat or the absorption of heat
	<input type="checkbox"/> Identify indicators of a chemical change
	<input type="checkbox"/> Distinguish between a physical change and a chemical change

### Understanding Earth and Space Systems: Conservation of Energy and Resources

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 5, students will:  -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	<input type="checkbox"/> 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  <input type="checkbox"/> Evaluate the effects of various technologies on energy consumption, and propose ways in which individuals can improve energy consumption
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 5, students will:  -investigate energy transformation and conservation	<input type="checkbox"/> Follow established safety procedures for using tools and materials  <input type="checkbox"/> Use scientific inquiry/research skills to investigate issues related to energy and resource conservation  <input type="checkbox"/> Use technological problem-solving skills to design, build, and test a device that transforms one form of energy into another and examine ways in which energy is being “lost” in the device  <input type="checkbox"/> Use scientific inquiry/research skills to investigate how rocks and minerals are used, recycled, and disposed of in everyday life

	<ul style="list-style-type: none"> <li>□ Use appropriate science and technology vocabulary, including <i>energy, heat, light, sound, electrical, mechanical, and chemical</i> in oral and written communication</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use a variety of forms to communicate with different audiences and for a variety of purposes</li> </ul>
<i>Understanding Basic Concepts</i>	
By the end of Grade 5, students will:	<ul style="list-style-type: none"> <li>□ Identify a variety of forms of energy and give example from everyday life of how that energy is used</li> </ul>
- demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved	<ul style="list-style-type: none"> <li>□ Identify renewable and non-renewable sources of energy</li> </ul>
	<ul style="list-style-type: none"> <li>□ Describe how energy is stored and transformed in a given device or system</li> </ul>
	<ul style="list-style-type: none"> <li>□ Recognize that energy cannot be created or destroyed but can only be changed from one form to another</li> </ul>
	<ul style="list-style-type: none"> <li>□ 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</li> </ul>

## Social Studies

**Heritage and Citizenship:** Interactions of Indigenous Peoples and Europeans prior to 1713, in What Would Become Canada

Section	Specific Expectations
<i>Application: : The Impact of Interactions</i>	
<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> <li>- analyse some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe some of the positive and negative consequences of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyse aspects of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada to determine ways in which different parties benefited from each other</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain some of the ways in which interactions among Indigenous peoples, among European explorers and settlers, and between Indigenous and European people in what would eventually become Canada are connected to issues in present-day Canada</li> </ul>
<i>Inquiry: Perspectives on Interactions</i>	
<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> <li>- use the social studies inquiry process to investigate aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada, from the perspectives of the various groups involved</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formulate questions to guide investigations into aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, from the perspectives of various groups involved</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gather and organize information on interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, using a variety of primary and secondary sources that present various perspectives</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyse and construct maps as part of their investigations into interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interpret and analyse information and evidence relevant to their investigations, using a variety of tools</li> </ul>

	<ul style="list-style-type: none"> <li>□ Evaluate evidence and draw conclusions about aspects of the interactions among First Nations, Métis, and Inuit individuals and communities, among Europeans, and between Europeans and First Nations, Métis, and Inuit in what would eventually become Canada during this period, highlighting the perspectives of the different groups involved</li> </ul>
	<ul style="list-style-type: none"> <li>□ Communicate the results of their inquiries, using appropriate vocabulary, and formats</li> </ul>
<p><i>Understanding Context: Significant Characteristics and Interactions</i></p>	
<p>By the end of Grade 5, students will:</p> <p>- describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada</p>	<ul style="list-style-type: none"> <li>□ Identify major Indigenous nations that came into contact with European settlers and/or explorers prior to 1713 in what would become Canada, and describe key characteristics of selected nations</li> <li>□ Describe some significant interactions among First Nations and between First Nations and Inuit before contact with Europeans</li> <li>□ Describe the main motives for Europeans' exploration of Indigenous lands that were eventually claimed by Canada and for the establishment of permanent European settlements</li> <li>□ Identify significant offices and institutions in New France and describe their importance to settlers in New France</li> <li>□ Describe significant aspects of the interactions between Indigenous peoples and European explorers and settlers in what would eventually become Canada</li> <li>□ Describe key factors that led to the ethnogenesis of the Métis people in what would eventually become Canada, with specific attention to the Great Lakes and Mattawa regions</li> <li>□ Describe some significant differences among Indigenous peoples and between selected Indigenous and Europeans communities in what would eventually become Canada, and identify some of the reasons for these differences</li> <li>□ Describe some significant effects of European conflicts on Indigenous peoples and on what would eventually become Canada</li> </ul>

