

The Ontario Curriculum
Kindergarten to Grade 8

Equity Education
Scope and Sequence
of Expectations

2012 Edition

DRAFT

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The goal of education is to raise healthy, productive and contributing members of society. Canadian society is more diverse than it has ever been. This trend will continue into the foreseeable future. As such, to be successful in the 21st century, equity and inclusive education is essential for the development of our students. To make equity education transformative, it must be embedded from the earliest grades in everyday activities in all subjects.

“Canadians embrace multiculturalism, human rights and diversity as fundamental values. However, there are ongoing incidents of discrimination in our society that require our continuing attention...Ontario is Canada’s most diverse province, and we must find solutions to these concerns. We must address the needs of a rapidly changing and increasingly complex society by ensuring that our policies evolve with changing societal needs.” *Ministry of Education 2011*

Recognizing that the removal of systemic barriers is a key aspect of student achievement and success, The Ministry of Education developed *ONTARIO’S Equity and Inclusive Education Strategy* in 2009. This four-year strategy mandated a process for all Ontario school boards to follow for the development and implementation of equity and inclusive education policies and procedures.

In the Ottawa-Carleton District School Board, educators work collaboratively to create safe and caring classrooms where the diversity of the school population is viewed as an asset to the entire community. The Board updated the Equity and Inclusive Ed. Policy (P.098.CUR) in April, 2011 to reflect the PPM and guide the work of staff.

In addition, the OCDSB Strategic Plan 2011-2015, addresses equity and inclusion through the WELL framework (wellness, engagement, leadership and learning) in the following areas:

- Embed character, equity and inclusion into daily classroom practice and school climate
- Revise and expand OCDSB character development continuum
- Revise and implement equity framework; incorporate the continuum in the next BIPSA; use the continuum in assessing needs in SIPSA

The Board Improvement Plan for Student Achievement also speaks to equity and inclusive education through the following SMART goals and actions to build capacity:

Community, Culture and Caring (K-12)

- By June 2013, all schools in the Ottawa-Carleton District will demonstrate their commitment to create, maintain and support positive school environments, guided by the OCDSB “Community of Character”, in fostering cultural proficiency, equity and inclusive practices, as measured by the indicators of progress.

Actions to Build our Capacity

Teachers will:

- embed character development, the principles of equity and inclusive education, and differentiated instruction in their classroom practices;
- assist in creating a district and school culture that values caring relationships between teachers and students, fosters a sense of belonging, nurtures democratic principles and encourages student voice in decision making; and
- use relevant curriculum policy documents and support materials to inform assessment and instructional practices

Through all of these Board documents the common theme is that equity and inclusive education, to be effective, must be purposefully embedded in our everyday interactions.

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The Journey to Cultural Proficiency

Inclusive education is based on the principles of acceptance and inclusion of all individuals. In the classroom, students must see themselves reflected in the curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

A critical element in supporting all learners across the district is the development of cultural proficiency (Lindsey and CampbellJones, 2012) within all members of the Board's staff.

Cultural proficiency is...

- ❖ An *inside-out* approach which focuses first on those who are inside an organization, encouraging them to reflect on their own individual understandings and values;
- ❖ Being aware of how we work with others;
- ❖ Being aware of how we react to those different from us; and
- ❖ A process of change

Culture is defined as any group of people who share common beliefs and practices. For example, men, left-handed people, teachers, kinesthetic learners, etc.

When cultural differences are acknowledged and valued, there is a positive correlation on student learning. The more aware and accepting we are of the range of diversity, the more likely we are to connect with all learners which, in turn, allows for improvement in educational outcomes.

As the Ottawa-Carleton District School Board journeys towards cultural proficiency, it is committed to the intentional and continuous process of learning more about and engaging further the communities that make up its rich cultural context in the National Capital Region.

Note: Understanding that we all have biases and are working on our own level of understanding to cultural proficiency, the expectations identified in the scope and sequence present one team's view on what inclusive education looks like. User's of this scope and sequence may interpret the curriculum documents differently and therefore may include other expectations to meet the needs of their students in implementing inclusive education in the classroom.

Purpose of the Scope and Sequence

High-Quality Education for All

One of the most powerful ways to promote high levels of student achievement and to close the achievement gap in education is through the development and implementation of an inclusive education system that works for all people regardless of their individual background (UNESCO, 2008; Ontario 2009; van der Berg, 2009; Glaze et al., 2012). Our schools should be places where students learn about and experience diversity. Students who see themselves reflected in their studies are more engaged and see the relevance of learning.

How to use this document

Within the Ontario curriculum opportunities for education around social-economic status, age, ability, ethnicity, gender, and sexual-orientation are provided at all grade levels within the various strands. The OCDSB has developed this educator's resource guide as a starting point for school principals and teachers to begin embedding equity education in classroom programming for all curriculum content areas. Many educators are already planning with inclusion in mind; thus this tool is provided to help tweak and fortify what they are already doing.

As you plan with these expectations in mind, here are some considerations for effectively implementing inclusive education based on the cultural proficiency (Lindsey, CampbellJones, 2012)

- € Becoming aware of each learner's uniqueness and value these differences to enhance your teaching and learning.
- € Assessing the impact of your own culture on your instructional behaviours and continually monitor your teaching. For example, do you teach in a way that appeals to your own learning style or to that of your students?
- € Demonstrating a variety of instructional strategies that respect and support the various cultures of the learners you teach.
- € Intentionally choosing and organizing classroom materials, instructional delivery systems, and patterns of attention to learners to fully acknowledge diversity.
- € Creating a school environment that establishes cultural norms which reflect the diversity that exists within the student and staff population and explicitly communicate these norms to the community (staff, students, parents)
- € Making conscious decisions to do things differently

How the Scope and Sequence is organized

The following curriculum documents were reviewed for the purposes of this project:

The Full-Day Early Learning – Kindergarten Program –Draft Version

The Arts, 2009

French as a Second Language, 2001: Extended French, Grades 4-8; French Immersion

Health and Physical Education, Interim Edition, 2010 (revised)

Language, 2006 (revised)

Mathematics, 2005 (revised)

Native Languages, 2001

Science and Technology, 2007

Social Studies, Grades 1-6; History and Geography Grades, 7-8, 2004 (revised)

The scope and sequence is organized by grade level beginning with the Kindergarten and by curriculum in alphabetically order.

Within the content area curricula, each expectation was reviewed for elements of equity and inclusive education based on *Ontario's Equity and Inclusive Education Strategy (2009)*. Searches were done on key words associated with the following elements that were also colour-coded to allow for easy identification:

Point of view/perspective

Appropriate language

Poverty, class, socio-economic status

Aboriginal issues

Culture, ethnicity, language, race

GLBBTQ, gender, sex, sexual orientation

Intellectual ability, physical ability, age, size, health status

The Full-Day Early Learning – Kindergarten Program

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ELKP Curriculum Expectations

Personal and Social Development

Social Development

Big Idea: Children are connected to others and contribute to their world.

OE – demonstrate a beginning understanding of diversity in individuals, families, schools and the wider community.

SE

1.1 act and talk with peers and adults by expressing and accepting positive messages

3.1 develop empathy for others, and acknowledge and respond to each other's feelings

3.2 demonstrate respect and consideration for individual differences and alternate points of view

3.3 talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others

Emotional Development

Big Idea: Children have a strong sense of identity and well-being

OE – demonstrate a sense of identity and positive self-image

OE – demonstrate an awareness of their surroundings

SE

1.3 express their thoughts and share experiences

2.5 interact cooperatively with others in classroom events and activities

3.1 recognize people in their community and talk about what they do

3.2 recognize places and buildings within their community, both natural and human-made and talk about their functions

3.3 develop an awareness of ways in which people adapt to the places in which they live

Language

Big Idea: Children are effective communicators

OE 1 – communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts

SE

1.2 listen and respond to others for a variety of purposes and in a variety of contexts

1.3 begin to use and interpret gestures, tone of voice, and other non-verbal means of communication and respond

1.5 use language in various contexts to connect new experiences with what they already know

1.9 describe personal experiences, using vocabulary and details appropriate to the situation

2.4 respond to a variety of material read aloud to them

2.6 use prior knowledge to make connections to help them understand diverse range of materials read by and with the EL-K team

Mathematics

There are no expectations specifically addressing equity, inclusion or diversity.

Science and Technology

There are no expectations specifically addressing equity, inclusion or diversity.

Health and Physical Activity

Big idea: children make healthy choices and develop physical skills

OE 1: demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their **own well-being**

SE

1.3 practice and discuss appropriate personal hygiene that promotes personal, **family** and community health

1.4 discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations

The Arts

Big Idea: Young children have an innate openness to artistic activities

OE D4 – express response to a variety of forms of drama and dance, including those from other **cultures**

SE

D3.2 dramatize rhymes, stories, legends, and folk tales from **various cultures**, including their own

D4.1 express their responses to drama and dance

OE M4 – express responses to a variety of forms of music, including those from other cultures

M4.2 respond to music from **various cultures**, including their own

OE V4 – express responses to a variety of visual art forms, including those from **other cultures**

V4.2 respond to a variety of visual art forms from **various cultures**, including their own

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Grade 1

The Arts

Dance

A2.2 identify and describe how the element of body is used in contrasting ways to communicate ideas in their own and others' dance phrases, with teacher support (*e.g., standing versus kneeling body bases can communicate differences in power; curved versus straight shapes can communicate contrasting emotions*)

A3.1 describe, with teacher guidance, a variety of dances from different communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom (*e.g., describe traditional dances they have seen to a partner [Chinese ribbon dance, Highland fling, powwow dance styles]*)

Teacher prompts: "When we were watching the Highland dancing, were the dancers using mostly locomotor or non-locomotor movements?" "What body shapes did you see in the video of the Chinese ribbon dance?"

A3.2 identify and describe dance experiences in their own lives and communities (*e.g., At home: dancing or moving to a favourite song/story; seeing dance on television or in a movie DVD; at school: playing at recess; in the community: dancing or observing dances at weddings, parties, cultural celebrations*)

Drama

B1.1 engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places (*e.g., retell and enact nursery and other childhood rhymes, stories, or narratives from picture books; use movement and voice to explore the thoughts of a familiar folk tale character in a variety of situations; use guided imagery and descriptive language to explore what a character might feel and experience in a story setting or picture; use group role play to explore alternative endings to stories, fairy tales, and personal experiences; use role play or a tableau at key moments in a story to help the protagonist solve a problem; interview a teacher in the role of a character from a story*)

Teacher prompts: "How can you and your friends retell the story using puppets?" "How can you and a partner act out how you think the story will end – but without using any words?"

B1.2 demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played (*e.g., use facial expressions, body movement, and words to respond in role to scenarios and questions; express different points of view after reading a picture book about issues of belonging and discrimination; work with a partner to create a short scene that shows the importance of acceptance, understanding, and inclusion*)

Teacher prompts: "When I ask you a question as Grandma, how might you answer me as the wolf?" "How can you show (*e.g., using gestures*) what you are thinking and feeling when you are in role? Try to imagine why the wolf acts the way it does."

B2.1 express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story (*e.g., in oral discussion, relate themes about family relationships or friendships to their own lives; after viewing a play or clip of a movie dealing with family issues [such as*

Cinderella *or* Princess Mononoke], **contribute to a class journal entry or draw a picture to show the feelings of one or more of the characters – a stepsister, Cinderella, the mice)**

B3.2 demonstrate an awareness of a variety of roles, themes, and subjects in dramas and stories from different communities around the world (*e.g., contribute to a class scrapbook about characters such as trolls/fairies, trickster themes in Nanabush stories [from Native folklore] and Anansi stories [from West African folklore]*)

Teacher prompts: “Let’s list the different characters from the play.” “Why do you think people will dress up as or pretend to be someone else when they are part of a parade or a play?” “How does this lesson or fable apply to real-life situations?”

Music

C1.1 sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods (*e.g., play a simple rhythmic ostinato on a drum or tambourine to accompany singing; match pitches in echo singing*)

Teacher prompt: “To reflect the mood of this song, should the ostinato that’s played on the drum be soft or loud? Why?”

C3.2 identify a variety of musical pieces from different cultures through performing and/or listening to them (*e.g., folk songs, songs for celebrations, ceremonial music from Canadian and world sources*)

Teacher prompts: “What songs do you sing for Diwali? Kwanzaa? Hanukkah?” “Earth Day is coming in April. What songs could we use to help to celebrate the earth?”

Visual Arts

D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art (*e.g., green is associated with nature and sometimes with envy or illness in the West; red is associated with stopping [traffic lights] in the West, luck in China, success in Cherokee culture, mourning in South Africa*)

Teacher prompts: “What are some examples of special colours used for different festivals?” “Does our school have its own colours or a symbol? Why do you think the school chose those colours or that symbol?”

D3.2 demonstrate an awareness of a variety of works of art from diverse communities, times, and places (*e.g., iconic architecture they have seen either in pictures or in real life, such as the CN Tower, the Eiffel Tower, the Taj Mahal; comics from different countries; decorations or patterns on crafts or old artefacts; contemporary and ancient clay sculptures; paintings of family or community events from different cultures or from previous eras*)

Teacher prompts: “How does the artist show that people in the past played games, had families, and made things that had personal meaning to them?” “What kinds of art have you made to remember a special time, person, or place?” “How can you use some of the ideas that have been used in these objects and images in your own art work?” “How do these art works relate to your own experience and to other works you have studied?”

FSL

There are no expectations specifically addressing equity, inclusion or diversity.

Health and Physical Ed.

