

# Grade 5 Ontario Curriculum Tracking Template – Grade 5 Language

## GRADE 5 - Language

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

**GRADE 5 | ORAL COMMUNICATION**

**OVERALL EXPECTATIONS**

**By the end of Grade 5, students will:**

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
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.

	Needs Improvement	Satisfactory	Good	Excellent

**SPECIFIC EXPECTATIONS**

**1. Listening to Understand**

**By the end of Grade 5, students will:**

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)

Active Listening Strategies

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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)

Comprehension Strategies

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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)

Demonstrating Understanding

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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)

Making Inferences/Interpreting Texts

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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...?)

Extending Understanding

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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)

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)

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)

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)

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**2. Speaking to Communicate**

**By the end of Grade 5, students will:**

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)

Interactive Strategies

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<p>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)</p>	
<p>Clarity and Coherence</p> <p>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)</p>	
<p>Appropriate Language</p> <p>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)</p>	
<p>Vocal Skills and Strategies</p> <p>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)</p>	
<p>Non-Verbal Cues</p> <p>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)</p>	
<p>Visual Aids</p> <p>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)</p>	
<p><b>3. Reflecting on Oral Communication Skills and Strategies</b>  <b>By the end of Grade 5, students will:</b></p> <p>Metacognition</p> <p>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</p>	
<p>Interconnected Skills</p> <p>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</p>	
<b>GRADE 5   READING</b>	
<b>OVERALL EXPECTATIONS</b>	
<p><b>By the end of Grade 5, students will:</b></p> <p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p>2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</p> <p>3. use knowledge of words and cueing systems to read fluently;</p> <p>4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p>	
<b>SPECIFIC EXPECTATIONS</b>	
<b>1. Reading for Meaning</b>	
<b>By the end of Grade 5, students will:</b>	
Variety of Texts	
<p>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)</p>	
<p>Purpose</p> <p>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)</p>	
<p>Comprehension Strategies</p> <p>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)</p>	
<p>Demonstrating Understanding</p> <p>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)</p>	
<p>Making Inferences/Interpreting Texts</p> <p>1.5 use stated and implied ideas in texts to make inferences and construct meaning</p>	

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**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

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**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)

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**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)

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**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)

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**2. Understanding Form and Style**

**By the end of Grade 5, students will:**

**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)

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**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)

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**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)

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**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.)

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**3. Reading With Fluency**

**By the end of Grade 5, students will:**

**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)

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**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); n

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?syntactic (language structure) cues (e.g., word order, language patterns, punctuation); i

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?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)

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**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)

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**4. Reflecting on Reading Skills and Strategies**

**By the end of Grade 5, students will:**

**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

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**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)

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**GRADE 5 | WRITING**

**OVERALL EXPECTATIONS**

**By the end of Grade 5, students will:**

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

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

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

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.

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**SPECIFIC EXPECTATIONS**

**1. Developing and Organizing Content**

**By the end of Grade 5, students will:**

**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)

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**Developing Ideas**

1.2 generate ideas about a potential topic and identify those most appropriate for the purpose

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**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)

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**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)

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**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)

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**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)

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

**By the end of Grade 5, students will:**

**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)

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**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)

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**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)

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**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.)

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**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

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**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)

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**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)

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**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

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

**By the end of Grade 5, students will:**

**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)

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**Spelling Unfamiliar Words**

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<p>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)</p> <p>Vocabulary</p>	
<p>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)</p> <p>Punctuation</p>	
<p>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</p> <p>Grammar</p>	
<p>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)</p> <p>Proofreading</p>	
<p>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)</p> <p>Publishing</p>	
<p>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)</p> <p>Producing Finished Works</p>	
<p>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</p>	
<p>4. Reflecting on Writing Skills and Strategies</p> <p><b>By the end of Grade 5, students will:</b></p> <p>Metacognition</p>	
<p>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?)</p> <p>Interconnected Skills</p>	
<p>4.2 describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers</p> <p>Portfolio</p>	
<p>4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices</p>	
<p><b>GRADE 5   MEDIA LITERACY</b></p>	
<p><b>OVERALL EXPECTATIONS</b></p> <p><b>By the end of Grade 5, students will:</b></p> <ol style="list-style-type: none"> <li>1. demonstrate an understanding of a variety of media texts;</li> <li>2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</li> <li>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</li> <li>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.</li> </ol>	
<p><b>SPECIFIC EXPECTATIONS</b></p> <p><b>1. Understanding Media Texts</b></p> <p><b>By the end of Grade 5, students will:</b></p> <p>Purpose and Audience</p>	
<p>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)</p> <p>Making Inferences/Interpreting Messages</p>	
<p>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)</p> <p>Responding to and Evaluating Texts</p>	
<p>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)</p> <p>Audience Responses</p>	
<p>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)</p> <p>Point of View</p>	

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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)

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**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)

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

**By the end of Grade 5, students will:**

**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)

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**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)

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**3. Creating Media Texts**

**By the end of Grade 5, students will:**

**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)

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**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)

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**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)

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**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 e

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?a pamphlet on a socially relevant topic they have studied this year c