## People and Environments: The Role of Government and Responsible Citizenship

Section	Specific Expectations
<i>Application: Governments and Citizens Working Together</i>	
<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> <li>- assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>□ assess the effectiveness of actions taken by one or more levels of government, including Indigenous governments, to address an issue of national, provincial/territorial, and/or local significance</li> </ul>
	<ul style="list-style-type: none"> <li>□ create a plan of action to address a social issue of local, provincial/territorial, and/or national significance specifying the actions to be taken by the appropriate government or governments, including Indigenous governments, as well as by citizens</li> </ul>
	<ul style="list-style-type: none"> <li>□ Create a plan of action to address an environmental issue of local, provincial/ territorial, and/or national significance, specifying the actions to be taken by the appropriate government or governments, including Indigenous governments, as well as by citizens</li> </ul>
<i>Inquiry: Differing Perspectives on Social and Environmental Issues</i>	
<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> <li>- use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues</li> </ul>	<ul style="list-style-type: none"> <li>□ Formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues</li> </ul>
	<ul style="list-style-type: none"> <li>□ Gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues</li> </ul>
	<ul style="list-style-type: none"> <li>□ Analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues</li> </ul>
	<ul style="list-style-type: none"> <li>□ Interpret and analyse information and data relevant to their investigations, using a variety of tools</li> </ul>
	<ul style="list-style-type: none"> <li>□ Evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different perspectives on the issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues</li> </ul>
	<ul style="list-style-type: none"> <li>□ Communicate the results of their inquiries, using appropriate vocabulary</li> </ul>

*Understanding Context: Roles and Responsibilities of Government and Citizens*

<p>By the end of Grade 5, students will:</p> <p>- demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Describe the major rights and responsibilities associated with citizenship in Canada</li><li><input type="checkbox"/> Describe the jurisdiction of different levels of government in Canada, as well as of some other elected bodies (i.e., federal, provincial, territorial, and municipal governments; band councils; school boards), and some of the services provided by each</li><li><input type="checkbox"/> Describe some First Nations, Métis, and Inuit governance structures that currently exist in Canada</li><li><input type="checkbox"/> Describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues</li><li><input type="checkbox"/> Describe different processes that governments can use to solicit input from the public and explain why it is important for all levels of government to provide opportunities for public consultation</li><li><input type="checkbox"/> Demonstrate a basic understanding of what is meant by the federal and provincial governments' having a duty to consult and accommodate First Nations, Métis, and Inuit communities, and describe some circumstances in which this constitutional right for Indigenous peoples might apply</li><li><input type="checkbox"/> Describe key actions taken by governments, including Indigenous governments, to solve some significant national, provincial/territorial, and/or local issues</li><li><input type="checkbox"/> Explain why different groups may have different perspectives on specific social and environmental issues</li><li><input type="checkbox"/> Describe some different ways in which citizens can take action to address social and environmental issues</li></ul>
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# The Arts

## Dance

### Fundamental Concepts for Grade 5

#### Elements of Dance

- *body*: body awareness, use of body parts, body shapes, locomotor & non-locomotor movements, body bases, symmetry versus asymmetry, geometric versus organic shape, angular versus curved shape
- *space*: levels, pathways, directions, pattern, positive versus negative space, various group formations, proximity of dancers to one another
- *time*: tempo, rhythm (irregular, regular), pause, stillness, with music, without music, duration
- *energy*: effort, force, quality
- *relationship*: meet/part, follow/lead, emotional connection between dancers, groupings