Active Living

A1.1 actively participate in a wide variety of program activities (e.g., activity centre and circuit activities, tag games, parachute activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., joining in willingly, showing respect for others, following directions, taking turns) [PS, IS]

Teacher prompt: “We show respect in many ways. In our classroom, we show respect for people of all cultures and abilities by including everyone in our activities. In our school, we show that we respect the environment by recycling and cleaning up. Showing respect for others is an important part of participating in physical activities. How do you show respect for others when you are being active?”

Student: “I show respect by tagging other people gently when we are playing tag and speaking politely to others.”

A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having a comfortable environment for activities, being able to explore different ways of being active, having the opportunity to take part in activities that relate to their cultural background) as they participate in a wide variety of individual and small-group activities [PS]

Language

Oral Communication

Point of View

Gr 1 OC - 1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker (e.g., the narrator may be a character in a story or an expert on the topic of an informational talk; the speaker may be recounting a personal anecdote or sharing a personal opinion)

Teacher prompts: “Who is telling this story/presenting this information? What words/clues helped you figure that out?” “What do we know about the speaker?” “How might the story be different if another character were telling it?”

Non-Verbal Cues

Gr 1 OC - 2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

Reading

Point of View

Gr 1 RE - 1.9 begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective (e.g., dramatize the story, taking on the role of different characters; create drawings, paintings, or models to represent the perspective of different characters in a text)

Teacher prompts: “Who is talking in this story? Would the story be different if someone else were talking?” “What is the author telling us about this topic?”

Writing

Point of View

Gr 1 WR - 2.5 begin to identify, with support and direction, their **point of view** and **one possible different point of view** about the topic

Teacher prompts: “How do you feel about this topic?” “How do you think your friend feels about this topic?” “How can you convey your feelings to your audience?”

Math

There are no expectations specifically addressing equity, inclusion or diversity.

Native Language

Oral Communication, reading and Writing

OE - demonstrate an appreciation and understanding of aspects of the **Native culture** under study.

Grammar, Language Conventions, and Vocabulary

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.

Science

Understanding Life Systems Needs and Characteristics of Living Things

Students will learn why all living things are important and why they should be treated with care and respect. During discussions of **human physical and sexual characteristics**, care should be taken to ensure that a positive discussion takes place.

Understanding Structures and Mechanisms Materials, Objects, and Everyday Structures

For students in Grade 1, things are either right or wrong, good or bad, with little middle ground. This is a good time to begin to ask them to consider **viewpoints** other than their own. Asking them to think about the issue of classroom waste from **the point of view** of the people most directly involved can help them to see that every issue has several perspectives.

Understanding Matter And Energy Energy In Our Lives

- describe their own and their **family's** uses of energy (**e.g., to operate lights, video games, cars, computers**); identify ways in which these uses are efficient or wasteful, taking **different points of view** into consideration (**e.g., the point of view of a parent, a sibling, a member of their extended family**);

- suggest ways to reduce personal energy consumption; and explain why it is important for people to make these choices
- describe how the everyday lives of different people and other living things would be affected if electrical energy were no longer available (*e.g., families, farmers, businesses and stores, a company that offers alternative energy sources such as solar-powered devices, the plants in a hydroponic greenhouse, the tropical animals in a Canadian zoo*)
- demonstrate an understanding that humans get the energy resources they need from the world around them (*e.g., the wood, oil, and gas to heat our homes and cook our food*) and that the supply of many of these resources is limited so care needs to be taken in how we use them

Understanding Earth and Space Systems Daily and Seasonal Changes

- assess ways in which daily and seasonal changes have an impact on society and the environment (*e.g., In winter, some people suffer from seasonal disorders because there is less light from the sun than in summer. When the weather gets cold, people turn on heat in their homes; when the weather gets hotter they turn on fans, air conditioners, and pool heaters and pumps, all of which means that more energy is being used. At night in winter, when people get home from work and school, they all turn on appliances at around the same time [peak hours], which puts a strain on the power supplies. In summer, people increase their use of water to wash their cars and water their lawns and gardens; unless there is plenty of rain, this usage of water puts a strain on water supplies. In winter, it is harder for birds that do not migrate and animals that do not hibernate to find food and water. Some plants die when summer is over; others undergo changes, such as losing their leaves and going dormant until spring. The Anishinaabe people tell their stories only in the winter when there is snow on the ground.*)

Social Studies

Strand: Heritage and Citizenship

Overall Expectations

By the end of Grade 1, students will:

- identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities;
- use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community;
- explain how and why relationships, rules, and responsibilities may change over time, and in different places.

Canada and World Connections

Specific:

- list the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);

Grade 2

The Arts

Dance

A3.1 describe, with teacher guidance, a variety of dances from communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom (*e.g., folk dances, ceremonial dances, dances of worship, theatrical dances, social dances*)

Teacher prompt: “When we watched the video of Irish dancing, a few students mentioned that the dancers don’t use their arms when they dance. Did anyone notice anything else? Are arms used in some of the other dance forms that we saw?”

A3.2 identify various reasons why people dance in daily life and various contexts in which they do so (*e.g., to socialize [Bangra], to dance for the earth [at powwows], to celebrate [Jewish wedding ritual], for exercise [hip hop], to tell stories [ballet], to relate history [West African dance]*)

Teacher prompt: “In the DVD we viewed of dances from Bali, why do you think the dancers were moving so slowly and smoothly? For whom were the dancers performing?”

Drama

B1.1 engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from **diverse communities**, times, and places (*e.g., retell and enact a story from different points of view; stop at a dramatic point in a story and adopt roles of the characters in the story; enact a scene between characters in a fairy-tale kingdom, animals in the tundra, or neighbours in a back alley*)

Teacher prompts: “How might this story change if we told it from a different character’s point of view?” “What is a key moment in this story that you can dramatize? How will you use a freeze, bring it to life for one minute through mime, and then another freeze to communicate the main idea to your audience?”

B3.2 demonstrate an awareness of some drama and theatre traditions **of communities around the world** (*e.g., describe experiences with festivals, pageants, circuses; explain the use of special objects in ceremonies or celebrations; give examples of the use of a narrator in plays or street theatre*)

Teacher prompts: “What are some drama activities that happen in our school? In our community?” “What are some elements of drama that are used in special ceremonies and celebrations in other parts of the world (e.g., Caribbean Carnival, Chinese New Year)?”

Music

C1.1 sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of **cultures**, styles, and historical periods (*e.g., perform a simple three-note melodic ostinato to support a melody*)

Teacher prompt: “Which instruments or found sounds could we use to accompany this song?”

C3.1 identify reasons why people make music in their daily lives (*e.g., people sing songs that have special meaning in their family; children can use music to promote environmental awareness at school*), and describe contexts in which they make music (*e.g., family gatherings, seasonal celebrations*)

Teacher prompt: “What songs do you and your family sing at special occasions in your life?”

C3.2 identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places (e.g., “O Canada”, an Iroquoian lullaby, Indian classical music, Obwisana from Ghana)

Teacher prompts: “Which children’s film uses this traditional/classical music theme?” “What songs have we learned that originally came from France?”

Visual Art

D3.1 identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences (e.g., design of everyday items; picture books; artists-in-education; community art works, such as public sculpture, architecture, and murals; Aboriginal designs in dancing regalia; art works in student art exhibitions and community art festivals)

Teacher prompts: “What has the designer done to plan a playground that children will enjoy? Why might someone want to play here?” “Where in our community have you seen works of art? What do they look like? What are they made of? What do they add to our community?” “If you could make a public art work, what would you make and where would you place it?”

D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places (e.g., depictions of nature, of people doing things together, or of people at work; miniature paintings from India; Aboriginal textiles, ceramics, and petroglyphs; contemporary Inuit drawings of life in the North by Annie Pootoogook)

Teacher prompts: “How can you tell if a picture shows a celebration or a quiet moment?” “Which painting reminds you of your life?” “Why do artists paint pictures of people at work or at play?” “What are some special traditions in your family, community, or school? How is art part of these traditions?”

FSL

There are no expectations specifically addressing equity, inclusion or diversity.

Health and Physical Ed.

Active Living

A1.3 identify reasons for participating in physical activity every day (e.g., to have fun, learn through play, be with classmates who are involved in after-school physical activities, pursue personal interests in certain kinds of activities, enjoy a change from the classroom routine, emulate a role model, interact with family members, improve health, follow cultural teachings) [CT]

Safety

Many references are made to safety specific to special needs (epi-pen, inhaler, insulin therapy tubing, wheelchair straps)

Movement Strategies

B2.2 apply a variety of simple tactics to increase their chances of success during physical activities

(e.g., wheel their **wheelchair** or run into open space when playing tag games in order to more easily avoid being tagged; choose an object for a throwing activity that they think they can successfully throw and catch multiple times – a cloth ball, a utility ball, a tennis ball, a beanbag; use adapted or specialized equipment, such as a ball with a bell inside that can provide an auditory cue) [PS, CT]*

Healthy Living

C2.3 explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations (e.g., speaking confidently; stating boundaries; saying no; reporting exploitive behaviours, such as improper touching of their bodies or others' bodies) [PS, IS]

Teacher prompt: "What can standing up for yourself look like?"

Student: "You can hold your head up high, make eye contact, and speak strongly."

Teacher: "In some **cultures**, making eye contact is considered disrespectful. What can you do then?"

Student: "You can stand up for yourself in other ways, by saying no in a polite but firm way, and not doing anything that makes you uncomfortable"

Personal Safety and Injury Prevention

C3.1 describe how to relate positively to others (e.g., cooperate, show respect, smile, manage anger), and describe behaviours that can be harmful in relating to others (e.g., verbal abuse, including name calling, insults, and mocking; deliberately ignoring someone; physical violence, including pushing, kicking, and hitting) [IS]

Teacher prompt: "What does being a good friend look like? How can you show that you're a friend while working in groups?"

Student: "I can make sure to include everyone, be nice to anyone who wants to be my partner, share toys and equipment, be encouraging, keep my hands to myself, and speak nicely."

Teacher: "Calling someone a name or leaving them out of a group because of how they learn, speak, or look are examples of abusing or mistreating someone with your words or behaviour. What could you do if you saw someone doing something like this?" **Student:** "I could tell the person to stop, or

Language

Oral Communication

1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations (e.g., **demonstrate understanding of when to speak, when to listen, and how much to say; restate what the speaker has said and connect it to their own ideas; express personal interest in what has been said by asking related questions:** I like what _____ said about _____)

Teacher prompt: "When **First Nations peoples** use a talking stick,* a person speaks only when holding the talking stick, while the rest of the group listens. Today we are going to speak and listen in a similar way."

1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (e.g., **talk about their own ideas and experiences related to the topic before listening; connect ideas**

from oral presentations to related school and community events and/or to other texts with similar topics or themes, including multicultural texts or texts in their own first language)

1.8 identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view (*e.g., people, events, and details are viewed differently by different people*)

Teacher prompts: “Does who is talking affect the way the information is presented or the way the story is told?” “How do you know what the speaker’s feelings about the topic are? How does that affect you as a listener?” “How might the text change if [character X] were speaking instead?”

2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning (*e.g., adjust volume to suit the purpose for speaking and the size and type of audience*)

2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

Reading

1.1 read some different literary texts (*e.g., poetry, folk tales, fairy tales from diverse cultures, stories, books from home in their first language*), graphic texts (*e.g., simple maps, charts, diagrams, graphs*), and informational texts (*e.g., “How to” books, non-fiction books about topics of personal interest, electronic texts, primary dictionaries*)

1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives (*e.g., develop a narrative or role play to present a story from the point of view of one or two minor characters*)

Teacher prompts: “What do you think the author wants the reader to think?” “How might a different character tell this story?”

Writing

2.5 identify, initially with support and direction, their point of view and one or more possible different points of view about the topic

Teacher prompt: “How do you feel about this topic? How do you think other people – such as children from a different country or grandparents – might feel about this topic? How will you share these feelings in your writing?”

Media Literacy

1.5 identify, initially with support and direction, whose point of view (*e.g., that of the hero, the villain, the narrator*) is presented in a simple media text and suggest how the text might change if a different point of view were used

Teacher prompt: “Who is telling this story? How would the story be different if another character were telling the story?”

3.1 identify the topic, purpose, and audience for media texts they plan to create (*e.g., an advertisement to interest both boys and girls in buying an action toy*)

Mathematics

There are no expectations specifically addressing equity, inclusion or diversity.

Native Language

Oral Communication, reading and Writing

OE - demonstrate an appreciation and understanding of aspects of the **Native culture** under study.

Grammar, Language Conventions, and Vocabulary

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.

Science

Understanding Life Systems Growth And Changes In Animals

Teachers should respect the fact that some students may not wish to handle or pet animals, for personal **or religious reasons**

- identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live (*e.g., bats control mosquito populations; birds and wildlife provide pleasurable viewing experiences; the buffalo provided some **Aboriginal people** with everything they needed to survive: food, shelter, clothing, tools, ornamentation, and weapons; horses can be used for labour; cats and dogs provide companionship for humans; animals, including humans, disperse plant seeds*)

3.4 identify ways in which animals can be harmful to humans (*e.g., some people have an **allergic reaction to bee** and wasp venom when they are stung; deer, moose, and bears on roads can pose a hazard to people driving at night*)

Understanding Structures And Mechanisms Movement

They will also learn that mechanisms are moving parts that incorporate simple machines for changing the type and direction of movement and that mechanisms and machines help make our lives easier and/or more enjoyable. It is necessary for teachers to provide opportunities for students with special education needs to participate in design-and-build, or comparable, activities.