?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 c

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?a flyer/poster, created using software, to advertise a school event a

?a mock television commercial for a food product, drink, or item of clothing m

?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) s

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**4. Reflecting on Media Literacy**

**Skills and Strategies**

**By the end of Grade 5, students will:**

**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

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**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

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**GRADE 5 - Mathematics**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher Tracking:

**Grade 1: Number Sense and Numeration**

to 100 000, using a variety of tools (e.g., number lines with appropriate increments, base ten materials for decimals);

– 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?);

– read and print in words whole numbers to ten thousand, using meaningful contexts (e.g., newspapers, magazines);

– round decimal numbers to the nearest tenth, in problems arising from real-life situations;

– 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; – 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  $\frac{9}{12}$ )

– 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]);

– 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);

– 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**

**By the end of Grade 5, students will:**

– 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**

**By the end of Grade 5, students will:**

– 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  $10 \times 18 = 180$ );

– 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);

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

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

Needs Improvement      Satisfactory      Good      Excellent

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## Grade 5 Ontario Curriculum Tracking Template – Grade 5 Math

– 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);

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– use estimation when solving problems involving the addition, subtraction, multiplication, and division of whole numbers, to help judge the reasonableness of a solution.

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### Proportional Relationships

**By the end of Grade 5, students will:**

– 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);


– 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?).

### Grade 5: Measurement

#### Overall Expectations

– demonstrate an understanding of the use of non-standard units of the same size (e.g., straws, index cards) for measuring  
 – estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies;  
 – determine the relationships among units and measurable attributes, including the area of a rectangle and the volume of a rectangular prism.

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#### Specific Expectations

##### Attributes, Units, and Measurement Sense

**By the end of Grade 5, students will:**

– estimate, measure (i.e., using an analogue clock), and represent time intervals to the nearest second;  
 – estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units  
 – measure and record temperatures to determine and represent temperature changes over time (e.g., record temperature changes in an experiment or over a season)  
 – 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

**By the end of Grade 5, students will:**

– 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;  
 – 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.);  
 – 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.);  
 – 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?);  
 – 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)];  
 – 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?);  
 – determine, through investigation using stacked congruent rectangular layers of


# Grade 5 Ontario Curriculum Tracking Template – Grade 5 Math

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 x 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.);

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

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## Grade 5: Geometry and Spatial Sense

### Overall Expectations

#### By the end of Grade 5, students will:

- identify and classify two-dimensional shapes by side and angle properties, and compare and sort three-dimensional figures;
- identify and construct nets of prisms and pyramids;
- identify and describe the location of an object, using the cardinal directions, and translate two-dimensional shapes.

### Specific Expectations

#### Geometric Properties

#### By the end of Grade 5, students will:

- distinguish among polygons, regular polygons, and other two-dimensional shapes;
- distinguish among prisms, right prisms, pyramids, and other three-dimensional figures;


– identify and classify acute, right, obtuse, and straight angles;

– measure and construct angles up to 90°, using a protractor;

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

– 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° angle and side measuring 12 cm.).


#### Geometric Relationships

#### By the end of Grade 5, students will:

– identify prisms and pyramids from their nets;

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


#### Location and Movement

#### By the end of Grade 5, students will:

– 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.”);

– 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);

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

– 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.).


## Grade 5: Patterning and Algebra

### Overall Expectations

#### By the end of Grade 5, students will:

- determine, through investigation using a table of values, relationships in growing and shrinking patterns, and investigate repeating patterns involving translations;
- demonstrate, through investigation, an understanding of the use of variables in equations.


### Specific Expectations

#### Patterns and Relationships

#### By the end of Grade 5, students will:

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

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## Grade 5 Ontario Curriculum Tracking Template – Grade 5 Math

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

– 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);

– 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.);

[Page 83 figures omitted]

– 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

#### By the end of Grade 5, students will:

– 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);

– demonstrate, through investigation, an understanding of variables as unknown

quantities represented by a letter or other symbol (e.g.,  $12 = 5 + \_x0002\_$  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?");

– determine the missing number in equations involving addition, subtraction, multiplication, or division and one- or twodigit 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  $8 = 88 \div \_x0002\_?$ )

### Grade 5: Data Management and Probability

#### Overall Expectations

##### Collection and Organization of Data

#### By the end of Grade 5, students will:

– 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);

– 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;

– 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

#### Specific Expectations

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);

– 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);

– 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

#### By the end of Grade 5, students will:

– 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);


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## Grade 5 Ontario Curriculum Tracking Template – Grade 5 Math

– 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.”);


– 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**

**By the end of Grade 5, students will:**

– 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

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into two equal areas to represent the outcomes of a coin toss experiment);

– 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  $\frac{1}{4}$ .”);


– 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).

**GRADE 5 - Science & Technology**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

Needs Improvement      Satisfactory      Good      Excellent

**GRADE 5 | UNDERSTANDING LIFE SYSTEMS**

**By the end of Grade 5, students will:**

1. analyse the impact of human activities and technological innovations on human health;
2. investigate the structure and function of the major organs of various human body systems;
3. demonstrate an understanding of the structure and function of human body systems and interactions within and between systems.

