

## Science and Technology

The curriculum organizes the knowledge and skills that students need to acquire, demonstrate and apply into four strands, or areas of learning:

- Understanding of Life Systems: **Human Organ Systems**
- Understanding Structures and Mechanisms: **Forces Acting on Structures and Mechanisms**
- Understanding Matter and Energy: **Properties of and Changes in Matter**
- Understanding Earth and Space Systems: **Conservation of Energy and Resources**

## Social Studies

The curriculum organizes the knowledge and skills that students need to acquire to demonstrate learning into two strands:

- Strand A: Heritage and Identity: **Interactions of Indigenous Peoples and Europeans prior to 1713, in What Would Eventually Become Canada**
- Strand B: People and Environments: **The Role of Government and Responsible Citizenship**

Students will learn about key characteristics of various Indigenous nations and European settler communities prior to 1713 from a variety of perspectives, and will develop their understanding of how historical events in early Canada have had an impact on present-day Canada. Students will also explore the responsibilities of Canadian citizens and levels of government.

## Physical Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into two strands, or areas of learning: **Active Living** and **Movement Competence: Skills, Concepts, and Strategies**.

## Health Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into three strands, or areas of learning: **Understanding Health Concepts, Making Healthy Choices**, and **Making Connections for Healthy Living**

## The Arts

Education in the arts is essential to students' intellectual, social, physical, and emotional growth and well-being. Experiences in the arts – **dance, drama, music, and visual arts** – play a valuable role in helping students to achieve their potential as learners, make connections with other subjects and the world around them.



## Contact Information

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**Mission Statement:** Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

**Vision Statement:** Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.

# 5

CURRICULUM OVERVIEW:  
**GRADE 5**



CURRICULUM

## Religious Education

York Catholic District School Board uses *Growing in Faith, Growing in Christ*, a Canadian series organized to follow the sequence of the liturgical year of the Catholic Church. The program highlights and references the liturgical celebrations within our parishes.

The Grade 5 program is comprised of the following five units:

- **Unit 1: The Gift of Our Faith** is based in Ordinary Time. Students explore the Old Testament covenants and their fulfillment in Jesus. They learn more about Sacred Scripture and Sacred Tradition, the Creeds and how each person in the Trinity nurtures faith.
- **Unit 2: Called to Gather in Faith** supports students as they prepare for the 3 comings of Christ during Christmas and Advent. They reflect on the events leading up to Jesus' birth and examine the ways that He is present in the Church and in their lives today. Students discover how the virtues of faith, hope and charity help them fulfil their baptismal mission.
- **Unit 3: Called to Live a Moral Life** is based in Ordinary Time. Students explore the concepts of morality, conscience, and the importance of using the gift of free will to choose grace over sin. They learn about the diversity of the Church and reflect on how together we work for the common good.
- **Unit 4: Celebrating the Paschal Mastery** focuses on the seasons of Lent and Easter. Students explore the symbols, rituals and traditions of the seasons and how they can grow in faith and holiness with the help of the Church and God's grace. The unit ends with the celebration of the Ascension and the birth of the Church at Pentecost.
- **Unit 5: Rooted in Dignity and Living Our Faith** is based in Ordinary Time and focuses on how our understanding of human dignity affects the way we live our faith. Students explore Catholic social justice principles and how they are based on the understanding that we are created in the image of God. They learn that we are called to love and respect everyone and to respond to the needs of the poor and vulnerable.

## Family Life

*Fully Alive* is a Family Life Education program developed for Ontario Catholic schools. This program is organized into five themes: **Created and Loved by God, Living in Relationship, Created Sexual, Growing in Commitment, and Living in the World.**

## Language Arts

The curriculum organizes the knowledge and skills that students need to become literate into the following four strands:

- **Oral Communication**
  - listen in order to understand and respond appropriately (e.g., ask questions to generate inferences about an oral

text: *What would happen if ...?*)

- use speaking skills and strategies appropriately (e.g., justify opinions/thinking in discussions)
- reflect on and identify their strengths and next steps as listeners and speakers (e.g., *How do you make decisions about when to speak and when to listen?*)
- **Reading**
  - read and demonstrate an understanding of a variety of texts (e.g., biography, legends, poetry) using a range of strategies to make meaning (e.g., activating prior knowledge, visualizing)
  - recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning (e.g., indexes, charts, maps, lists)
  - use knowledge of words and cueing system to read fluently (e.g., word order and patterns)
  - reflect on and identify their strengths and next steps as readers (e.g., *How do you know when you are not understanding during reading?*)
- **Writing**
  - generate, gather, and organize ideas and information to write for an intended purpose and audience (e.g., research, song, poem, letter, article)
  - draft and revise their writing (e.g., vary sentence types and structures)
  - use editing, proofreading, and publishing skills and strategies (e.g., refer to anchor charts)
  - reflect on and identify their strengths and next steps as writers (e.g., *What strategy did you find most helpful for organizing information in your writing?*)
- **Media Literacy**
  - demonstrate an understanding of a variety of media texts (e.g., video clips, news broadcast)
  - identify some media forms and explain how the conventions and techniques associated with them are used to create meaning (e.g., photographs with captions, headlines)
  - create a variety of media texts (e.g., pamphlet, T-shirt, television commercial, news broadcast)
  - reflect on and identify their strengths and next steps as media interpreters and creators (e.g., Reflect on what you have created: *What did you learn from the process and how will that influence your next effort?*)

## Core French

The curriculum is organized in four strands: **Listening, Speaking, Reading and Writing.** The language and language learning skills in the four strands overlap with and strengthen one another. Effective instructional activities often blend expectations from two or more strands in order to provide students with the kinds of experiences that promote meaningful learning.

## French Immersion (if applicable)

French Immersion is intended for students whose parents do not have a French background but would like their children to become fluent in French. Although the curriculum is the same as in the English language program, the language of instruction is French. Students will receive 50% of their instructional time in French. Please note that Language Arts, Science, Social Studies, Physical Education and Health, and the Arts (Dance, Drama, Visual Arts) are taught in French. Language, Mathematics, Religion and Family Life, and music are taught in English.

## Mathematics

The curriculum organizes the knowledge and skills that students need to become numerate in five strands, or areas of learning:

- **Number Sense and Numeration:** representing and ordering numbers to 100 000; representing money amounts to \$1000; developing the concept of place value to hundredths; comparing and ordering fractional amounts with like denominators; adding and subtracting decimal amounts to hundredths; multiplying two-digit whole numbers by two-digit whole numbers; dividing three-digit whole numbers by one-digit whole numbers; relating simple fractions to decimals
- **Measurement:** measuring time intervals to the nearest second; determining elapsed time; measuring temperature; converting from metres to centimetres and from kilometres to metres; relating the 12-hour clock to the 24-hour clock; developing and applying area and perimeter relationships for a rectangle; relating capacity and volume; developing and applying the volume relationship for a right rectangular prism
- **Geometry and Spatial Sense:** distinguishing among polygons and among prisms; identifying acute, right, obtuse, and straight angles; measuring angles to 90° with a protractor; constructing triangles; constructing nets of prism and pyramids; locating objects using the cardinal directions; performing and describing translations
- **Patterning and Algebra:** representing a pattern using a table of values; predicting terms in a pattern; determining the missing numbers in equations involving addition, subtraction, multiplication, or division and one- or two-digit numbers; investigating variables as unknown quantities; demonstrating equality using multiplication or division in equations with unknown quantities on both sides
- **Data Management and Probability:** collecting and organizing discrete and continuous data; displaying data using broken-line graphs; sampling data from a population; understanding mean; comparing two related sets of data; representing probability using fractions