- assess the impact on society and the environment of simple machines that allow movement

Sample prompts: Some simple machines add enjoyment to our lives (e.g., the wheel and axle on devices such as skateboards, the lever on devices such as teeter totters and the keys on a piano). Common mechanisms and simple machines make it easier to carry out tasks that require movement because less force is needed (e.g., using a pulley makes it easier to lift a load), and make it possible for **people with disabilities** to lead a more active life (e.g., using a wheelchair allows **people with disabilities** to be more independent; using a ramp allows **people in wheelchairs** to move from one

level to another). The use of simple machines to make life easier has created a more sedentary lifestyle that has created health problems for many humans. Some mechanisms use a lot of energy and pollute the air and water. Some mechanisms are a source of danger to humans and animals.

Understanding Earth And Space Systems Air And Water In The Environment

1.1 assess the impact of human activities on air and water in the environment, taking **different points of view into consideration** (e.g., **the point of view of parents, children, other community members**), and plan a course of action to help keep the air and water in the local community clean

Social Studies

Heritage and Citizenship

Overall

- demonstrate an understanding that Canada is a country of **many cultures**
- explain how the **various cultures** of individuals and groups contribute to the local community

Specific

- demonstrate an understanding that communities may be made up of people from **many cultures**;
- outline **traditions of various cultures** that are passed down from earlier generations (e.g., celebrations, names);
- identify ways in which **heritage and traditions** are passed on (e.g., stories; community celebrations; special days such as Remembrance Day, Canada Day, **Aboriginal Solidarity Day**, and **religious holidays**; the Canadian flag; music, crafts, dance, food, recreation, clothing);
- explain the significant traditions and celebrations of families from a variety of **cultural traditions**.
- identify examples that show the participation of **various cultures** in the community (e.g., restaurants, **places of worship**, styles of dress);
- identify community celebrations that reflect their own heritage and/or their Canadian identity (e.g., Remembrance Day, Canada Day, Victoria Day, **Aboriginal Solidarity Day**, **Chinese New Year**).

Canada and World Connections

Overall

- demonstrate an understanding that the world is made up of countries, continents, and regions and that **people's lifestyles may differ from country** to country;

Specific

- describe some similarities and differences in the ways **communities around the world** meet their needs (e.g., with respect to food, clothing, shelter, recreation);
- identify similarities and differences (e.g., in food, clothing, homes, recreation, land use, transportation, language) between their community and a **community in another part of the world**.
- present information about children around the world (e.g., **country of origin, language, food, clothing, homes, games**);
- compare how **people living in different climates** (e.g., near the poles and near the equator) meet their needs for food, shelter, clothing, and recreation.

Grade 3

The Arts

Dance

A3.1 describe, with teacher guidance, a variety of dances from communities in Canada and around the world that they have seen in the media, at live performances and social gatherings, or in the classroom (*e.g., dance numbers in animated movie musicals such as Happy Feet and Ice Age; First Nation dances at a powwow; folk dances of the early settlers; the farandole of France*)

Teacher prompts: “When you viewed the sailor’s hornpipe, did you see interesting dance movements or patterns that you would like to include in your own dance pieces? Can you describe or demonstrate some of them?” “Can you describe some of the ways in which STOMP uses garbage can lids, brooms, basketballs, and ladders as dance props?” “Can you describe how the dance you experienced with the visiting artist is similar to dance work we have done in class?”

A3.2 identify and describe the role of dance in the community (*e.g., performances as entertainment; community dances as a way of socializing; traditional dances as a way of maintaining cultural connectedness; dance classes for learning and communicating*)

Teacher prompt: “Why do people in the community dance, even though they are not professionals?”

Drama

B1.1 engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places (*e.g., act out moments from “a day in the life” of a main character from a story; improvise a short dialogue between two characters who are seeking a solution to a problem [as in Aboriginal teacher/trickster stories]*)

Teacher prompts: “What if you are the cook? What will you do?” “Which characters should try to solve the problem in this drama?” “What role will you adopt and what will you do to solve the problem in this drama?” “How will you make the audience believe you are the character in the story while in role?”

B3.2 demonstrate an awareness of ideas and emotions expressed in drama works from communities around the world (*e.g., ideas about friendship or loyalty or power or perseverance in dramas based on fairy tales or myths from different countries; ethics and values found in Aboriginal plays*)

Teacher prompts: “Can you remember a character from another play that had the same problem or felt the same way as this character? How would you compare these two characters?” “Can you think of other plays, stories, TV shows, or movies with the same theme?”

Music

C1.1 sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods (*e.g., sing or play an instrument accompanied by body percussion or found sounds; sing or play a rhythmic or melodic ostinato*)

Teacher prompts: “Which pitched or nonpitched percussion instrument could you use to accompany this song?” “This song is a round. At what point would the second group begin?”

C3.2 identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places (*e.g., songs, instrumental pieces, and dances in social activities or celebrations of early settlers and First Nation communities in Upper Canada*)

Teacher prompts: “For what purposes were fiddles used in early settlers’ social occasions?” “For what purposes were drums used by First Nation peoples? What is the cultural meaning of the sound of the rattle?”

Visual Arts

D2.3 demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art (*e.g., fonts or logos that remind them of specific companies, messages, or moods; the meaning of animals such as the orca in Aboriginal clan symbols or the Inukshuk in Aboriginal art*)

Teacher prompts: “Where have you seen this symbol before? What makes it eye-catching?” “Why do companies create logos?” “How many examples can you think of where the same animal represents different ideas or emotions?” “How can you draw letters that suggest the mood or content of a story or movie?”

D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places (*e.g., a picture book that tells a story about people and the time and place in which they work, play, and build their community; George Littlechild’s book This Land Is My Land; Daphne Odjig’s historical mural The Indian in Transition; Jacob Lawrence’s paintings of African-Americans working, playing, and interacting; classical Greek sculptures of sports figures, and contemporary sports sculptures, such as the fans in Michael Snow’s The Audience*)

Teacher prompts: “Why do you think people create art work about their communities?” “What is the difference between telling a story in a painting and telling a story with words?” “What stands out for you in this art work?” “Which image do you relate to most? Why?” “What other art works are you reminded of?” “How would the image and message change if they were shown from a different point of view or in another style?”

FSL

Core French

There are no expectations specifically addressing equity, inclusion or diversity.

French Immersion

Writing

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

Health and Physical Ed.

Living Skills

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 their progress towards personal fitness goals, placing a sticker on the Active Living calendar on the fridge in their home each time they participate in a physical activity with a family member; Movement Competence: check whether they feel stable when performing static balances and adjust position if they do not; Healthy Living: identify some of the characteristics that make them unique, and think about things they may have done or said that acknowledged the unique characteristics of others in a positive way or that were disrespectful or hurtful to others*)

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: be willing to be anyone's partner for physical activities and be accepting of everyone when working in small groups; Movement Competence: interact positively with others when sharing space; Healthy Living: show leadership in identifying and avoiding peer pressure*)

Active Participation

A1.1 actively participate in a wide variety of program activities (e.g., *tag games, cooperative games, movement exploration with equipment, dance, outdoor activities*), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., *trying new activities, being engaged and maintaining movement throughout the activity, actively cooperating with peers, having the required equipment to take part, accepting and showing respect for others in the group, listening actively, following rules, playing fair*) [PS, IS]

Teacher prompt: "You and your classmates will be participating in a lot of different physical activities together this year. Remember, when playing with others, it's always important to show respect and to follow the rules. What are some examples of showing respect and following rules in your daily life?"

Students: "We show respect for other people and for things, too. We show respect for other cultures, for our own family and other people's families, for our friends, and also for the environment. We show respect for other people by working well together at school or greeting people politely when we are introduced." "We show that we respect the environment by turning off lights when we are not in the room, by not littering, and, whenever we can, by walking, wheeling, or biking instead of using a car." "We also follow many different kinds of rules at home and in our communities. For example, a rule that we follow to stay safe is to always tell an adult when we are going to play outside, so they will know where we are."

Healthy Living

C3.1 explain how local fresh foods and foods from different cultures (e.g., *berries, curries, chapattis, lychees, kale, lentils, corn, nan, wild game, fish, tourtière*) can be used to expand their range of healthy eating choices [CT]

Teacher prompt: "Look at these different versions of Canada's Food Guide. This one is in English, these have been translated into different languages, and another is for First Nation, Métis, and Inuit users. What is the same about these guides? What is different about the food choices they recommend, and why are they still healthy choices?"

Language

Oral Communication

1.8 identify the **point of view** in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification (*e.g., the use of first- or third-person personal pronouns in a narrative; the selective use of facts on a given topic; the use of words and phrases that indicate generalizations: all, every, always, never, every single time*)

Teacher prompts: “What helped you determine the point of view in this text?” “What evidence do you have that this is the speaker’s point of view?” “Has the speaker used language that includes everyone?” “**Is this point of view a common one in our world today?**”

2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with **sensitivity towards cultural differences**, to help communicate their meaning (*e.g., pause in appropriate places long enough to allow others to respond during dialogue with peers or in small groups*)

2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with **sensitivity towards cultural differences**, to help convey their meaning

Reading

1.1 read a variety of literary texts (*e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries*), graphic texts (*e.g., comic books, posters, charts, tables, maps, graphs*), and informational texts (*e.g., “How to” books, print and electronic reference sources, magazine articles*)

1.9 identify the point of view presented in a text and suggest some possible alternative perspectives (*e.g., retell the story from the point of view of someone other than the author*)

Teacher prompts: “How does the author show his/her point of view on this poster?” “How might the story have been different if the main character had been a girl instead of a boy or a senior instead of a child?”

Writing

2.1 write short texts using a variety of forms (*e.g., a personal or factual recount of events or experiences that includes photographs or drawings and captions; a report comparing transportation in urban and rural communities; a paragraph explaining how physical geography and natural resources affected the development of early settler communities; a letter from the point of view of a settler, describing how First Nations people have taught the settlers to adapt to their new environment; a familiar story told from a new perspective; a patterned poem using rhyme or repetition*)

2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view

Teacher prompt: “What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?”

Media Literacy

1.2 use overt and implied messages to draw inferences and make meaning in simple media texts (*e.g., overt message of toys, clothing, or games associated with movies, television shows, or books:*

This product is closely connected to the characters you admire in your favourite book; **implied message:** If you own this product, you will be more closely connected to your favourite book and more like the characters you admire)

Teacher prompts: “What things do you have that are related to a TV show, a movie, or a book? What do they mean to you?” “Are the roles of girls and boys similar or different in the television shows that you watch?”

1.4 describe how different audiences might respond to specific media texts (*e.g., select a magazine that appeals to them, predict the responses of different age groups or of children from different countries to the magazine, and explain the reasons for their predictions*)

Teacher prompt: “Why do you like the magazine? Who else would like it? Why? Who would not like it? Why not?”

1.5 identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used (*e.g., a poster advertising the zoo aimed at younger children might emphasize baby animals, whereas one aimed at adults or older children might emphasize unusual or dangerous animals*)

Teacher prompt: “Who is the intended audience for this poster? How do you know? Whose perspective is reflected? Whose perspective is not reflected?”

Math

Data management

– collect data by conducting a simple survey about themselves, their environment, issues in their school or community, or content from another subject;

Native Language

Oral Communication, reading and Writing

OE - demonstrate an appreciation and understanding of aspects of the Native culture under study.

Grammar, Language Conventions, and Vocabulary

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.

Science

Understanding Life Systems Growth And Changes In Plants

This topic also provides opportunities for connecting to the Grade 3 social studies topic Canada and World Connections: Urban and Rural Communities. As students look at similarities and differences between regions, they can consider the kinds of plants that help to make a location unique. They can also consider the need to protect farmlands as plant habitats and as producers of food for living things. Connections can also be made with the Grade 3 social studies topic Heritage and Citizenship: Early Settlements in Upper Canada, as students look at the types of plants that were used both by **Aboriginal people** and the settlers, plants that were native to the area, and plants that were introduced by the settlers. Connections can also be made with another Grade 3 science and technology topic, Understanding Earth and Space Systems: Soils in the Environment.

1.1 assess ways in which plants are important to humans and other living things, taking different **points of view into** consideration (*e.g., the point of view of home builders, gardeners, nursery owners, vegetarians*), and suggest ways in which humans can protect plants

Understanding Structures And Mechanisms Strong And Stable Structures

1.1 assess effects of strong and stable structures on society and the environment (*e.g., reliable loadbearing structures are essential in all areas of life for shelter, transportation, and many other everyday purposes; strong and stable structures can endure for long periods of time and provide a historical record of other societies and cultures; strong and stable structures can be hard to dispose of when their usefulness is ended and may then have a negative effect on the environment*)

1.2 assess the environmental impact of structures built by various animals and those built by humans
Sample guiding questions: What kinds of materials are used in human constructions (e.g., bricks, cement, **wood, adobe, clay/mud, ice/snow**)? In animal constructions? How do the purposes of animal structures compare to those of humans? What is the impact on the environment of a dam built by a beaver? Of a nest built by a tent caterpillar in a tree? Of an anthill built in a backyard? What is the impact of homes, shopping plazas, playgrounds, and bridges built by humans? What effects do **traditional Aboriginal homes** have on the environment?

3.1 define a structure as a supporting framework, with a definite size, shape, and purpose, that holds a load (*e.g., a running shoe, a tepee, a bicycle, an igloo*)

3.2 identify structures in the natural environment (*e.g., a tree, a bees' nest/hive*) and in the built environment (*e.g., a totem pole, a fence, a pyramid, the CN Tower*)

Social Studies

Heritage and Citizenship

- describe what early settlers learned from **First Nation peoples** that helped them adapt to their new environment (e.g., knowledge about medicine, food, farming, transportation);
- describe the various roles of **male and female settlers** (e.g., farm worker, minister, teacher, merchant, blacksmith, homemaker).