**SPECIFIC EXPECTATIONS**

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

**By the end of Grade 5, students will:**

- 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
- 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)


**2. Developing Investigation and Communication Skills**

**By the end of Grade 5, students will:**

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

**By the end of Grade 5, students will:**

- 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
- 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?0 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) h
- 3.3 identify interrelationships between body systems (e.g., the respiratory system provides oxygen and removes carbon dioxide for the circulatory system)
- 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])


**GRADE 5 | UNDERSTANDING STRUCTURES AND MECHANISMS**

**FORCES ACTING ON STRUCTURES AND MECHANISMS**

# Grade 5 Ontario Curriculum Tracking Template – Grade 5 Science & Tech

**OVERALL EXPECTATIONS**

**By the end of Grade 5, students will:**

1. analyse social and environmental impacts of forces acting on structures and mechanisms;
2. investigate forces that act on structures and mechanisms;
3. identify forces that act on and within structures and mechanisms, and describe the effects of these forces on structures and mechanisms.


**SPECIFIC EXPECTATIONS**

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

**By the end of Grade 5, students will:**

- 1.1 analyse the effects of forces from natural phenomena (e.g., tornadoes, hurricanes, earthquakes, tsunamis) on the natural and built environment
- 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


**2. Developing Investigation and Communication Skills**

**By the end of Grade 5, students will:**

- 2.1 follow established safety procedures for working with tools and materials (e.g., wear protective eyewear when testing structures to the breaking point)
- 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
- 2.3 use scientific inquiry/research skills (see page 15) to investigate how structures are built to withstand forces
- 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)
- 2.5 use appropriate science and technology vocabulary, including tension, compression, torque, system, and load, in oral and written communication
- 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**

**By the end of Grade 5, students will:**

- 3.1 identify internal forces acting on a structure (e.g., compression [squeezing], tension [stretching]), and describe their effects on the structure
- 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
- 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)
- 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)
- 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)


**GRADE 5 | UNDERSTANDING MATTER AND ENERGY**

**PROPERTIES OF AND CHANGES IN MATTER**

**OVERALL EXPECTATIONS**

**By the end of Grade 5, students will:**

# Grade 5 Ontario Curriculum Tracking Template – Grade 5 Science & Tech

1. evaluate the social and environmental impacts of processes used to make everyday products;
2. conduct investigations that explore the properties of matter and changes in matter;
3. demonstrate an understanding of the properties of matter, changes of state, and physical and chemical change.


**SPECIFIC EXPECTATIONS**

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

**By the end of Grade 5, students will:**

- 1.1 evaluate the environmental impacts of processes that change one product into another product through physical or chemical changes


- 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

**2. Developing Investigation and Communication Skills**

**By the end of Grade 5, students will:**

- 2.1 follow established safety procedures for working with heating appliances and hot materials (e.g., switch hot plates off immediately after use)
- 2.2 measure temperature and mass, using appropriate instruments (e.g., a thermometer, a single-pan balance)
- 2.3 use scientific inquiry/experimentation skills (see page 12) to investigate changes of state and changes in matter
- 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?)
- 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
- 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**

**By the end of Grade 5, students will:**

- 3.1 identify matter as everything that has mass and occupies space
- 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
- 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)
- 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)
- 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)
- 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)
- 3.7 identify indicators of a chemical change (e.g., production of a gas, change in colour, formation of precipitate)
- 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])


**GRADE 5 | UNDERSTANDING EARTH AND SPACE SYSTEMS**

**CONSERVATION OF ENERGY AND RESOURCES**

**OVERALL EXPECTATIONS**

# Grade 5 Ontario Curriculum Tracking Template – Grade 5 Science & Tech

**By the end of Grade 5, students will:**

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;
2. investigate energy transformation and conservation;
3. demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved.


**SPECIFIC EXPECTATIONS**

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

**By the end of Grade 5, students will:**

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)


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

**2. Developing Investigation and Communication Skills**

**By the end of Grade 5, students will:**

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


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)


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


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

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**

**By the end of Grade 5, students will:**

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)


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)


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)


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)


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)

**GRADE 5 - HERITAGE AND IDENTITY: FIRST NATIONS AND EUROPEANS IN NEW FRANCE AND EARLY CANADA**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher

Tracking:

Needs Improvement      Satisfactory      Good      Excellent

**GRADE 5 - HERITAGE AND IDENTITY: FIRST NATIONS AND EUROPEANS IN NEW FRANCE AND EARLY CANADA**

**Overall Expectations**

**By the end of Grade 5, students will:**

A1. Application: analyse some key short- and long-term consequences of interactions among an between First Nations and European explorers and settlers in New France prior to 1713 (FOCUS ON: Cause and Consequence; Continuity and Change  
A2. Inquiry: use the social studies inquiry process to investigate aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713 from the perspectives of the various groups involved (FOCUS ON: Perspective; Interrelationships)

A3. Understanding Context: describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France (FOCUS ON: Significance; Interrelationships)