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 5, students will: -apply the creative process to the composition of movement sequences and short dance pieces using the elements of dance to communicate feelings and ideas.	<input type="checkbox"/> Translate into movement sequences a variety of images and ideas from other classroom subjects, including the arts
	<input type="checkbox"/> Use dance as a language to explore, interpret, and communicate ideas derived from a variety of literature sources
	<input type="checkbox"/> Use movement in the choreographic form call and response in a variety of ways when creating dance pieces
	<input type="checkbox"/> Use the element of relationship in short dance pieces to communicate an idea
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 5, students will: - apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences	<input type="checkbox"/> Relate stories and characters in their own and others' dance pieces to personal knowledge and experience
	<input type="checkbox"/> Identify the elements of dance used in their own and other's dance pieces and explain how they communicate a message
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as dance creators and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 5, students will: -demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and/or historical contexts	<input type="checkbox"/> Describe, with teacher guidance, dance forms and styles that reflect the beliefs and traditions of diverse communities, times, and places
	<input type="checkbox"/> Identify and describe some of the ways in which dance influences popular culture

## Drama

### Fundamental Concepts in Grade 5

#### Elements of Drama

- *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
- *relationships*: developing and analysing a character in terms of his/her relationships with other characters
- *time and place*: establishing a clear setting
- *tension*: using audio, visual, and/or technological aids and stage effects to heighten suspense and engage the audience
- *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

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 5, students will:  -apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories	<input type="checkbox"/> 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
	<input type="checkbox"/> Demonstrate an understanding of the element of role by selectively using some other elements of drama to build belief in a role and establish its dramatic context
	<input type="checkbox"/> Plan and shape the direction of drama or role play by collaborating with others to develop ideas, both in and out of role
	<input type="checkbox"/> Communicate thoughts, feelings and ideas to a specific audience using audio, visual, and/or technological aids to achieve specific dramatic effects
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 5, students will:  -apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences	<input type="checkbox"/> Express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works
	<input type="checkbox"/> Explain, using drama terminology, how different elements are used to communicate and reinforce the intended the intended message in the own and other's drama works
	<input type="checkbox"/> Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 5, students will:  - demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and/or historical contexts	<input type="checkbox"/> 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
	<input type="checkbox"/> Demonstrate an awareness of the broader world of drama and theatre by identifying and describing the roles and responsibilities of key theatre personnel

## Music

### Fundamental Concepts for Grade 5

#### Elements of Music

- *duration*: dotted quarter note followed by an eighth note, dotted eighth note and sixteenth note, rhythms, including those with eighth notes and sixteenth notes, in various combinations, 6/8 metre
- *pitch*: key signatures in the music they perform, clefs used for any instruments they play
- *dynamics and other expressive controls*: dynamics and articulation encountered in music listened to, sung, and played, and their signs
- *timbre*: tone colour for particular purposes
- *texture/harmony*: part singing, chord progressions using I and V
- *form*: compositions in four or more sections

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 5, students will:  -apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music	<input type="checkbox"/> Sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods
	<input type="checkbox"/> Apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect
	<input type="checkbox"/> Create musical compositions for specific purpose and audience
	<input type="checkbox"/> Use the tools and techniques of musicianship in musical performances
	<input type="checkbox"/> Demonstrate an understanding of standard and other types of musical notation through performance and composition
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 5, students will: - apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences	<input type="checkbox"/> Express detailed personal responses to musical performances in a variety of ways
	<input type="checkbox"/> Identify the elements used in the music they perform, listen to, and create, and describe how they are used
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 5, students will: -demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts	<input type="checkbox"/> Identify and describe some of the key influences of music within contemporary culture
	<input type="checkbox"/> Demonstrate an awareness of music and musical instruments in various traditions, from early times to today