- compare and contrast aspects of daily life for early settler and/or **First Nation children** in Upper Canada and **children in present-day Ontario** (e.g., food, education, work and play);
- compare and contrast aspects of life in early settler and/or First Nation communities in Upper Canada and in their own community today (e.g., services, jobs, schools, stores, use and management of natural resources);

Canada and World Connections

Specific

- compare population density and **diversity** in urban and rural communities;
- compare the characteristics of their community to those of a different community (e.g., with respect to population density, services, recreation, modes of travel to isolated northern **and First Nation communities**);

DRAFT

DRAFT

Grade 4

The Arts

Dance

A1.2 use dance as a language to explore and communicate ideas derived from a variety of literature sources (*e.g., develop dance movements based on actions or emotions depicted in myths, short stories, legends from different cultures, picture books, or poetry*)

Teacher prompts: “What action words from the legend give us clues about the kinds of movements that would help tell the story through dance?” “How could you and your partner use dance to communicate the dilemma in a book such as *The Great Kapok Tree*?” “How would your dance change if you recreated it to reflect the perspective of a different character from the story?”

A3.1 describe, with teacher guidance, how forms and styles of dance reflect people’s different social and political roles in various communities, times, and places (*e.g., court dances in different countries in the 1500s and 1600s reflect the customs of the upper class [kings, queens, and people of the court] while country dances reflect the customs of the common people; carnival dances in Toronto, Brazil, New Orleans, and Cuba reflect various cultural traditions; martial arts disguised as capoeira dance reflects a response to oppression*)

A3.2 identify and describe the different roles of dance in their lives and in communities around the world (*e.g., to socialize; for entertainment; to communicate and tell stories; to enrich the school experience [through a dance club]; to celebrate a good harvest year; as part of religious ceremonies*)

Teacher prompts: “Based on the video we just saw, tell me one reason why dance is important to Aboriginal communities. Is this similar to why dance is important to you?” “Is it good for our school to have a lunchtime dance club? Why? How does it help us?”

Drama

B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places (*e.g., use role play to explore the hierarchical structure of medieval society; use “inner and outer circle” to examine moments of conflict and power imbalance in group improvisations on a common theme*)

Teacher prompts: “What do you know and what do you imagine about how people in medieval society behaved?” “How will you adjust your gestures and voice while in role to portray the status of a peasant in relation to a baron?”

B2.2 explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others’ drama works (*e.g., characters’ differing points of view can be used to create tension; comic characters and scenes can help relieve tension; thought tracking can give insight into a character*)

Teacher prompts: “Who is the intended audience for this drama? What drama elements were adapted specifically to interest that audience?” “Why do you think the audience responded with laughter at that moment in the drama?”

B3.2 demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts (*e.g., popular contemporary forms such as films or*

television shows and public processions and spectacles; historical forms such as medieval tournaments; oral storytelling by troubadours in earlier times and in contemporary contexts; traveling plays or pageants)

Teacher prompts: “How can drama help us to understand people, times, and places that we have never actually experienced in our own lives?” “What did you learn about medieval society by role-playing peasants, barons, and other community members?”

Music

C1.1 sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods (e.g., perform folk songs with syncopation and traditional songs with a simple harmony part)

Teacher prompts: “What process can you use to sing or play an unfamiliar song from notation?” “What are the differences between the two parts?” “What is the rhythmic relationship between the melody and the accompaniment?”

C3.2 demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities (e.g., medieval musical genres performed by troubadours or minstrels, Indian classical music, music in Islamic cultures, music performed by female musical artists in North American culture, Aboriginal powwow music)

Teacher prompt: “What kinds of songs did medieval troubadours perform? Where did they sing these songs?”

Visual Arts

D2.3 demonstrate awareness of the meaning of signs, symbols, and styles in works of art (e.g., symbols representing luck; fonts typically used in marketing; heraldic symbols; aboriginal totems around the world; Egyptian hieroglyphics)

Teacher prompts: “How many good luck symbols can we list?” “What symbols are used in ‘Good Luck’ greeting cards?” “Why do some fonts attract your attention to products and messages more than other fonts?” “What does this Old English font make you think of?” “Why did knights put symbols on their shields?”

D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made (e.g., wax-resist batik as a national art form in Indonesia; masks used in the celebrations of various cultures; symbols, motifs, and designs on totem poles; radial symmetry in patterns in Islamic art; contemporary and historical oil paintings in an art gallery)

Teacher prompts: “Where do they hold arts and crafts festivals in our community? What new art forms and art ideas did you see there that you’d never seen before?” “Why do people make masks? How were they used in the past and how are they used today?”

FSL

Core French

There are no expectations specifically addressing equity, inclusion or diversity.

French Immersion

Oral Communication

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

Writing

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

Health and Physical Ed.

Living Skills

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: play fairly by maintaining self-control and sharing opportunities to play; Movement Competence: cooperate with group members to develop a creative movement sequence; Healthy Living: explain what they can do, when sending text messages or communicating online, to avoid saying something that they wouldn't say face to face; **identify some of the teachings of First Nation, Métis, or Inuit cultures that can help them strengthen their own relationships***)

Active Living

A1.1 actively participate in a wide variety of program activities (e.g., *lead-up and small-group games, recreational activities, cooperative games, fitness activities, dance activities*), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., *taking the initiative to be involved in the activity, being open to playing different positions and playing in different groups, **respecting others' ideas and opinions**, encouraging others, speaking kindly, maintaining self-control at all times*) [PS, IS]

A1.3 identify factors that motivate participation in physical activity every day at school, at home, or in their communities (e.g., *enjoyment; availability of programs; proximity and accessibility of facilities such as community centres, lakes, or nature trails; availability of bike racks; support of family and peer group; **cultural relevance of activities***) [CT]

Movement Skills

B2.1 demonstrate an understanding of the basic components of physical activities (e.g., *movement skills, game structures, basic 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 two-on-two soccer, beach-ball volleyball, and small-group keep-away; recreational activities such as scooter-board activities, hula hoop challenges, and throwing and catching a disc; cooperative games, such as keep-it-up, team monster walk, and group juggling; fitness activities such as circuits, running, and flexibility exercises; **dance activities such as creative movement, folk dance, and First Nation, Métis, and Inuit dances***) [IS, CT]

Healthy Eating

C2.1 analyse personal food selections through self-monitoring over time, using the criteria in Canada's Food Guide (*e.g., food groups, portion size, serving size*), and develop a simple healthy-eating goal appropriate to their age and activity level (*e.g., eat breakfast every day; include at least one fruit or vegetable at each meal and snack; help with food shopping and meal preparation at home; plan a meal using the First Nation, Inuit, and Métis food guide*) [CT]

C2.3 demonstrate the ability to make and support healthy, informed choices about smoking, using their understanding of factors that affect decisions about smoking and a variety of personal and interpersonal skills and thinking processes (*e.g., applying decision-making, assertiveness, and refusal skills; thinking in advance about values and personal choices; identifying the pros and cons of both making a change and not making a change; being aware of peer pressure; avoiding situations where people will be smoking; using conversational strategies, such as saying no strongly and clearly, giving reasons, changing the topic, making a joke, asking a question*) [CT]

Teacher prompt: "How is tobacco used traditionally in First Nation and Métis societies? What is the difference between the spiritual or sacred use of tobacco in First Nation and Métis culture and the commercial use of tobacco?"

Language

Oral Communication

1.8 identify the point of view presented in oral texts and ask questions about possible bias (*e.g., identify the use of words and/or phrases that signal generalizations or stereotypes about gender, culture, ability, or age*)

Teacher prompts: "Whose point of view is presented in this poem?" "Whose point of view is excluded?" "Does this reflect the way the world is today?" "How might this text be different if another point of view were presented?"

2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience (*e.g., use evaluative terms to clarify opinions and for emphasis; use descriptive words to give specificity and detail to personal anecdotes; use humour or emotive language to engage the audience's interest or sympathy*)

2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning (*e.g., adjust the pace of speaking for effect and to hold the listener's attention*)

2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (*e.g., use body language, such as moving closer, leaning forward, nodding or shaking their head for emphasis, to connect with their audience*)

Reading

1.1 read a variety of texts from diverse cultures, including literary texts (*e.g., myths, plays, short stories, chapter books, letters, diaries, poetry*), graphic texts (*e.g., graphic novels, diagrams, brochures, graphs and graphic organizers, charts and tables, maps*), and informational texts (*e.g.,*

textbooks, non-fiction books on a range of topics, print and online newspaper and magazine articles or reviews, print and online encyclopedias and atlases, electronic texts such as e-mails or zines)

1.9 identify the **point of view** presented in a text, citing supporting evidence from the text, and suggest some **possible alternative perspectives** (*e.g., identify words or phrases that reveal the point of view presented; write a letter or use role play to present the perspective of a character whose voice is not heard in the text*)

Teacher prompt: “Whose voice/opinion is missing from this text? Why do you think it has been left out of the text? What words might you give to this missing voice?”

Writing

2.5 identify **their point of view and other possible points of view** on the topic, and determine whether their information sufficiently supports their own view

Teacher prompt: “Have you included enough details that support your point of view? What facts or details that you have left out would challenge your point of view?”

Media Literacy

1.1 identify the purpose and audience for a variety of media texts (*e.g., this print advertisement is designed to interest children in taking karate lessons; this website is designed to provide information to fans about a favourite singer; this CD cover is designed to attract classical music fans/pop fans/rap fans*)

Teacher prompt: “Why do you think this text was created? What age, gender, cultural group is it aimed at? How do you know?”

1.5 identify **whose point of view is presented or reflected in a media text**, citing supporting evidence from the text, and suggest **how the text might change if a different point of view were used** (*e.g., explain how the point of view reflected in an advertisement is conveyed and describe how the advertisement might change to reflect the point of view of a different audience; describe how a TV show might change if it were told from the point of view of a different character*)

Teacher prompts: “What kinds of images would you use in this advertisement for a children’s breakfast cereal if you wanted parents to buy the cereal?” “From whose point of view is your favourite television show presented?”

Math

Data Management

– collect data by conducting a survey (e.g., “Choose your favourite meal from the following list: breakfast, lunch, dinner, other.”) or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements;

Native Language

Oral Communication, reading and Writing

OE - demonstrate an appreciation and understanding of aspects of the **Native culture** under study.

Grammar, Language Conventions, and Vocabulary

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.

Science

Understanding Life Systems - Habitats And Communities

They will also investigate factors that alter various habitats and communities, including those factors that occur naturally and those that result from human action. Care must be taken to ensure that all students, **including students with special education needs**, have comparable opportunities to explore the natural world.

When assessing human impacts on habitats and communities, students must be given opportunities to consider human actions from a variety of viewpoints: for example, from the perspective of the developer who wants **to build low-cost housing on** a woodlot, people who are concerned about the destruction of a natural habitat, families who will benefit **from affordable housing**, and people in the community who have used the woodlot carefully for leisure activities.

Thoughtful consideration of various **viewpoints**, as well as the scientific evidence of the environmental costs and risks, will enable students not only to look for ways in which people might come to agreement on how to minimize the negative impacts of their actions, but also to make more informed decisions about personal choices.

1.1 analyse the positive and negative impacts of human interactions with natural habitats and communities (*e.g., human dependence on natural materials*), taking **different perspectives** into account (*e.g., the perspectives of a housing developer, a family in need of housing, an ecologist*), and evaluate ways of minimizing the negative impacts **Sample issues:** (a) Humans depend on natural habitats and communities for many things, including food, building materials, clothing, and medicine. Natural habitats also help to purify our air and water. In spite of this dependency, however, we are destroying some of the habitats and communities that we depend on. How can we continue to draw benefits from the natural environment and still ensure that it is there to benefit future generations? (b) Urban development provides housing for an expanding population, but it also destroys natural habitats, causing some species to die off locally or go elsewhere and enabling other species to multiply rapidly. When scarce farmland is used for development, we lose family farms and a way of life, as well as local sources of fresh food and important open spaces. To lessen such impacts, we need to think of alternative ways of meeting our needs. Some cities work with developers to conserve green spaces. Others are starting to concentrate expansion within their existing boundaries

instead of spreading beyond them. How development affecting natural habitats in your community, and what is being done to protect them?

1.2 identify reasons for the depletion or extinction of a plant or animal species (*e.g., hunting, disease, invasive species, changes in or destruction of its habitat*), evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening

Understanding Structures And Mechanisms Pulleys And Gears

Pulleys and gears are so much a part of daily life that it would be easy to overlook their impact. As students learn about the mechanics of these simple machines, consideration should also be given to how different groups might view these devices. A physically challenged person who gains some freedom and independence by using elevators, for example, may have a different perspective from the person who is able to use stairs. When students consider issues from perspectives other than their own, they begin to see how biases develop and, in turn, learn to form their own opinions on relevant issues.

1.1 assess the impact of pulley systems and gear systems on daily life

Sample issues: Elevators and other lifting devices use pulley and gear systems; they allow people with physical challenges to have equal access to all floors of a building. Bicycles use gears; they provide us with transportation and exercise. Snowmobiles, VCRs, and joysticks use pulleys and/or gears; they provide us with leisure activities. Clothes dryers and clotheslines, sewing machines, and windshield wipers on cars and trucks use pulleys and/or gears. However, many of these mechanisms require power to operate.

1.2 assess the environmental impact of using machines with pulleys and gears, taking different perspectives into account (*e.g., the perspectives of a car driver or cyclist, someone who is physically challenged, the owner of a multifloor building*), and suggest ways to minimize negative impacts and maximize positive impacts

Understanding Matter And Energy Light And Sound

When gathering information to make informed choices, students must be encouraged to look beyond their own place in the world and consider the opinions and feelings of others. As they study innovations related to light and sound, students should consider, for example, how their use of personal music players affects those around them. By considering the feelings and wellbeing of others, students will begin to make personal choices that are fair and equitable.