**Specific Expectations**

**A1. Application: The Impact of Interactions - FOCUS ON: Cause and Consequence; Continuity and Change**

**By the end of Grade 5, students will:**

A1.1 describe some of the positive and negative consequences of contact between First Nations and Europeans in New France (e.g., with reference to the impact of European diseases on First Nations, the role of First Nations in European exploration, European claims to First Nations territory, intermarriage between First Nations women and European men, the fur trade, competition for land and resources, alliances, European weapons, missionaries), and analyse their significance

A1.2 analyse aspects of early contact between First Nations and Europeans in New France to determine the ways in which different parties benefited

A1.3 explain some of the ways in which interactions between and among First Nations and Europeans in New France are connected to issues in present-day Canada


**A2. Inquiry: Perspectives on Interactions - FOCUS ON: Perspective; Interrelationships**

**By the end of Grade 5, students will:**

A2.1 formulate questions to guide investigations into aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713, from the perspectives of the various groups involved

A2.2 gather and organize information on interactions among and between First Nations and Europeans during this period, using a variety of primary and secondary sources that present various perspectives

A2.3 analyse and construct maps as part of their investigations into interactions among and between First Nations and Europeans

A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools

A2.5 evaluate evidence and draw conclusions about aspects of the interactions between and among First Nations and Europeans during this period, highlighting the perspectives of the different groups involved

A2.6 communicate the results of their inquiries, using appropriate vocabulary


**A3. Understanding Context: Significant Characteristics and Interactions - FOCUS ON: Significance; Interrelationships**

**By the end of Grade 5, students will:**

A3.1 identify major First Nations in the Great Lakes–St. Lawrence region and Atlantic Canada at the time of contact with Europeans

A3.2 describe some significant interactions among First Nations before contact with Europeans

A3.3 describe the main motives for Europeans' exploration in early Canada and for the establishment of permanent settlements

A3.4 identify significant offices and institutions in New France (e.g., the seigneurial system; the Roman Catholic Church; the king, governor, bishop, and intendant; nuns, priests, missionaries), and describe their importance to settlers in New France

A3.5 describe significant aspects of the interactions between First Nations and European explorers and settlers during this period

A3.6 describe some significant differences among First Nations and between selected First Nations and European settlements in early Canada

A3.7 describe some significant effects of European conflicts on First Nations and on early Canada


**GRADE 5 - PEOPLE AND ENVIRONMENTS: THE ROLE OF GOVERNMENT AND RESPONSIBLE CITIZENSHIP**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher

Tracking:

Needs Improvement      Satisfactory      Good      Excellent

**GRADE 5 - PEOPLE AND ENVIRONMENTS: THE ROLE OF GOVERNMENT AND RESPONSIBLE CITIZENSHIP**

**Overall Expectations**

**By the end of Grade 5, students will:**

B1. Application: assess responses of governments in Canada to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues (FOCUS ON: Interrelationships; Cause and Consequence  
 B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance (e.g., homelessness, child poverty, bullying in schools, availability of physicians in remote communities), specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens  
 B1.3 create a plan of action to address an environmental issue of local, provincial/ territorial, and/or national significance (e.g., managing waste disposal, regulating industrial practices that damage the environment, ensuring safe drinking water, expanding availability of energy from renewable sources, reducing vehicle emissions), specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens, including themselves


**Specific Expectations**

**B1. Application: Governments and Citizens Working Together - FOCUS ON: Interrelationships; Cause and Consequence**

**By the end of Grade 5, students will:**

B1.1 assess the effectiveness of actions taken by one or more levels of government to address an issue of national, provincial/territorial, and/or local significance  
 B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance (e.g., homelessness, child poverty, bullying in schools, availability of physicians in remote communities), specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens  
 B1.3 create a plan of action to address an environmental issue of local, provincial/ territorial, and/or national significance (e.g., managing waste disposal, regulating industrial practices that damage the environment, ensuring safe drinking water, expanding availability of energy from renewable sources, reducing vehicle emissions), specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens, including themselves


**B2. Inquiry: Differing Perspectives on Social and Environmental Issues - FOCUS ON: Perspective**

**By the end of Grade 5, students will:**

B2.1 formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues  
 B2.2 gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspective of the level (or levels) of government responsible for addressing the issues ( B2.3 analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues  
 B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools  
 B2.5 evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different positions on the issues, including the position of the level (or levels) of government responsible for addressing the issues  
 B2.6 communicate the results of their inquiries, using appropriate vocabulary


**B3. Understanding Context: Roles and Responsibilities of Government and Citizens - FOCUS ON: Significance**

**By the end of Grade 5, students will:**

B3.1 describe the major rights and responsibilities associated with citizenship in Canada  
 B3.2 describe the jurisdiction of different levels of government in Canada  
 B3.3 describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues  
 B3.4 describe different processes that governments can use to solicit input from the public  
 B3.5 describe key actions taken by different levels of government to solve some significant national, provincial/territorial, and/or local issues


# Grade 5 Ontario Curriculum Tracking Template – Grade 5 People & Environments

B3.6 explain why different groups may have different perspectives on specific social and environmental issues  
B3.7 describe some different ways in which citizens can take action to address social and environmental issues


# Grade 5 Ontario Curriculum Tracking Template – Grade 5 Phys. Ed. & Health

## GRADE 5 - Physical Education & Health

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher

Tracking:

Needs Improvement      Satisfactory      Good      Excellent

### LIVING SKILLS

**OVERALL EXPECTATIONS**

**By the end of Grade 5, students will:**

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.