## Visual Arts

### Fundamental Concepts for Grade 5

#### Elements of Design

- *line*: linear and curved hatching and cross-hatching that add a sense of depth to shape and form, gesture drawing, chenille stick sculptures of figures in action, implied lines for movement and depth
- *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
- *space*: shading and cast shadows that create the illusion of depth, atmospheric perspective, microscopic and telescopic views
- *colour*: complementary colours, hue, intensity
- *texture*: textures created with a variety of tools, materials, and techniques, patterning
- *value*: gradations of value to create illusion of depth, shading

#### Principles of Design

- *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

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 5, students will:	<ul style="list-style-type: none"> <li>□ Create two- and three-dimensional works of art that express feelings and ideas inspired by their own and others' point of view</li> </ul>
-apply the creative process 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	<ul style="list-style-type: none"> <li>□ Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use elements of design in art works to communicate ideas, messages, and personal understandings</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use a variety of materials, tools, and techniques to respond to design challenges:               <ul style="list-style-type: none"> <li>□ drawing</li> <li>□ mixed media</li> <li>□ painting</li> <li>□ printmaking</li> <li>□ sculpture</li> </ul> </li> </ul>
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 5, students will:	<ul style="list-style-type: none"> <li>□ Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey</li> </ul>
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of art works and art experiences	<ul style="list-style-type: none"> <li>□ Explain how the elements and principles of design are used to communicate meaning or understanding</li> </ul>
	<ul style="list-style-type: none"> <li>□ Demonstrate an understanding of how to read and interpret signs, symbols, and style in works of art</li> </ul>
	<ul style="list-style-type: none"> <li>□ Identify and document their strengths, their interests, and areas for improvement as creators of art</li> </ul>

*Exploring Forms and Cultural Contexts*

By the end of Grade 5, students will:

-demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts

- Describe how forms and styles of visual and media arts represent various messages and contexts in the past and present
- Demonstrate an awareness of a variety of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places

## Health & Physical Education

### Social-Emotional

Section	Specific Expectations
<p>By the end of Grade 5, students will:</p> <p>-apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.</p>	<p><b>Identification and Management of Emotions</b></p> <ul style="list-style-type: none"> <li>□ Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others</li> </ul>
	<p><b>Stress Management and Coping</b></p> <ul style="list-style-type: none"> <li>□ Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience</li> </ul>
	<p><b>Positive Motivation and Perseverance</b></p> <ul style="list-style-type: none"> <li>□ Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games</li> </ul>
	<p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>□ Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity</li> </ul>
	<p><b>Self-Awareness and Sense of Identity</b></p> <ul style="list-style-type: none"> <li>□ Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging</li> </ul>
	<p><b>Critical and Creative Thinking</b></p> <ul style="list-style-type: none"> <li>□ Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making</li> </ul>

## Active Living

Section	Specific Expectations
<i>Active Participation</i>	
<p>By the end of Grade 5, students will:</p> <p>-participate actively and regularly in a wide variety of physical activities and demonstrate an understanding of the factors that encourage a lifelong participation in physical activity</p>	<ul style="list-style-type: none"> <li data-bbox="561 323 1450 436">□ Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</li> <li data-bbox="561 453 1450 604">□ Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games</li> <li data-bbox="561 621 1450 735">□ Identify factors that can either motivate or make it difficult for people to be physically active every day and describe ways of overcoming obstacles to staying active</li> </ul>
<i>Physical Fitness</i>	
<p>By the end of Grade 5, students will:</p> <p>- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living</p>	<ul style="list-style-type: none"> <li data-bbox="561 837 1463 982">□ 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 20 minutes each day</li> <li data-bbox="561 999 1430 1113">□ Identify the components of health-related fitness and the benefits associated with developing and maintaining each of them</li> <li data-bbox="561 1129 1438 1243">□ Assess a specific component of their health-related fitness by noting physical responses during various physical activities, and monitor changes over time</li> <li data-bbox="561 1260 1419 1373">□ 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</li> </ul>
<i>Safety</i>	
<p>By the end of Grade 5, students will:</p> <p>-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities</p>	<ul style="list-style-type: none"> <li data-bbox="561 1451 1450 1564">□ Demonstrate behaviours and apply procedures that maximize their safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity</li> <li data-bbox="561 1581 1459 1726">□ 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</li> </ul>