1.1 assess the impacts on society and the environment of light and/or sound energy produced by different technologies, taking different perspectives into account (*e.g., the perspectives of someone who has to walk on the street late at night, a cottage owner, a person who is hearing impaired, manufacturers of and merchants who sell MP3 players*)

Sample issues: (a) Streetlights increase visibility and make areas safer for people to move about in the city at night. However, they use large amounts of electrical energy and contribute to light pollution that obscures the features of the night sky. Also, birds may be disoriented by lights from tall

buildings and may be killed when they hit the buildings. (b) Items like gasoline-powered lawn mowers and leaf blowers make work easier, and items like jet skis provide enjoyment to the user. However, these technologies also create noise pollution. (c) Advances in electronic technology have allowed us to develop hearing aids for people who might never have been able to hear well without them. However, these same advances have allowed us to create powerful sound systems and devices like personal music players that can be played at volume levels that annoy others and are potentially damaging to human hearing.

3.8 identify devices that make use of the properties of light and sound (e.g., a telescope, a microscope, and a motion detector make use of the properties of light; a microphone, a hearing aid, and a telephone handset make use of the properties of sound)

Understanding Earth And Space Systems Rocks And Minerals

Because rocks and minerals are such an integral part of our lives, it may be hard for students in Grade 4 to see the issues clearly. It would be very easy for their viewpoint to be skewed as they come to realize the impacts associated with just one person's yearly use of these natural resources (including impacts from mining, manufacturing, use, and disposal). Therefore, it is critical that they be given opportunities to look at the issues from the standpoint of all stakeholders: mining companies, communities where the mines are located, manufacturers, those who are dependent on the natural environment, and people who benefit from the use of the products – the students and their families. In communities where mining or related manufacturing processes provide the livelihood for parents of many students, teachers must be sensitive to the feelings of all students when discussing the costs and benefits of using everyday objects and products made from rocks and minerals.

1.2 analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account (e.g., the perspectives of mine owners, the families of the miners, Aboriginal communities, the refinery workers, manufacturers of items who need the refined rocks and minerals to make their products, residents who live in communities located near refineries and manufacturing facilities and who are concerned about the environment)

Social Studies

Canada and World Connections

Overall Expectations

- identify, analyse, and describe economic and cultural relationships that link communities and regions within Ontario and across Canada.

Specific

– identify and describe types of communities in each physical region of Ontario (e.g., tourist, manufacturing, and agricultural communities in the St. Lawrence lowlands; First Nation communities in the Hudson Bay lowlands; forestry and mining communities in the Canadian Shield region);

- describe a variety of exchanges that occur among the communities and regions of Ontario (e.g., fruit from the Niagara Peninsula, nickel from Sudbury, vehicles from Oshawa, wild rice from Kenora, **cranberries from Wahta First Nation**) and among the provinces and territories (e.g., potatoes from Prince Edward Island, fish from British Columbia, grain from Saskatchewan, **Inuit artwork from Nunavut**);

– relate the physical environment to economic and **cultural activities** in the various provinces and territories (e.g., mountains/ skiing/British Columbia; the Grand Banks/ fishing/Newfoundland and Labrador; beaches/tourism/Prince Edward Island; temperate climate and fertile soil/orchards/ southern Ontario).

– describe how technology (e.g., in communications, transportation) affects the **lives of people in** an isolated community in Canada (e.g., the impact of snowmobiles on hunting in the Arctic; the effects of satellite television and the Internet on schoolchildren; the effect of air transport on the availability of products).

DRAFT

Grade 5

The Arts

Dance

A1.1 translate into movement sequences a variety of images and ideas from other classroom subjects, including the arts (*e.g., portray the character of a young, boisterous child from a drama by using a variety of levels, quick movements, and indirect pathways in dance; develop movement phrases based on an image from a history textbook, a newspaper article, an Aboriginal story, or a painting in visual arts class*)

Teacher prompt: “With a partner or in a group, represent this piece of Henry Moore sculpture, first using only your body, then using a piece of cloth as a prop.”

A3.1 describe, with teacher guidance, dance forms and styles that reflect the beliefs and traditions of diverse communities, times, and places (*e.g., choral dance was used to honour the god Dionysus, who was revered in ancient Greece; ballet developed to entertain the aristocracy in European courts; group and partner dances – such as the swing and the salsa – reflect various types of social interaction; dance has a symbolic celebratory role in African-American wedding rituals*)

Teacher prompt: “What are some examples of dance that are associated with special events in your family? Do you know if they are connected to beliefs and traditions in your family or community? How could you find out?”

A3.2 identify and describe some of the ways in which dance influences popular culture (*e.g., the influence of hip hop dance on people’s mannerisms and behaviour, or on fashion, magazines, and music videos*)

Teacher prompt: “How has dance influenced the music in your favourite videos?”

Drama

B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places (*e.g., interview story characters who represent opposing views on an issue; use role play to explore social issues related to topics such as the environment, immigration, bullying, treaties, the rights and responsibilities of the child*)

Teacher prompts: “What strategies can you use in role to give a fair hearing to different sides on this issue?” “What drama strategy or convention can your group use to present solutions to the audience for your environmental issue?”

B3.1 describe forms of process drama, theatre, storytelling, and visual representation from diverse communities around the world, and explain how they may reflect some beliefs and traditions of their communities (*e.g., identify contexts in which the spoken word is a form of drama; describe historical and/or contemporary examples of forms from African, Asian, and/or Central or South American societies; identify examples of forms that reflect alternative viewpoints within communities*)

Teacher prompts: “What does this story (play, festival, visual representation) tell us about the family and community structures of its society of origin?” “What does our response to this drama tell us about ourselves?” “How does studying drama from around the world help us understand ourselves and others?” “How are life lessons communicated through these drama traditions?”

Music

C1.1 sing and/or play, in tune, from musical notation, unison and two-part music with accompaniments, from a wide **variety of cultures**, styles, and historical periods (*e.g., perform a recorder duet that has a variety of rhythmic and melodic patterns*)

Teacher prompts: “What are some of the challenges when playing in two parts? Brainstorm some strategies to meet these challenges.” “What similarities and differences are there between the melodies and rhythms of the two parts you are going to perform?”

C3.1 identify and describe some of the key influences of music within **contemporary culture** (*e.g., describe the use of music in film and advertising; identify effects of musical trends on young people’s musical tastes; describe examples of fusion in different musical styles and genres*)

Teacher prompt: “I’m going to play a musical excerpt from a movie or television show. While it is playing, imagine what kind of action would take place, what the setting is, who the characters are, and what dialogue would occur while this music is played in the background.”

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 **Aboriginal cultures**, and at various times around the world in ceremonial and celebratory music*)

Teacher prompts: “How was the drum used in early civilizations? Was its use similar to or different from its usage now?” “Why is the drum used in so many cultures?” “How is the drum used now in various African countries?”

Visual Arts

D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others’ points of view (*e.g., a painting based on a photo montage about **children’s rights and responsibilities**; a coloured line drawing of an underwater setting or the view from an airplane that addresses environmental awareness by showing the interconnectedness of ecosystems; a painting of someone in a particular situation in which empathy for him or her is created through characterization*)

Teacher prompts: “How can you use size and shape in your painting to express your feelings or point of view about the importance of the different images in your montage?” “How does our impression of the world change when we look at it from a bird’s-eye view rather than a worm’s-eye view? How can you use a particular point of view in your painting (not necessarily these) to create a particular impression?”

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 glueline relief print process to illustrate the beginning, middle, and end of a story; a poster that presents solutions to **stereotyping, bias, or bullying**, using angle of view; a graffiti-style mural that addresses a community issue, using convex shapes that lead the eye with implied lines*)

Teacher prompts: “How did you use asymmetrical geometric shapes to simplify the text and image? How did the use of proportion and scale change your message when your poster had faces that were larger than life?” “Which elements and principles of design did you use to focus and simplify the text and image in the mural? How did you use gradations of value to create the illusion of depth in your designs?”

D2.3 demonstrate an understanding of how to read and interpret signs, symbols, and style in art works (e.g., *Carl Ray’s paintings use symbols in the Woodland style of Aboriginal art to tell a story; Picasso’s cubist portraits use stylistic features from African masks; a tiger is used in Asian art to signify bravery*)

Teacher prompts: “Why are creatures such as the thunderbird or eagle associated with the idea of power and privilege in some art works?” “In what ways are some of Picasso’s art works inspired by African masks?” “How do Group of Seven paintings show the influence of a variety of modernist styles (Impressionism, post-Impressionism, and art nouveau)?”

D3.2 demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places (e.g., *the use of contemporary Aboriginal art to support cultural revitalization; the use of images on ancient Greek vases to reflect narratives of daily life, legends, and war; the relationship between public art and its location; exhibitions of the art of local artists in local festivals; displays and exhibitions of art works in galleries and museums*)

Teacher prompts: “How does the work of Baffin Island printmakers reflect ways in which Inuit life has changed over time and how they preserve stories?” “How is art a reflection of personal, local, or cultural identity?” “Whose voices or beliefs are not represented in this exhibition?” “How can community groups advocate for the arts?”

FSL

CORE French

Oral Communication

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

French Immersion

Oral Communication

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

Writing

- 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

Health and Physical Ed.

Living Skills

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***

Active Living

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]

Healthy Living

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)

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

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]

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]

Language

Oral Communication

1.8 identify the point of view presented in oral texts and ask questions **to identify missing or possible alternative points of view** (e.g., use drama or role play to explore the perspective of the minor characters in a play; respond to a speaker who expresses an alternative point of view on an issue; ask a variety of people for their views about a topic)

Teacher prompts: “How would the content of this text change if it were presented from a different point of view?” “How would the language the author uses need to change to reflect a different point of view?” “What other voices do you think should be heard on this topic?” “Is the text fair?”

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*)

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*)

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*)

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*)

Reading

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*)

1.9 identify the *point of view* presented in texts, ask questions to identify missing or possible *alternative points of view, and suggest some possible alternative perspectives* (*e.g., ask why the perspective of certain characters in a story is not presented and include some missing voices in a dramatization of a text; with a partner, role-play an interview with a person who represents one of the missing voices*)

Teacher prompts: “Whose point of view is fully explored? Why?” “Do you see any evidence of stereotyping in this text?”

Writing

2.5 identify their point of view and *other possible points of view*, and determine, when appropriate, if their own view is balanced and supported by evidence

Teacher prompt: “Identify a point of view other than your own and list the arguments that would support it. Have you included evidence in your work that would answer these arguments?”

Media Literacy

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)

1.4 explain why different audiences might respond differently to the same media text (e.g., identify some different responses to their favourite music and suggest reasons for the differences)

Teacher prompts: “What do you think of this media text? Who might agree or disagree with your opinion?” “How does gender/age/culture seem to influence people’s choices? Give examples.”

1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate, suggest how a more balanced view might be represented (e.g., this documentary about various athletes does not include athletes who have physical disabilities; another character could be included to represent their experience)

Teacher prompt: “Whose point of view is missing in this media text? How could the text be changed to include that point of view?”

Math

Data Management

– 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;

Native Language

Oral Communication, reading and Writing

OE - demonstrate an appreciation and understanding of aspects of the Native culture under study.

Grammar, Language Conventions, and Vocabulary

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.

Science

Understanding Life Systems Human Organ Systems

When faced with choices that may have long-term consequences for their health, students need to have skills and attitudes that will help them make reasoned, informed decisions. They need to consider issues from many perspectives and to look for bias in the information they receive. Is it really the latest style of running shoe that makes a person a better runner or basketball player, or is it the physical health, dedication, and determination of the player? Does the latest fad diet really work? What other side effects might it have that could be less desirable? As students learn to look at things

from different points of view and not just accept them at face value, they will become more skilled at making good and thoughtful decisions.

1.2 evaluate the effects, both beneficial and harmful, of various technologies on human body systems, taking different perspectives into account (*e.g., the perspectives of the developers of the technologies, advertisers, children and young people, parents*)

Sample issue: Industrial technology (e.g., manufacturing and communication processes) has both helped and harmed human health. For example, new running shoe designs provide better body protection, but manufacturing them may involve social (e.g., unsafe working conditions, child labour) and environmental costs and marketing them increases social pressure to wear the latest shoes. Indoor and outdoor video technology can bring us messages that promote healthy living (e.g., the importance of drinking milk or getting lots of exercise), but it can also bring messages that encourage unhealthy choices (e.g., that drinking alcohol is “cool”; that driving fast is fun), and it exposes people to constant bombardment with sound and light.

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

Understanding Structures And Mechanisms Forces Acting On Structures And MECHANISMS

1.2 evaluate the impact of society and the environment on structures and mechanisms, taking different perspectives into account (*e.g., the perspectives of golfers, local bird-watching groups, families, a school board*), and suggest ways in which structures and mechanisms can be modified to best achieve social and environmental objectives

Sample issues: (a) The local golf course wants to expand into an area where bald eagles are known to winter. (b) People in the Far North have to construct buildings on ground that is permanently frozen just below the surface. If their buildings have normal foundations, the heat loss from them would melt the frozen ground and unsettle the structure.

Understanding Matter And Energy Properties Of And Changes In Matter

As governments deal with ongoing concerns about growing landfill sites, problems with waste disposal, and the potential of recycling processes, it is often our students who are our best environmental stewards. The habits of mind, attitudes, and values they form now will remain with them throughout their adult lives. Therefore, we need to ensure that they learn to form their own opinions after they have fully explored the issues. This means looking at issues such as recycling not only from the perspective of recycling plant operators but also from that of providers of raw materials, manufacturers, people concerned about the environment, and consumers. By helping students get a balanced view of the issues, we help them to consider the values and perspectives of others.