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**SPECIFIC EXPECTATIONS**

**By the end of Grade 5, students will:**

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)

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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)

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\* The abbreviation(s) for the three categories of living skills – PS, IS, and CT – appear in square brackets at the end of expectations, in strands A–C, to which those skills are clearly connected. (See pp. 18–21 for a discussion of living skills.)

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)

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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)

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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)

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### A. ACTIVE LIVING

**OVERALL EXPECTATIONS**

**By the end of Grade 5, students will:**

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;

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

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

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**SPECIFIC EXPECTATIONS**

**A1. Active Participation**

**By the end of Grade 5, students will:**

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]

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## Grade 5 Ontario Curriculum Tracking Template – Grade 5 Phys. Ed. & Health

<p>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]</p>				
<p>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]</p>				
<p><b>A2. Physical Fitness</b></p> <p><b>By the end of Grade 5, students will:</b></p>				
<p>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]</p>				
<p>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]</p>				
<p>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]</p>				
<p>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]</p>				
<p><b>A3. Safety</b></p> <p><b>By the end of Grade 5, students will:</b></p>				
<p>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]</p>				
<p>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]</p>				
<p><b>B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</b></p>				
<p><b>OVERALL EXPECTATIONS</b></p> <p><b>By the end of Grade 5, students will:</b></p>				
<p>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;</p>				
<p>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.</p>				
<p><b>SPECIFIC EXPECTATIONS</b></p> <p><b>B1. Movement Skills and Concepts</b></p> <p><b>By the end of Grade 5, students will:</b></p>				
<p>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]</p>				
<p>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]</p>				
<p>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]</p>				
<p>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]</p>				
<p>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]</p>				
<p><b>B2. Movement Strategies</b></p> <p><b>By the end of Grade 5, students will:</b></p>				

## Grade 5 Ontario Curriculum Tracking Template – Grade 5 Phys. Ed. & Health

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 musclebuilding activities, and endurance activities; dance activities such as creative movement, hip hop, and novelty dances) [IS, CT]

\* See page 26 for background information and a description of movement principles.

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]

\* See pages 27–29 for background information and a description of various categories of physical activities.

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]\*

\* The types of living skills associated with students' application of tactical solutions differ with the students' developmental stage. Critical and creative thinking skills and processes are involved in choosing or devising tactical solutions at any age. At the different stages of development, however, students are able to focus on applying critical and creative thinking to a greater or lesser degree. In Grades 1–3, students are also occupied with developing personal skills; in Grades 4–6, most students are ready to focus on interpersonal skills as they apply tactical solutions (e.g., showing respect for others by not talking when others are aiming and taking their turn, communicating effectively with teammates during play, being aware of others' positions); and in Grades 7 and 8, most are able to focus their energy on the thinking skills involved.

### C. HEALTHY LIVING

#### OVERALL EXPECTATIONS

**By the end of Grade 5, students will:**

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

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;

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.

#### SPECIFIC EXPECTATIONS

##### C1. Understanding Health Concepts

**By the end of Grade 5, students will:**

###### 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]

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)

##### C2. Making Healthy Choices

**By the end of Grade 5, students will:**

###### Healthy Eating

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

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]

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]

##### C3. Making Connections for Healthy Living

**By the end of Grade 5, students will:**

###### 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]

Personal Safety and Injury Prevention



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# Grade 5 Ontario Curriculum Tracking Template – Grade 5 Phys. Ed. & Health

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]

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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]

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**GROWTH AND DEVELOPMENT (1998) (Table content page 147)**

**OVERALL EXPECTATION**

**By the end of Grade 5, students will:**

- describe physical, emotional, and interpersonal changes associated with puberty

**SPECIFIC EXPECTATIONS**

**By the end of Grade 5, students will:**

- identify strategies to deal positively with stress and pressures that result from relationships with family and friends;
- identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers;
- describe the secondary physical changes at puberty (e.g., growth of body hair, changes in body shape);
- describe the processes of menstruation and spermatogenesis;
- describe the increasing importance of personal hygiene following puberty.

# Grade 5 Ontario Curriculum Tracking Template – Grade 5 Arts

## GRADE 5 - The Arts

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

Needs Improvement      Satisfactory      Good      Excellent

### A. DANCE

**OVERALL EXPECTATIONS**

**By the end of Grade 5, students will**

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;

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;

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.

**SPECIFIC EXPECTATIONS**

**A1. Creating and Presenting**

**By the end of Grade 5, students will:**

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)

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)

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)

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)

**A2. Reflecting, Responding, and Analysing**

**By the end of Grade 5, students will:**

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)

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)

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)

**A3. Exploring Forms and Cultural Contexts**

**By the end of Grade 5, students will:**

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)

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)

### B. DRAMA

**OVERALL EXPECTATIONS**

**By the end of Grade 5, students will:**

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;

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;

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.