## Movement Competence: Skills, Concepts, and Strategies

Section	Specific Expectations
<i>Movement Skills and Concepts</i>	
<p>By the end of Grade 5, students will:</p> <p>- perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities</p>	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
	<ul style="list-style-type: none"> <li>□ Demonstrate the ability to jump in control for height or distance, using a variety of body actions</li> </ul>
	<ul style="list-style-type: none"> <li>□ Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways</li> </ul>
	<ul style="list-style-type: none"> <li>□ Send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles or movement</li> </ul>
	<ul style="list-style-type: none"> <li>□ Retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment</li> </ul>
<i>Movement Strategies</i>	
<p>By the end of Grade 5, students will:</p> <p>- 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</p>	<ul style="list-style-type: none"> <li>□ Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities</li> </ul>
	<ul style="list-style-type: none"> <li>□ Describe common features of specific categories of physical activities, and describe strategies and tactics that they found effective while participating in a variety of physical activities in different categories</li> </ul>
	<ul style="list-style-type: none"> <li>□ Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities</li> </ul>

## Healthy Living

Section	Specific Expectations
<i>Understanding Health Concepts</i>	
<p>By the end of Grade 5, students will:</p> <p>-demonstrate an understanding of factors that contribute to healthy development</p>	<p><b>Personal Safety and Injury Prevention</b></p> <ul style="list-style-type: none"> <li>□ Identify trusted people and support services that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations</li> </ul>
	<p><b>Substance Use, Addictions, and Related Behaviours</b></p> <ul style="list-style-type: none"> <li>□ Describe the short- and long- term effects of alcohol abuse, and identify factors that can affect intoxication</li> </ul>
	<p><b>Human Development and Sexual Health</b></p> <ul style="list-style-type: none"> <li>□ Identify the parts of the reproductive system, and describe how the body changes during puberty</li> <li>□ Describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development</li> </ul>
<i>Making Healthy Choices</i>	
<p>By the end of Grade 5, students will:</p> <p>- demonstrate the ability to apply health knowledge and social-emotional skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>□ Explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices</li> </ul>
	<p><b>Personal Safety and Injury Prevention</b></p> <ul style="list-style-type: none"> <li>□ Demonstrate the ability to deal with threatening situations by applying social-emotional learning skills</li> </ul>
	<p><b>Substance Use, Addictions, and Related Behaviours</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul>
<p><b>Human Development and Sexual Health</b></p> <ul style="list-style-type: none"> <li>□ Identify intersecting factors that affect the development of a person’s self-concept, including their sexual orientation, and how these factors can support their personal health and well-being</li> <li>□ Describe emotional and interpersonal stresses related to puberty, recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being</li> </ul>	

	<p><b>Mental Health Literacy</b></p> <ul style="list-style-type: none"> <li>□ Demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support</li> </ul>
<p><i>Making Connections for Healthy Living</i></p>	
<p>By the end of Grade 5, students will: -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</p>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>□ describe how advertising, food marketing, and media affect food choices and explain how these influences can be evaluated to make healthier choices</li> </ul>
	<p><b>Personal Safety and Injury Prevention</b></p> <ul style="list-style-type: none"> <li>□ Explain how a person's actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others' feelings, self-concept, mental health and emotional well-being, and reputation</li> </ul>
	<p><b>Substance Use, Addictions, and Related Behaviours</b></p> <ul style="list-style-type: none"> <li>□ Identify personal and social factors that can affect a person's decision to drink alcohol or use cannabis at different points in their life</li> </ul>
	<p><b>Mental Health Literacy</b></p> <ul style="list-style-type: none"> <li>□ Demonstrate an understanding of how our attitudes about mental health affect those around us and how they might contribute to or prevent creating stigma</li> </ul>