1.2 assess the social and environmental impact of using processes that rely on chemical changes to produce consumer products, taking different perspectives into account (*e.g., the perspectives of food manufacturers, consumers, landfill operators, people concerned about the environment*), and make a case for maintaining the current level of use of the product or for reducing it

Sample issues: The use of chemical preservatives makes foods last longer, but the preservatives may have an impact on human health. Recycling paper, cardboard, plastics, and organics can keep materials out of landfills for a longer period of time, but the processes involved may have their own impacts.

Understanding Earth And Space Systems Conservation Of Energy And Resources

Never has it been more important for our students to be creative and critical thinkers. More than ever, they need to know how to understand situations and to respond to them in new ways. They need to be able to recognize the choices made by others, while being able to question the ideas behind the choices. They need to be able to think critically, to see things from **many different perspectives**, and to use all of the information available to make informed and reasoned personal choices about energy use and conservation.

1.1 analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts (*e.g., turning off the faucet while brushing teeth or washing and rinsing dishes conserves water; reusing or recycling products, or using fewer products, conserves natural resources and energy*)

Sample issue: Natural gas is a clean, reliable, and safe fuel for heating our homes, but it is non-renewable and its use contributes to climate change (although not as much as other fossil fuels). Alternative forms of energy such as solar energy or wind energy do not deplete natural resources or contribute to climate change, but they may have other drawbacks (such as **being more expensive** and less reliable).

Social Studies

Canada and World Connections

Specific

- describe the rights of groups and individuals and the responsibilities of citizenship in Canada, including participation in the electoral process and the granting of voting rights to various groups (e.g., **women**, **First Nation peoples**);
- identify responsibilities that accompany particular rights (e.g., the right to vote / the responsibility to become informed; the right of freedom of speech / the responsibility to respect the **free speech** rights of others; the right to freedom from discrimination and harassment / the responsibility to treat people with **fairness and respect**);
- describe the basic rights that are specified in the Canadian Charter of Rights and Freedoms;
- describe the process by which **immigrants** become Canadian citizens (e.g., applying; residing in Canada for three years; learning English or French; preparing for and writing the test; participating in the citizenship ceremony);
- describe some civic ceremonies and celebrations, and explain what they mean or commemorate (e.g., citizenship and reaffirmation ceremonies, the changing of the guard, the opening of Parliament, public events for International Day for the **Elimination of Racism**, **Aboriginal Solidarity Day**, Canada Day celebrations, Remembrance Day services).

- identify the relevance to their own lives of individual and group rights (e.g., language rights, equality rights);
- model activities and processes of responsible citizenship (e.g., re-enact or model a citizenship ceremony; engage in democratic class meetings; hold a mock election; create a series of diary entries that a new Canadian might have written throughout the immigration and citizenship process; plan and participate in a heritage-day event).

DRAFT

Grade 6

The Arts

Dance

A3.1 describe, with teacher guidance, types of dances used among Aboriginal peoples in the past and the present that express aspects of their cultural identity (*e.g., dances to express prayers and/or gratitude; initiation dances to mark rites of passage; shamans' dances to assist in physical or spiritual healing; contemporary powwow dances for cultural affirmation and/or revitalization*)

Teacher prompt: “How would you describe the regalia and dance styles of powwow dances? How do these features help express the cultural identity and heritage of the dancers?”

A3.2 identify and describe ways in which pop culture and the media influence our awareness, understanding, and appreciation of dance (*e.g., by making us aware of different kinds of dance and diverse uses of dance in society; by providing male role models in dance and helping us view dance as a way to have a healthy, active lifestyle*)

Teacher prompts: “Do you watch popular TV shows about dance? What influence do these dance shows have on you?” “What are some of the barriers and issues around popular competitive dance shows?”

Drama

B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places (*e.g., adapt roles and develop improvised scenes based on human rights issues and/or environmental issues such as species extinction; dramatize opinions about cultural appropriation; role-play historical characters; prepare a presentation about peace for Remembrance Day; use choral speaking and role playing to interpret poetry*)

Teacher prompts: “What do you hope to learn about this character through role playing?” “What is the theme of our drama?” “How could you use the drama conventions of hot seating or voices in the head or thought tracking to develop a deeper understanding of a character’s intentions and motivations?”

B1.3 plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role (*e.g., In role: conduct a “hot seat” interview with the protagonist or antagonist; Out of role: make suggestions and introduce new ideas when planning a drama presentation*)

Teacher prompts: **Out of role:** “What questions might you ask when you go back into role to help us understand the emotions and motivations the character has at this key moment?” **In role:** “Why do you feel this way? What do you really want to see happen?”

B3.1 demonstrate an understanding of some drama and theatre themes and traditions from a variety of times, communities, and places (*e.g., Aboriginal communities: storytelling forms – the Seven Grandfather teachings, Haida tales, Medicine Wheel stories; theatre forms – Red Sky Performance Theatre, De-ba-jeh-mu-jig Theatre*)

Teacher prompt: “Different communities have different versions of this shared story. What elements are the same in many versions? What elements are different? How might we explain some of the similarities and differences?”

B3.2 identify and describe key contributions drama and theatre make to the community (*e.g., provide opportunities for self-expression and creativity to both amateurs and professionals; provide employment for a wide variety of workers; encourage tourism; promote strengthening and healing in Aboriginal communities*)

Teacher prompts: “What careers related to theatre do not involve acting?” “In what ways can drama and theatre help build community?”

Music

C1.1 sing and/or play, in tune, from musical notation, unison music and music in two or more parts from a wide variety of cultures, styles, and historical periods (*e.g., perform three- and four-part rounds by Canadian choral composers; perform pieces for Orff ensemble using recorder and pitched and non-pitched percussion; perform pieces, using technology to provide the accompaniment*)

Teacher prompts: “What are some ways we can use body percussion to create a four-part round?” “What would be an effective ostinato to support your melody?”

C3.1 identify and describe ways in which awareness or appreciation of music is affected by culture and the media (*e.g., people attend concerts of music that they know and like or have found out about through the media; people can be influenced to buy products that are advertised with music that they relate to*)

Teacher prompts: “What style of music – for example orchestral, jazz, pop, rock, funk, rap, or hip hop – would you use to advertise a new video game? Why?” “Explain the appeal of using rap music to address issues of oppression and identity among Aboriginal youth.”

C3.2 compare some aspects of the music of one culture and/or historical period with aspects of the music of another culture and/or historical period (*e.g., compare selected characteristics of music from the baroque and classical periods, using a Venn diagram; write a review of music from another society, comparing the music of that society with the music with which they are familiar*)

Teacher prompts: “In what ways is popular music from other cultures different from or similar to North American popular music?” “Which elements of music seem to be common in all cultures?”

Visual Arts

D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view (*e.g., art work inspired by the motifs in other art forms [dance, music] or by hopes and dreams; a mixed-media piece or one-minute video “short” about adaptation and survival; a still-life painting that offers a social commentary on fast-food packaging*)

Teacher prompts: “How does the music make you feel? Now, close your eyes and try to see the music. How does what you hear, feel, and see (e.g., an abstract painting by Wassily Kandinsky) influence what you create?” “How will you convey the movement of the dancer in your sculpture?” “How will you edit the text and images in your art work to capture the viewer’s attention and convey your ideas?” “How can you compose your image to represent a particular point of view?”

D2.3 demonstrate an understanding of how to read and interpret signs, symbols, and style in art works (*e.g., symbolism for sending messages and telling stories in Egyptian hieroglyphs, Agawa rock paintings, or graffiti art; symbols on currency or in advertisements that have specific national*

or other connotations; meanings associated with colour in different cultures [white dresses symbolize purity in Western culture but mourning and death in some Asian cultures])

Teacher prompts: “What are some of the feelings and ideas associated with Canadian symbols (e.g., maple leaf, beaver), and what are some of the things that they say about us as a nation?” “What assumptions do you make about a product when its advertisement shows a man and woman holding hands? How can designers change the image to manipulate those assumptions?”

D3.1 identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places (*e.g., art can represent ways in which people view their personal identity; contemporary Aboriginal artists use their artistic traditions to comment on identity, society, and the world; art can be a record of human experience; differences in style among different artists can be associated with a specific reason, intent, or motivation*)

Teacher prompts: “How do contemporary artists use the influences of various global and/or historical art forms to explore ideas and themes that have personal relevance?” “How does Jane Ash Poitras’ combining of autobiographical elements, traditional Cree iconography, text, photographs, newspaper clippings, and painted elements address ideas about identity and acculturation?” “Describe some of the differences and similarities between the depictions of men and the depictions of women in historical and contemporary art works.”

FSL

CORE French

Oral Communication

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

French Immersion

Oral Communication

– demonstrate an understanding of a variety of spoken texts and media works (e.g., excerpts of recorded readings, radio and television commercials, radio broadcasts) (e.g., by asking questions, clarifying meaning, restating the main ideas, expressing a point of view);

– listen and respond to the viewpoints of others in group discussions on a specific topic (e.g., by asking relevant questions, offering opinions and interpretations, summarizing views expressed);

Writing

– communicate ideas, opinions, and facts for specific purposes (e.g., to provide information, explain a point of view);

Health and Physical Ed.

Living Skills

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: describe the steps that should be taken when responding to minor injuries; Movement Competence: plan a variety of offensive and defensive tactics that could be used in different situations in striking/fielding games; Healthy Living: describe what can be done to challenge stereotypes and assumptions, and to encourage respect for and acceptance of differences and inclusion of all people in social activities*)

Movement Skills (page 156)

B2.1 demonstrate an understanding of the basic components of physical activities (e.g., *movement skills, game structures, basic 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 four-on-four rubber-chicken keep-away, basketball shooting games, and two-base softball; recreational activities such as mini-triathlons, hiking, skipping rope, and cooperative games; fitness activities such as t'ai chi, activities with exercise bands and exercise balls, and personal fitness challenges; dance activities such as cultural dance, jazz, and creative movement*) [IS, CT]

Healthy Living (page 160)

C2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices (e.g., *allergies and sensitivities, likes and dislikes, dental health, food availability, media influences, cultural influences, influence of family and friends, school food and beverage policies, environmental impact, cost*) to develop personal guidelines for healthier eating [CT]

C2.4 use decision-making strategies and skills and an understanding of factors influencing drug use (e.g., *personal values, peer pressure, media influences, curiosity, legal restrictions, cultural teachings*) to make safe personal choices about the use of drugs such as alcohol, tobacco and cannabis.

Language

Oral Communication

1.8 identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives (e.g., *ask questions about the values that are stated and implied by the perspective taken and those that are ignored; use role play or drama to express alternative views*)

Teacher prompts: “Whose point of view is being explored in this text?” “Whose voice do we not hear? Is this fair?”

2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to

communicate their meaning accurately and engage the interest of their intended audience (*e.g., use similes, personification, and comparative adjectives and adverbs to achieve a desired effect*)

2.5 identify a range of 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., create different-sounding “voices” for the characters in a dramatization of a story*)

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., count off on their fingers as they present each point in an argument*)

Reading

1.1 read a wide **variety of texts from diverse cultures**, including literary texts (*e.g., short stories, poetry, myths, legends, fantasies, novels, plays*), graphic texts (*e.g., graphic novels, advertisements, atlases, graphic organizers, charts and tables*), and informational texts (*e.g., biographies, textbooks, and other non-fiction materials; articles and reports; print and online editorials, various electronic texts, webquest texts*)

1.9 identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some **other possible perspectives** (*e.g., ask questions to identify any biases that are stated or implied in the view presented*)

Teacher prompts: “Who would be most likely to share this point of view? Who would not?” “How would you revise the text to appeal to a different or a wider audience?” “Why do you think stereotypes are used in certain texts?”

Writing

1.4 sort and classify information for their writing in a variety of ways that allow them to view information from **different perspectives** and make connections between ideas (*e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a fishbone chart, a T-chart, or an “Agree/Disagree” chart*)

2.5 identify their point of view and other **possible points of view**; determine, when appropriate, **if their own view is balanced** and supported by the evidence; and adjust their thinking and expression if appropriate (*e.g., revise writing focusing on the use of inclusive language, such as police officer instead of policeman*)

Media Literacy

1.4 explain why different audiences (*e.g., boys, girls, adults, seniors, various cultural groups*) might have different responses to media texts (*e.g., movies, songs, websites, video games, items of clothing*)

Teacher prompts: “Why might many teenagers respond differently from their parents to an election debate?” “Who do you think would be the most likely audience for a car magazine? An advertisement for a retirement residence? An investment brochure? An action-oriented video game? A fashion magazine? A television science special? A quiz show? Action figures? Explain your answers.”

1.5 identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen view achieves a particular goal (e.g., identify biases in two different media texts that focus on the same topic or event; evaluate the portrayal of Aboriginal people in the media)

Teacher prompts: “What bias or stereotypes can you detect in this advertisement? Can you think of reasons why this view of the subject is used? What does this advertisement achieve?” “Are there different portrayals of Aboriginal people in the media? How are they different? Why are they different? Which ones are most accurate?”

Math

Data Management

– collect data by conducting a survey (e.g., use an Internet survey tool) or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements;

Native Language

Oral Communication, reading and Writing

OE - demonstrate an appreciation and understanding of aspects of the Native culture under study.

Oral Communication

- demonstrate an understanding of spoken language in various situations and contexts (e.g., summarize a Native story told to the class by a Native speaker from the community
- use the pronunciation used by Native speakers in the community participate in oral presentations (e.g., prepare a presentation on a Native tradition or custom).