**SPECIFIC EXPECTATIONS**

**B1. Creating and Presenting**

**By the end of Grade 5, students will:**

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)






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# Grade 5 Ontario Curriculum Tracking Template – Grade 5 Arts

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

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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)

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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)

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**B2. Reflecting, Responding, and Analysing**

**By the end of Grade 5, students will:**

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)

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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)

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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

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**B3. Exploring Forms and Cultural Contexts**

**By the end of Grade 5, students will:**

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)

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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)

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**C. MUSIC**

**OVERALL EXPECTATIONS**

**By the end of Grade 5, students will:**

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;

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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;

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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.

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**SPECIFIC EXPECTATIONS**

**C1. Creating and Performing**

**By the end of Grade 5, students will:**

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)

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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)

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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)

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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)

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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)

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**C2. Reflecting, Responding, and Analysing**

**By the end of Grade 5, students will:**

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)

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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 m

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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)

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**C3. Exploring Forms and Cultural Contexts**

# Grade 5 Ontario Curriculum Tracking Template – Grade 5 Arts

**By the end of Grade 5, students will:**

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)

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)


**D. VISUAL ARTS**

**OVERALL EXPECTATIONS**

**By the end of Grade 5, students will:**

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;

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;

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.


**SPECIFIC EXPECTATIONS**

**D1. Creating and Presenting**

**By the end of Grade 5, students will:**

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)

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 [a

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 the convex shapes that lead the eye with implied lines)

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

- drawing: coloured pencils to create a caricature of a celebrity that exaggerates facial features and uses linear shading and cast shadows
- mixed media: a composite image that uses photographs, photocopies, transfers, images, and selected opaque and transparent materials to reflect their self-identity
- painting: tempera paint or watercolour pencils using unusual colours or perspectives to suggest a fantasy world
- printmaking: a relief print transferred from a textured surface, made with glue lines, craft foam, cardboard, paper, or string glued to board, using shapes to create a graphic design that explores pattern in a non-objective op art style
- sculpture: a human figure or an imaginary creature made from clay, using basic hand-building methods such as making the piece with coils or slabs of clay or by pinching and pulling the clay)


**D2. Reflecting, Responding, and Analysing**

**By the end of Grade 5, students will:**

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)

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 illumina

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)

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)


**D3. Exploring Forms and Cultural Contexts**

**By the end of Grade 5, students will:**

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)

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)


# Grade 5 Ontario Curriculum Tracking Template – Grade 5 French Immersion

## GRADE 5 - French Immersion

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

**Grade 5: Oral Communication, Reading, and Writing**

**Overall Expectations**

**By the end of Grade 5, student will:**

- \* listen and respond to a variety of spoken texts and media works;
- \* express ideas and opinions on a range of topics, using correct pronunciation and appropriate intonation;
- \* read a variety of texts and media works and demonstrate understanding through a range of oral and written responses;
- \* produce written texts, using a variety of forms, for various purposes and in a range of contexts;
- \* identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

**Specific Expectations**

**Oral Communication Listening**

**By the end of Grade 5, students will:**

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

**Speaking**

**By the end of Grade 5, students will:**

- \* participate in classroom activities by asking and answering questions, discussing opinions, and expressing ideas on familiar topics;
- \* organize their thoughts and information to convey a message;
- \* use simple and compound sentences to respond to ideas and to support opinions;
- \* contribute to small-group discussions (e.g., ask questions to clarify a point, summarize key points, comment on ideas of other group members);
- \* 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;
- \* create media works (e.g., simulate a radio broadcast), using appropriate technologies.

**Application of Language Conventions**

**By the end of Grade 5, students will:**

- \* recognize and use appropriate language structures in oral communication activities;
- \* use appropriate vocabulary and sentence structure and a variety of sentence types (e.g., declarative, interrogative, exclamatory) in their speech;
- \* correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms), with prompting from the teacher;
- \* 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 Comprehension and Response to Text**

**By the end of Grade 5, students will:**

- \* summarize and explain the main ideas in informational materials (e.g., articles, brochures);
- \* describe a series of events in a written work (e.g., a novel or history book), using evidence from the work;
- \* make judgements and draw conclusions about the content of written materials, using evidence from the materials;
- \* identify and describe elements of a written text (e.g., main ideas, supporting details, a sequence of events, main participants);
- \* make predictions and draw inferences while reading a story or novel, using various textual clues;
- \* use research skills (e.g., formulate questions, locate information, compare information from a variety of sources);
- \* identify various forms of writing (e.g., narratives, poems, plays, articles, reports) and describe their main characteristics.

