

## Grade 5 – PLOs Which Could be Taught Using the “Make it Count” Resource

LANGUAGE ARTS	
<p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> <li>– contributing to a class goal</li> <li>– sharing and explaining ideas, viewpoints, and opinions (e.g., debating)</li> <li>– improving and deepening comprehension</li> <li>– solving problems</li> <li>– completing tasks</li> </ul>	<p><b>It was noted that while any of these Language Arts PLOs could be taught with financial concepts, for grade 5 it would likely be easier in other subject areas, notably Health &amp; Career and Math.</b></p> <p><b>There may, however, be cross-over when looking at Achievement Indicators, depending on what was covered in other subject areas.</b></p>
<p>A7 demonstrate enhanced vocabulary knowledge and usage</p>	
<p>A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts</p>	
<p>B4 view and demonstrate comprehension of visual texts (e.g., signs, cartoons, illustrations, newspapers, diagrams, posters, videos, advertising)</p>	
<p>B5 select and use strategies before reading and viewing to develop understanding of text, including</p> <ul style="list-style-type: none"> <li>– setting a purpose and considering personal reading goals</li> <li>– accessing prior knowledge to make connections</li> <li>– making predictions</li> <li>– asking questions</li> <li>– previewing texts</li> </ul>	
<p>C2 write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring</p> <ul style="list-style-type: none"> <li>– clearly developed ideas by using interesting</li> </ul>	

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<p>supporting details and explanations</p> <ul style="list-style-type: none"> <li>– sentence fluency through clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with an increasingly fluid style</li> <li>– effective word choice through the use of new words, words selected for specificity, and powerful adverbs and verbs</li> <li>– a voice demonstrating an appreciation of, and interest in, the topic</li> <li>– an organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details</li> </ul>	
<p>C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring</p> <ul style="list-style-type: none"> <li>– development of ideas by making connections to personal feelings, experiences, opinions, and information</li> <li>– an expressive voice</li> <li>– an organization in which key ideas are evident</li> </ul>	<p style="text-align: center;"><b>It was noted that while any of these Language Arts PLOs could be taught with financial concepts, for grade 5 it would likely be easier in other subject areas, notably Health &amp; Career and Math.</b></p> <p style="text-align: center;"><b>There may, however, be cross-over when looking at Achievement Indicators, depending on what was covered in other subject areas.</b></p>
<p>C8 use writing and representing to express personal responses and relevant opinions about experiences and texts</p>	
<p>C9 use writing and representing to extend thinking, by</p> <ul style="list-style-type: none"> <li>– developing explanations</li> <li>– expressing alternative opinions or perspectives</li> <li>– exploring new ideas (e.g., expressing an unfamiliar viewpoint)</li> </ul>	

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<p>C10 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> <li>- referring to class-generated criteria</li> <li>- setting goals and creating a plan for improvement</li> <li>- taking steps toward achieving goals</li> </ul>	<p style="text-align: center;"><b>It was noted that while any of these Language Arts PLOs could be taught with financial concepts, for grade 5 it would likely be easier in other subject areas, notably Health &amp; Career and Math.</b></p> <p style="text-align: center;"><b>There may, however, be cross-over when looking at Achievement Indicators, depending on what was covered in other subject areas.</b></p>
<p><b>HEALTH &amp; CAREER</b></p>	
<p>A1 describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making</p>	<p><b>Money, At the Supermarket, At the Shopping Mall, On the Town</b></p>
<p>A2 demonstrate an understanding of the benefits of personal support networks (e.g., sources of accurate information and trusted guidance)</p>	<p><b>Money lesson</b></p>
<p>B1 identify types of work that interest them</p>	<p><b>Earning Money lesson</b></p>
<p>B2 relate work habits to transferable skills (e.g., effective work habits learned in school can be used in situations outside of school)</p>	
<p>C1 identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media)</p>	<p><b>At the Supermarket, At a Restaurant</b></p>
<p>C2 describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health</p>	
<p>C7 describe safety guidelines to protect themselves and others from abuse and exploitation (e.g., knowing their right not to be abused, being assertive, avoiding potentially unsafe situations, practising safe Internet use, recognizing tricks and lures used by predators)</p>	<p><b>Frauds &amp; Scams lesson</b></p>

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MATHEMATICS	
<p>A2 use estimation strategies including</p> <ul style="list-style-type: none"> <li>- front-end rounding</li> <li>- compensation</li> <li>- compatible numbers in problem-solving contexts [C, CN, ME, PS, R, V]</li> </ul>	<p><b>Talking about money and financial concepts is a great way to teach about estimating, mental math and decimals.</b></p> <p><b>At the Supermarket, Shopping Mall, Restaurant, First Cell Phone, Around the House</b></p>
<p>A3 apply mental mathematics strategies and number properties, such as</p> <ul style="list-style-type: none"> <li>- skip counting from a known fact</li> <li>- using doubling or halving</li> <li>- using patterns in the 9s facts</li> <li>- using repeated doubling or halving to determine answers for basic multiplication facts to 81 and related division facts [C, CN, ME, R, V]</li> </ul>	
<p>A4 apply mental mathematics strategies for multiplication, such as</p> <ul style="list-style-type: none"> <li>- annexing then adding zero</li> <li>- halving and doubling</li> <li>- using the distributive property [C, ME, R]</li> </ul>	
<p>A8 describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially, and symbolically [C, CN, R, V]</p>	
<p>A11 demonstrate an understanding of addition and subtraction of decimals (limited to thousandths) [C, CN, PS, R, V]</p>	

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<b>SOCIAL STUDIES</b>	
A1 apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues	<b>Recreational Spending, Planning a Party, Giving Back, Vacation, Budgeting, Setting Goals, Supermarket, At your Financial Institution, Mall, Restaurant, On the Road, On the Town, Around the House</b>
A4 create a presentation on a selected topic	<b>All lessons from Make it Count apply</b>
A6 implement a plan of action to address a selected school, community, or national problem or issue	<b>Budgeting, Setting Goals, Earning Money, On the Road, Giving Back</b>