Reading

- read a variety of simple written texts (e.g., traditional Native stories and legends, short stories by Native authors)

Writing

- demonstrate knowledge and understanding of aspects of the Native culture studied in their writing

Grammar, Language Conventions, and Vocabulary

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.

nouns and pronouns

– gender of nouns (animate and inanimate – Algonquian; masculine, feminine, and neuter – Iroquoian)

Science

Understanding Life Systems Biodiversity

When assessing human impacts on species and ecosystems, especially at a local level, students must be given opportunities to look at a **variety of points of view**. They should consider how and why the perspectives of developers, people concerned about the environment, and residents of the local community might be similar or different. Through thoughtful consideration of various viewpoints and biases, students not only can look for ways in which people might come to agreement on how to minimize the negative impact of their actions, but also will be able to make more informed decisions about their own positions and about action they can take.

1.1 analyse a local issue related to biodiversity (*e.g., the effects of human activities on urban biodiversity, flooding of traditional **Aboriginal hunting and gathering** areas as a result of dam construction*), taking different points of view into consideration (*e.g., the points of view of members of the local community, business owners, people concerned about the environment, mine owners, **local First Nations, Métis, Inuit***), propose action that can be taken to preserve biodiversity, and act on the proposal

Sample issue: A local forest is slated to be cut down to make room for a new shopping plaza.

Sample guiding questions: What are the positive and negative aspects of the issue (e.g., a community will have access to goods and services in the new shopping plaza that were not there before; getting the land for the shopping plaza means losing a local forest)? Who might have differing opinions on this issue? Why? What are some things that you might do as an individual, or that we might do as a class, to make others aware of the issues and concerns (e.g., write a letter to the local newspaper, the mayor, or the Member of Parliament; design and hang awareness posters in the community)?

1.2 assess the benefits that **human societies** derive from biodiversity (*e.g., thousands of products such as food, clothing, medicine, and building materials come from plants and animals*) and the problems that occur when biodiversity is diminished (*e.g., monocultures are more vulnerable to pests and diseases*)

Sample issue: Monoculture systems on farms allow crops to be grown in the soil that is best for them. But monoculture systems reduce diversity, and so more soil and pest problems result. In turn, farmers apply more chemical fertilizers and pesticides, which pollute the land, the water, and the food they are producing.

Understanding Structures And Mechanisms Flight

1.1 assess the benefits and costs of aviation technology for society and the environment, taking different **social and economic perspectives** into account (*e.g., **the perspectives** of farmers, airline workers, doctors, home owners, tour operators*) **Sample issues:** (a) Crop dusting from planes allows the chemicals to spread quickly over large crop areas, which is critical to pest control and crop protection. However, the planes cannot direct the chemicals onto the target crop with precision, so the chemicals spread where they are not wanted. (b) The speed and ease of air travel allow quick transportation of organs for lifesaving transplants, quick transportation of injured patients to hospitals, and trips for business and pleasure. However, air travel also increases the risk of spreading infectious diseases and creates noise and air pollution.

Understanding Matter And Energy Electricity And Electrical Devices

We live in an age when everyone is concerned about how we use electrical energy and how we will continue to meet the demand for it. Students need opportunities to think about how electrical energy can be conserved both at home and at school and about alternative ways of producing energy. They must learn to think critically about the information and ideas they encounter. Throughout their investigations, they should also be encouraged to **examine the opinions of others** and to question those opinions as they form their own opinions and plans of action.

1.1 assess the short- and long-term environmental effects of the different ways in which electricity is generated in Canada (*e.g., hydro, thermal, nuclear, wind, solar*), including the effect of each method on natural resources and living things in the environment

Sample problems: (a) Electricity in Ontario is generated by nuclear plants, hydroelectric plants, coal-fired plants, and natural gas plants, and a small percentage is obtained through alternative energy sources. Choose an electricity-generating plant that supplies electricity in your community, and compare the environmental effects of the generating method it uses with a method used in another part of the province. (b) The James Bay Hydroelectric Project was one of the biggest hydroelectric developments of the past century, but it has also had a serious impact on the environment and the **James Bay Cree people**. Investigate both **sides of this issue**, and suggest how things might be approached differently today.

Understanding Earth And Space Systems Space

1.1 assess the contributions of Canadians (*e.g., astronauts Marc Garneau and **Roberta Bondar**; astronomers Richard Bond, David Levy, and Helen Hogg; Spar Aerospace Limited's development of the Canadarm; the University of British Columbia's development of the "Hubble" space telescope*) to the exploration and scientific understanding of space

1.2 evaluate the social and environmental costs and benefits of space exploration, taking different **points of view** into account (*e.g., the point of view of health care workers and workers in other agencies that compete with space programs for public money; astronauts and their families; the general public; scientists*)

Sample issue: Space exploration has brought many benefits to society. High-quality radio and television signals are now relayed around the globe by satellite. Biological experiments in space, such as the growing of insulin crystals, are contributing to our ability to fight disease. The technology used for space shuttle fuel pumps is now being used to make better artificial hearts. Geographical data obtained by satellites have improved the quality of maps and made navigation safer. But space exploration is also very expensive, involves risks to the lives of astronauts and others, produces pollution, and creates space junk that may eventually fall back to Earth. Are the benefits worth the costs and risks?

Social Studies

Heritage and Citizenship

Overall

- describe characteristics of pre-contact **First Nation cultures** across Canada, including their close relationships with the natural environment; the motivations and attitudes of the European explorers; and the effects of contact on both the receiving and the incoming groups;
- analyse examples of interaction between **First Nation peoples** and European explorers to identify and report on the effects of cooperation and the reasons for disagreements between the two groups.

Specific

- examine various theories about the origins of **First Nation and Inuit** peoples in North America (e.g., that they crossed the Bering land bridge, had always been indigenous to North America, traveled by water from South America);
- describe the attitude to the environment of various **First Nation groups** (e.g., Nisga'a, Mi'kmaq, James Bay Cree) and show how it affected their practices in daily life (e.g., with respect to food, shelter, clothes, transportation);
- compare key social and **cultural characteristics** of **Algonquian and Iroquoian groups** (e.g., language; agriculture and hunting; governance; matriarchal and patriarchal societies; arts; storytelling; trade; recreation; roles of men, women, and children);
- identify the results of contact for both the Europeans and the **First Nation peoples** (e.g., sharing of beliefs, knowledge, and skills; intermarriage; trading alliances and conflicts; impact of European diseases on **First Nation peoples**; impact of fur trade on natural resources such as beaver populations).
- identify and explain differing opinions about the positive and negative effects of early contact between European and **First Nation peoples** (e.g., growth of First Nation peoples' dependency on trade goods; impact of the fur trade on the economy and environment; effect of attempts to convert the Huron Nation to **Christianity**);
- explain how cooperation **between First Nation groups** and early European explorers benefited both groups (e.g., Europeans gained medical knowledge, survival skills, and geographic knowledge from **First Nation peoples**; **First Nation peoples** acquired products of European technology such as cooking pots, metal tools, blankets, and clothing; military alliances helped both groups against a common enemy);
- explain how differences between **First Nation peoples** and early European explorers led to conflicts between the two groups (e.g., lack of common language, differing world views and **spiritual beliefs**, introduction of European diseases, **differing views about property ownership**);
- express their personal viewpoints, based on historical evidence, about the outcomes of early contact between **First Nation peoples** and early European explorers (e.g., report on the origins and challenges of the Métis Nation; use a storyboard to show the events leading to the establishment and destruction of Ste-Marie- Among-the-Hurons; present the results of an Internet search on a specific Hudson's Bay Company or North West Company trading post);
- identify some present-day issues concerning **First Nation peoples** that relate to results of early contact (e.g., the effect of new technologies on First Nation cultures; land claims);

- identify achievements and contributions of Aboriginal people in present-day Canada (e.g., James Bartleman, Jordin Tootoo, Douglas Cardinal, Susan Aglukark).

Canada and World Connections

Specific

- identify some countries with which Canada has links (e.g., in Europe, the Pacific Rim, the Americas, Asia, the Middle East, Africa);
- describe some of the connections Canada shares with the rest of the world (e.g., trade, history, geography, tourism, economic assistance, immigration, indigenous peoples, peacekeeping, media, culture);
- identify some important international organizations/agreements in which Canada participates and describe their purpose (e.g., the United Nations, the World Trade Organization, the North American Free Trade Agreement, the World Health Organization, the North Atlantic Treaty Organization, the Commonwealth of Nations, la Francophonie, the Asia-Pacific Economic Cooperation [APEC] association);
- describe Canada’s participation in international efforts to address current global issues (e.g., peacekeeping, environmental initiatives, world health initiatives, disaster relief, regulation of child labour, human rights violations, acceptance of refugees).

DRAFT

Grade 7

The Arts

The expectations for Grades 7 and 8 focus on the consolidation of students' knowledge, skills, and strategies in the arts and their ability to use the arts independently and effectively to enhance their learning in school and to communicate feelings and ideas about their **multicultural**, multimedia world.

The expectations encourage students to explore issues related to **personal identity** and community concerns as they interact with increasingly complex and/or challenging media; to critically analyse and **evaluate perspectives** in works of dance, drama, music, and visual art; to use inquiry and research skills to extend their interpretive and creative abilities; and to use the arts to explore and comment on topics of relevance that matter in their daily lives. Issues of **social justice** are often highly engaging for students at this age. Exploration and communication of **multiple perspectives and points of view** should be emphasized.

All topics and activities chosen for instruction should invite interaction, inquiry, creative exploration, and critical analysis, and should promote antidiscrimination education. All students, especially young adolescents, need to see themselves in the material they encounter. They need to be able to choose independently to interact with content that has personal relevance in their day-to-day lives, including material that deals with issues related to **fairness, equity, and social justice**.

Dance

A2.1 construct personal interpretations of the messages in their own and others' dance pieces, including messages about issues relevant to their community and/or the world (*e.g., dance pieces on topics such as urban sprawl, land claims, poverty, homophobia, homelessness*), and communicate their responses in a variety of ways (*e.g., through writing, class discussion, oral reports, song, drama, visual art*)

Teacher prompt: "What statement did the dance we just watched make about global warming? Do you agree or disagree with the message the dance conveyed? Why? Was the message effectively conveyed?"

A3.1 describe the evolution of dance and performance as different groups of people have responded to external factors such as migration, a new environment, and/or contact with other groups or **cultures** (*e.g., the evolution of Maritime Acadian folk dances into Louisiana Cajun dances such as fais do do and the Mardi Gras dance Crews; the origins and development of French and Scottish jigs; the evolution of the Métis jig out of imitations of wildlife movements [prairie wild birds] and the intricate footwork of Native dancing and European jigs*)

Teacher prompt: "How did the dances of the Acadians evolve when they were forced to immigrate to Louisiana? What factors influenced this evolution?"

A3.2 identify ways in which dance and its depictions in the media may influence a person's character development and **sense of identity** (*e.g., by influencing young people's sense of themselves and their bodies; by providing dance role models who represent or promote particular lifestyles, values, and attitudes*)

Teacher prompts: "How has the way the media depict dance influenced the way you feel about your own dancing?" "How has dance in the media influenced your body image?" "Are the traditional

dances of your community shown in the media? Do the media depictions give an accurate idea of the dances of your community as you experience them?"

Drama

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities (*e.g., identify significant perspectives related to an issue such as peer pressure, treaty rights, or cultural identity, and assume roles to express the different perspectives; use prepared improvisation to communicate insights about life events and relationships; use thought tracking and symbolic artefacts to present a persona associated with a past historical event*)

Teacher prompt: "What drama conventions (e.g., mime, overheard conversation, a day in the life) could you use to inform the audience about the events leading up to the issue? What roles should be adopted to represent the range of perspectives related to the key themes of our drama (e.g., differing world views of Europeans and Aboriginal people at the time of contact)?"

B3.1 compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places (*e.g., how views of colonist- Aboriginal relationships differ in plays from earlier times versus contemporary plays; how themes of loyalty to family and/or country are treated in comic forms versus serious drama forms*)

Teacher prompt: "How have some theatre productions changed as they are reinterpreted by performers in different times and places? What do you think the changes tell us about the societies that produced them?"

Music

C1.1 sing and/or play, in tune, from musical notation, unison music and music in two or more parts from diverse cultures, styles, and historical periods (*e.g., perform selections from a method book, student compositions, instrumental scores, ensemble repertoire, African drum rhythms, choral repertoire, jazz charts, spirituals, steel band music*)

Teacher prompt: "How long are the phrases in this example? What will you need to do to bring out the phrasing?"

C1.5 demonstrate an understanding of standard and other musical notation through performance and composition (*e.g., read and respond to accidentals, repeat signs, various tempo markings; notate and perform a variety of scales, including the blues scale; explain how some contemporary music, children's songs, or Aboriginal singing, drumming, and dancing are transmitted through oral tradition*)

Teacher prompts: "Why is it important to know how the major scale is constructed when reading and writing music?" "How are contemporary Canadian Aboriginal musicians ensuring that their oral traditions are being preserved?"

C2.2 analyse, using musical terminology, ways in which the elements are used in the music that they perform, listen to, and create (*e.g., compare the use of drums in different social and cultural contexts, such as Asian, Aboriginal, and African communities; listen to a Brazilian folk song or a current popular song, and describe how the use of the various elements affects their response to the music*)

Teacher prompt: "How does the addition of rhythm and melody affect the nature of the lyrics in popular music?"