**Application of Language Conventions:**

**By the end of Grade 5, students will:**

- \* recognize and use appropriate language structures in their response to written texts;
- \* use reading strategies (e.g., use context clues, reread, record key points) to facilitate comprehension of reading materials;
- \* read aloud, with expression, observing the rules of pronunciation and intonation;
- \* use and interpret various conventions of formal text (e.g., table of contents, headings, subheadings, charts, glossary, index) to find information and aid comprehension;
- \* 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;
- \* identify synonyms and antonyms;
- \* use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Needs  
Improvement      Satisfactory      Good      Excellent







# Grade 5 Ontario Curriculum Tracking Template – Grade 5 French Immersion

**Writing Communication of Information and Ideas**

**By the end of Grade 5, students will:**

- \* use appropriate vocabulary and sentence structure for specific forms of writing (e.g., posters, letters, narratives, reports);
- \* 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;
- \* organize information, using paragraphs that focus on a main idea and give some relevant supporting details;
- \* write a report, following an outline, on a class research project.


**Application of Language Conventions**

**By the end of Grade 5, students will:**

- \* use appropriate language structures in their writing;
- \* use and spell correctly the vocabulary appropriate for this grade level;
- \* use hyphens in subject/verb inversions;
- \* use synonyms and antonyms in their writing;
- \* use compound affirmative and negative sentences;
- \* use a variety of sentence types (e.g., declarative, interrogative, exclamatory) of varying length;
- \* use appropriate organizers (e.g., table of contents, charts, headings, captions) in their written work;
- \* use a thesaurus to expand their vocabulary;
- \* revise, edit, and proofread their writing in collaboration with others, focusing on grammar, spelling, punctuation, and conventions of style;
- \* use French-English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.


**Language Structures**

Students should recognize and use the following language structures in their communicative activities in all three strands. Nouns and Pronouns

- \* direct object pronouns le, la, l', les
- \* pronoun on


**Verbs**

- \* passé composé of -ir and -re verbs
- \* formation and use of the impératif
- \* imparfait of être, avoir, and regular -er verbs
- \* double verb construction using vouloir, pouvoir, devoir (e.g., Je veux aller à l\_x0019\_aréna.)


**Adjectives**

- \* interrogative adjectives quel/quelle/quels/quelles
- \* superlative form of adjectives (le plus, le moins)


**Adverbs**

- \* formation of regular adverbs (e.g., lent/lentement, rapide/rapidement, heureux/heureusement)
- \* comparative and superlative of adverbs (plus, le plus, moins, le moins)


**Prepositions and Conjunctions**

- \* use of pendant, vers

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**Interrogative Constructions**

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

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**Sentence Structure**

- \* negative form ne ... plus, ne ... jamais

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# Grade 5 Ontario Curriculum Tracking Template – Grade 5 Extended French

## GRADE 5 - Extended French

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

**Grade 5: Oral Communication, Reading, and Writing**

**Overall Expectations**

**By the end of Grade 5, student will:**

- \* listen and respond to a variety of simple spoken texts and media works;
- \* express ideas and opinions on a variety of familiar topics, using correct pronunciation and appropriate intonation;
- \* read a variety of simple texts and media works and demonstrate understanding through oral and brief written responses;
- \* produce short pieces of writing in a variety of forms for specific purposes;
- \* identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

	Needs Improvement	Satisfactory	Good	Excellent

**Specific Expectations**

**Oral Communication Listening**

**By the end of Grade 5, students will:**

- \* follow detailed instructions to perform a task;
- \* 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);
- \* listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking questions and offering opinions);
- \* recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.


**Speaking**

**By the end of Grade 5, students will:**

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


**Application of Language Conventions**

**By the end of Grade 5, students will:**

- \* recognize and use appropriate language structures in oral communication activities;
- \* observe the rules of pronunciation and intonation in their speech;
- \* correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms), with prompting from the teacher;
- \* use a variety of sentence types (e.g., declarative, interrogative, exclamatory) to enhance a message;
- \* use linking words such as *parce que*, *après*, *avant*, to organize ideas in speech;
- \* recognize and use *liaison* in speech


**Reading Comprehension and Response to Text**

**By the end of Grade 5, students will:**

- \* 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);
- \* 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;
- \* read informational texts and restate the main facts in their own words;
- \* identify characters in a written text and retell the story in proper sequence;
- \* express their opinion of a written text, relating the content to their own knowledge and experience;
- \* begin to use research skills (e.g., formulate questions, locate information, clarify their understanding through discussion);
- \* identify various forms of writing (e.g., stories, poems, short articles) and describe their main characteristics.


**Application of Language Conventions:**

**By the end of Grade 5, students will:**

- \* recognize and use appropriate language structures in their response to written texts;
- \* use reading strategies (e.g., knowledge of cognates, visual cues, context clues) to facilitate comprehension of reading materials;


# Grade 5 Ontario Curriculum Tracking Template – Grade 5 Extended French

- \* read aloud, with expression, observing the rules of pronunciation and intonation;
- \* recognize and use punctuation as an aid to comprehension;
- \* use and interpret basic conventions of formal text (e.g., table of contents, headings, subheadings, charts, glossary, index) to find information and aid comprehension;
- \* identify synonyms and antonyms for familiar words;
- \* use French-English dictionaries to determine the meaning of unfamiliar vocabulary.