## Core French

### Listening

Section	Specific Expectations
<i>Listening to Understand</i>	
By the end of Grade 5, students will:  - determine meaning in a variety of oral French texts, using a range of listening strategies	<input type="checkbox"/> Identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts
	<input type="checkbox"/> Demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about themselves family, friends, and their immediate environment, with contextual and visual support
<i>Listening to Interact</i>	
By the end of Grade 5, students will:  - interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences	<input type="checkbox"/> Identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions
	<input type="checkbox"/> Respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support
	<input type="checkbox"/> (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after listening;  <input type="checkbox"/> (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills
<i>Intercultural Understanding</i>	
By the end of Grade 5, students will: -demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities	<input type="checkbox"/> Using information from oral French texts, identify French-speaking communities in Quebec, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities
	<input type="checkbox"/> Using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities

## Speaking

Section	Specific Expectations
<i>Speaking to Communicate</i>	
<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> <li>- communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>□ Identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences</li> <li>□ Using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support</li> <li>□ Speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics</li> </ul>
<i>Speaking to Interact</i>	
<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> <li>- participate in spoken interactions in French for a variety of purposes and with diverse audiences;</li> </ul>	<ul style="list-style-type: none"> <li>□ Demonstrate an understanding of appropriate speaking behaviour in a variety of situations</li> <li>□ Engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support</li> <li>□ (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after speaking to communicate effectively;</li> <li>□ (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills</li> </ul>
<i>Intercultural Understanding</i>	
<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> <li>- in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</li> </ul>	<ul style="list-style-type: none"> <li>□ Communicate information orally about French-speaking communities in Quebec, including aspects of their cultures and their contributions to <i>la francophonie</i> and the world, and make connections to personal experiences and their own and other communities</li> <li>□ Identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions</li> </ul>

## Reading

Section	Specific Expectations
<i>Reading Comprehension</i>	
<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> <li>- determine meaning in a variety of French texts, using a range of reading comprehension strategies</li> </ul>	<ul style="list-style-type: none"> <li>□ Identify a few reading comprehension strategies and use them before, during, and after reading to understand texts</li> <li>□ Demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required</li> <li>□ Read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text</li> <li>□ Use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words</li> </ul>
<i>Purpose, Form, Style</i>	
<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> <li>- identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;</li> </ul>	<ul style="list-style-type: none"> <li>□ Identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms</li> <li>□ Identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms</li> <li>□ (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts;</li> <li>□ (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills</li> </ul>
<i>Intercultural Understanding</i>	
<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> <li>- demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations &amp; communities.</li> </ul>	<ul style="list-style-type: none"> <li>□ Using information from a variety of French texts, identify French speaking communities in Quebec, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities</li> <li>□ Identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities</li> </ul>

## Writing

Section	Specific Expectations
<i>Purpose, Audience, and Form</i>	
<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> <li>- write French texts for different purposes and audiences, using a variety of forms</li> </ul>	<ul style="list-style-type: none"> <li>□ Determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create</li> <li>□ Write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form</li> </ul>
<i>The Writing Process</i>	
<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> <li>- use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively</li> </ul>	<ul style="list-style-type: none"> <li>□ Generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities</li> <li>□ Plan and produce drafts following a model and revise their writing using a variety of strategies, with teacher support</li> <li>□ Make improvements to their written work, using knowledge of a few of the conventions of written French</li> <li>□ (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing;</li> <li>□ (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills</li> </ul>
<i>Intercultural Understanding</i>	
<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> <li>- in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</li> </ul>	<ul style="list-style-type: none"> <li>□ In their written work, communicate information about French speaking communities in Quebec, including aspects of their cultures and their contributions to <i>la francophonie</i> and the world, and make connections to personal experiences and their own and other communities</li> <li>□ Identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in their written work</li> </ul>