**Writing Communication of Information and Ideas**

**By the end of Grade 5, students will:**

- \* write short, simple texts in a variety of forms (e.g., descriptive paragraphs, poems, letters, dialogues), following a model;
- \* organize information into short paragraphs that contain a main idea and some related details;
- \* write brief descriptions of people, places, and situations;
- \* create short written texts (e.g., journal notes) in which they express a point of view and reflect on their experiences;
- \* enhance their writing by incorporating materials from various media (e.g., photographs from newspapers, magazine ads);
- \* produce short written text (e.g., captions, labels) to accompany visual information (e.g., charts, diagrams, illustrations, computer graphics).


**Application of Language Conventions**

**By the end of Grade 5, students will:**

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


**Language Structures**

Students should recognize and use the following language structures in their communicative activities in all three strands. Nouns and Pronouns

- \* addition of "x" to form plural of nouns (un jeu/des jeux, un chapeau/des chapeaux)
- \* agreement of partitive articles (du, de la, de l', des) with nouns
- \* vous as polite form of tu


**Verbs**

- \* expressions with avoir and faire (e.g., J'ai faim. J'ai dix ans. Il fait chaud. Il fait du ski.)
- \* passé composé of regular -er verbs and aller


**Adjectives**

- \* position and agreement, in gender and number, of irregular adjectives with nouns (e.g., un bel arbre, des maisons blanches)
- \* interrogative adjectives quel/quels/quelle/quelles
- \* possessive adjectives notre/nos, votre/vos, leur/leurs


**Adverbs**

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


**Prepositions and Conjunctions**

- \* use of comme, après, avant, derrière, sans, parce que


**Interrogative Constructions**

- \* questions starting with the question word pourquoi


**Sentence Structure**

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


Satisfactory

Good

Excellent

# Grade 5 Ontario Curriculum Tracking Template – Grade 5 Native Lang

## GRADE 5 - Native Language

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

Needs  
Improvement      Satisfactory      Good      Excellent

**Grade 5: Oral Communication, Reading, and Writing**

**Overall Expectations**

**By the end of Grade 5, student will:**

- + communicate in various contexts using sentences;
- + demonstrate an understanding of spoken language in various contexts, using both verbal and non-verbal cues;
- + demonstrate an understanding of vocabulary and language structures appropriate for this grade;
- + read sentences in the writing system used in the program;
- + write sentences in the writing system used in the program;
- + demonstrate an appreciation and understanding of aspects of the Native culture under study.<sup>8</sup>


**Specific Expectations**

**Oral Communication**

**By the end of Grade 5, students will:**

- + communicate in various contexts using basic vocabulary and sentences;
- + demonstrate an understanding of various types of sentences;
- + use various types of sentences;
- + participate in structured oral language activities appropriate for the grade (e.g., form sentences using new vocabulary);
- + respond to a variety of oral messages using sentences.


**Reading**

**By the end of Grade 5, students will:**

- + read sentences in the writing system used in the program;
- + demonstrate an understanding of what they read (e.g., by explaining the meaning of sentences or paraphrasing sentences);
- + participate in structured reading activities appropriate for the grade (e.g., identify phrases that have the same word parts);
- + use visual cues (e.g., pictures, illustrations) and other reading strategies (e.g., consider context) to determine the meaning of sentences;
- + recognize sentence patterns and language structures that have been introduced orally;
- + read sentences aloud using proper intonation to convey meaning.


**Writing**

**By the end of Grade 5, students will:**

- + write sentences in the writing system used in the program;
- + write simple messages using sentences (e.g., I went home early);
- + participate in structured writing activities appropriate for the grade (e.g., write sentences using specified verb tenses);
- + spell words and phrases correctly in sentences, using available resources to confirm spelling.


**Grammar, Language Conventions, and Vocabulary**

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts. Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied. Language elements

**nouns and pronouns**

- + possessive form of nouns (incorporation of nouns with possessive pronouns) using new vocabulary (e.g., our skates, your ball)
- + adjectival constructions (e.g., a small boy, a big girl)
- + various locative constructions (e.g., at the arena, on the field)


## Grade 5 Ontario Curriculum Tracking Template – Grade 5 Native Lang

**verbs**

- + verbs used to express adverbial concepts (e.g., he runs fast, she talks loudly)
- + inflection of the independent verb for a pronoun subject (e.g., I dance, we dance)


**syntax**

- + verb and noun or pronoun agreement in sentences (e.g., Joe got hurt; He got hurt)
- + sentences with plural pronoun subject and a third-person plural object (e.g., We saw them at the ball game)
- + sentences with various verb tenses (e.g., She/he scored, so we will probably win)
- + sentences with various locative constructions (e.g., They are skating down by the pond)
- + negative sentences with singular pronouns (e.g., No, she is not the one eating; No, it is not the one)


**Vocabulary**

- + words used in adding and multiplying
- + words associated with such sports as soccer, skating, lacrosse, and volleyball
- + words used in measuring distance, volume, and weight


**Spelling**

- + correct spelling of words and phrases in sentences
- + use of resources to confirm spelling (e.g., personal lexicon, classroom-displayed vocabulary lists, syllabics chart, Native-language dictionaries)