C3.1 analyse the influences of music and the media on the development of personal and cultural identity (e.g., describe how their personal musical preferences have been formed from listening to music readily available in the media; explain how cultural identity, including a sense of Aboriginal pride for Aboriginal students, can be reinforced by listening to music of their own culture)

Teacher prompts: “What is the influence or role of music in your family life, your school life, and your social life?” “What do you admire about the musical artists who are key influences in your life?” “How does music connect us, divide us, or call us to action?” “What is the most important role of music in your life?”

C3.2 analyse some historical, cultural, and technological influences on style, genre, and innovation in music (e.g., the impact of the invention of the piano or the electric guitar)

Teacher prompt: “How did the development of the piano and other musical instruments affect composers, performers, and audiences?”

Visual Art

D1.1 create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view (e.g., an acrylic painting that uses symbols to represent conflict and resolution; performance art or an installation that portrays both sides of the struggle between humankind and nature; a mixed-media or digital composition of a personal Mandela that shows both unity and opposing forces)

Teacher prompts: “How will your art work convey opposing perspectives on an issue that you have chosen to explore (e.g., consumerism versus sustainability, land development versus conservation, global warming, poverty)?”

“With the symbols you have chosen, how can you show resolution as clearly as you have shown conflict?” “How does your installation communicate the benefits and challenges of environmental stewardship?”

D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey (e.g., compare the mood of two different works by two peers, such as Above the Gravel Pit by Emily Carr and Reflections, Bishop’s Pond by David Milne; categorize a variety of art works on the basis of the themes and issues that are explored by the artists)

Teacher prompts: “What mood do you think is created by the artist in each painting?” “What do you think is the relationship between artistic intent and the expressive work?” “How might others understand this image differently because of differences in age, life experience, culture, or beliefs?” “Why is it important for people to be able to evaluate visual images as a part of daily life?” “How do individual and societal values affect our response to art?”

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., the use of complementary colours for shadow detail in a still life by Cézanne; the use of contrast to emphasize the features in a portrait; Brian Jungen’s use of positive and negative space and the colours in traditional First Nation art works to convey ideas about consumerism and culture in masks that he created out of brand-name running shoes)

Teacher prompts: “Notice how many different colours Cézanne used to paint the pear. Which colour relationship (complementary or analogous) has he used to show the shadow on the pear as blue-green while the highlights are bright yellow?” “How are artistic layout considerations of image and text used in this art work to convey its message?”

D3.1 identify and describe some of the ways in which visual art forms and styles reflect the beliefs and traditions of a variety of cultures and civilizations (*e.g., art works created within a tradition for functional and aesthetic purposes; beliefs reflected in art works by artists working within an artistic movement in the past or present; the purposes of architecture, objects, and images in past and present cultures and the contexts in which they were made, viewed, and valued; art works that challenge, sustain, and reflect society's beliefs and traditions*)

Teacher prompts: “How are the content and medium chosen by an avant-garde artist affected by the time, place, and society in which the work is created?” “Compare the ways in which Impressionist artists and contemporary Cree artists depict nature. How are they different?” “How are the designs of Frank Gehry (a contemporary architect) similar to and different from those of Antoni Gaudí (an art nouveau architect who worked in Spain)?” “How do the arts allow a culture to define its identity and communicate it to others? What cultural influences can you point to in your own art work?”

D3.2 demonstrate an understanding of the function of visual and media arts in various contexts today and in the past, and of their influence on the development of personal and cultural identity (*e.g., the function of traditional and contemporary styles of Aboriginal art in the development of cultural identity and revitalization; the contributions of people in various arts careers to community events, festivals, businesses, galleries, and museums; the significance of the art work of individuals and the arts of cultural groups in local and global contexts*)

Teacher prompts: “How does Carl Beam use juxtaposition of traditional Aboriginal symbols and pop culture images to connect personal memory to larger world issues?” “Describe the roles of visual arts in communities around the world. What is our role in supporting visual arts in our community?” “What role does art have in lifelong learning?” “How do the visual arts and media influence the individual and society?”

FSL

CORE French

Oral Communication

- listen and respond to the viewpoints of others in oral reports and discussions (e.g., by asking relevant questions, offering opinions and interpretations);
- contribute to classroom activities and group discussions by expressing and responding to ideas and opinions clearly and appropriately;

Reading

- explain a character's viewpoint in a story, poem, or play;

Writing

- communicate ideas, opinions, and facts for specific purposes (e.g., to provide information, explain a point of view);

French Immersion

Oral Communication

- listen and respond to the viewpoints of others in oral reports and discussions (e.g., by asking relevant questions, giving personal opinions, and challenging the ideas put forward);
- use effective strategies in developing ideas and addressing problems in group activities (e.g., restate suggestions put forward, ask questions to clarify points of view, negotiate to find a basis for agreement);

Reading

- identify the main ideas in informational materials, explain how the details support the main ideas, and comment on the author’s point of view;

Health and Physical Ed.

Living Skills (page 171)

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: clearly communicate refusal to participate in activities that are unsafe, particularly when peer pressure is involved; Movement Competence: show readiness to receive a pass in a game by moving into position, making eye contact, and holding a hand out to act as a target; when the other team scores in a game of handball, say something supportive, such as “Good try”, to the goalie; Healthy Living: **practice effective responses to someone who directs a homophobic or racial slur to them or to another student***)

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: describe how they can use health-related fitness-assessment information when making action plans for personal fitness; Movement Competence: devise and experiment with different tactical solutions for better results in particular sports and other physical activities; Healthy Living: **explain the connections between body image, mental health, and the risk of substance abuse**; explain the importance of understanding connections between food choices and chronic diseases*)

Active Living (page 172)

A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., *being able to modify games for different purposes; being able to take part in activities that suit their individual abilities and interests; being exposed to a variety of activities, including recreational, team, individual, body management, and dance and fitness activities; feeling comfortable about the activities; **being able to take part in activities that are culturally relevant***), as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments [PS]

A2.2 identify factors that can affect health-related fitness (e.g., *heredity, nutrition, developmental stage, environmental factors, **social and emotional factors, mental health, cultural teachings***), and describe how training principles

Healthy Living (page 182)

C2.2 assess the impact of different types of bullying or harassment (e.g., **intimidation, ostracism, pressure to conform, gang activities**) on themselves and others, and identify ways of preventing or resolving such incidents (e.g., **communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations**) [IS, CT]

Teacher prompt: “What are some of the consequences of using **homophobic put-downs** or **racial slurs**? How can this hurtful behaviour be prevented?”

Student: “Using homophobic or racist language is discriminatory. It hurts the people who are targeted and it can have harmful consequences for the whole atmosphere in the school. Sometimes, people speak without thinking about what they are actually saying and how they are hurting others. To change this behaviour, everyone needs to take responsibility for the words they use and also to challenge others who make discriminatory comments or put people down.”

C3.1 demonstrate an understanding of personal and external factors that affect people’s food choices and eating routines (e.g., **personal: likes and dislikes, busy schedules, food allergies or sensitivities, personal values, cultural practices or teachings; external: family budget, cost of foods, type of food available at home, at school, or in the community**), and identify ways of encouraging healthier eating practices

Language

Oral Communication

2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, **including inclusive and non-discriminatory language**, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience (e.g., **use the technical vocabulary of the subject area during a scientific investigation in a group setting; incorporate literary language and structures into personal anecdotes or imaginative narratives; use emotive language in a persuasive appeal to a large group**)

2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with **sensitivity towards cultural differences** to communicate their meaning (e.g., **use pauses and changes of pace to highlight the introduction of each new point in a speech to the student body**)

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., **lean into a group to make a point; make eye contact with the person to whom the response/question is directed**)

Reading

1.1 read a wide variety of increasingly complex or difficult **texts from diverse cultures**, including literary texts (e.g., **short stories, poetry, novels, mysteries, historical fiction, autobiographies**,

scripts, lyrics), graphic texts (*e.g., graphs and graphic organizers, charts and tables, diagrams, surveys, maps*), and informational texts (*e.g., print and online encyclopedias, manuals, and magazine and newspaper articles; magazines in their first languages, where appropriate; electronic texts, textbooks, and non-fiction materials; a variety of dictionaries, thesauri, and websites*)

1.7 analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader’s reaction (*e.g., narrative: having ordinary characters caught up in an exciting plot makes the story seem more real; debate: the formal, balanced structure encourages the reader to pay equal attention to both sides of the argument*)

Teacher prompts: “What does the author do to engage our sympathy for the main character? Why do you think the author makes us wait to find out what happens to this character?” “Does reading about another point of view make you think about this issue differently?”

1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives (*e.g., determine whether an author’s choice of voices to include seems justified and suggest how the meaning would change if different voices were chosen*)

Writing

2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate

Teacher prompt: “How could you let your audience know you have thought about other points of view?”

Media Literacy

1.4 explain why different audiences (*e.g., with respect to gender, age, nationality, ability/disability, income level*) might have different responses to a variety of media texts (*e.g., messages in chat rooms, television broadcasts of international news stories, music, documentaries, clothing*)

1.5 demonstrate understanding that different media texts reflect different points of view (*e.g., compare pictures of the same character and/or event in media texts aimed at different audiences and identify the different perspectives represented*)

Teacher prompt: “What differences can you identify in the way the character is represented in the different texts? Which representation seems most/ least fair? Why? What explanation can you suggest for the differences in the representations?”

Math

Data Management

– collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject and record observations or measurements; identify bias in data collection methods

(Sample problem: How reliable are your results if you only sample girls to determine the favourite type of book read by students in your grade?).

Native Language

Oral Communication, reading and Writing

OE - demonstrate an appreciation and understanding of aspects of the **Native culture** under study.

Oral Communication

- participate in informal conversations as well as in more formal dialogues (e.g., interview a Native speaker from the community on some local issue);
- give oral presentations on aspects of the Native culture studied (e.g., legends, values, traditions)

Reading

- read a variety of simple written texts (e.g., short stories by Native authors, local newsletter in the Native language);

Writing

- demonstrate knowledge and understanding of aspects of the Native culture studied in their writing

Grammar, Language Conventions, and Vocabulary

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.

nouns and pronouns

- pejorative form of nouns – Algonquian (e.g., *useless shoe, old coat*)

verbs

- various kinds of verbs (animate intransitive, inanimate intransitive, transitive animate, transitive inanimate) in obviative constructions – Algonquian

syntax

- obviative and proximate nouns and pronouns in sentences – Algonquian (e.g., *Peter talked to Mark while he [Peter] worked*)

Spelling

- correct use of diacritical marks – Cree, Oji-Cree, Iroquoian languages

Science

Understanding Life Systems Interactions In The Environment

3.9 describe **Aboriginal perspectives** on sustainability and describe ways in which they can be used in habitat and wildlife management (*e.g., the partnership between **the Anishinabek Nation** and the **Ministry of Natural Resources for managing natural resources in Ontario***)

Understanding Structures And Mechanisms Form And Function

1.2 evaluate the impact of **ergonomic design** on the safety and efficiency of workplaces, tools, and everyday objects (*e.g., furniture, computer equipment, home tools and equipment*), and describe changes that could be made in personal spaces and activities on the basis of this information (*e.g., use computer keyboards and mice that are ergonomically designed; use kitchen tools such as knives with ergonomic handles; use equipment for household jobs that is designed to ease strain on the body, such as ergonomically designed snow shovels and garden tools*)

Sample guiding questions: What is ergonomics? Why is it important that tools, equipment, and furniture be ergonomically designed? What are some ways in which traditional designs of tools, equipment, and furniture can be changed to be more ergonomic? How might different populations benefit from ergonomic designs (e.g., **the elderly, people with physical challenges**, students, etc.)?

Understanding Earth And Space Systems Heat In The Environment

1.2 assess the environmental and economic impacts of using conventional (*e.g., fossil fuel, nuclear*) and alternative forms of energy (*e.g., geothermal, solar, wind, wave, biofuel*)

Sample issues: (a) **Your family is** building a new home. Present a case for installing a geothermal heat pump. In your discussion, be sure to include the benefits and costs from both an environmental perspective and an economic perspective. (b) Make a case for (or against) using rural land or marginal land-use areas for wind turbine farms.

Social Studies

New France

Overall

- outline the reasons why settlers came to New France; identify the social, political, **religious**, and economic factors that shaped the colony; and describe how settlers and fur traders interacted with **the First Nation peoples**;
- identify and explain similarities and differences in the goals and interests of various groups in New France, including French settlers, **First Nation peoples**, and both French and English fur traders.

Specific

- explain why people came to live in New France (e.g., for land, for military reasons, for the fur trade, for **religious reasons**) and describe the impact of European immigration **on First Nation** settlements;
- identify and explain examples of conflict and cooperation between the French and **First Nation peoples** (e.g., with respect to the fur trade, **religion and culture**, military alliances/conflicts), and between the French and English fur traders (e.g., competition between the North West Company and the Hudson's Bay Company);
- outline the background and causes of key events of the period (e.g., the expulsion of the **Acadians**, the Seven Years' War, the Battle of the Plains of Abraham) and describe their effects.
- formulate questions to aid in gathering and clarifying information (e.g., How did the **Catholic Church** influence the life **of First Nation peoples** and French settlers in New France?);
- analyse, synthesize, and evaluate historical information from different points of view (e.g., **First Nation peoples'** ideas about spirituality and **Jesuit ideas about religion**);

- analyse and describe conflicting points of view about a historical event (e.g., the expulsion of the Acadians), giving examples of fact and opinion;

British North America

Overall

- explain the origins of English settlement in British North America after the fall of New France, describe the migration and settlement experiences of the various groups of settlers, and outline the causes, events, and results of the War of 1812;

Specific

- describe the different groups of people (e.g., Black Loyalists, slaves, indentured servants, Iroquois allied nations, Maritime Loyalists) who took part in the Loyalists' migration and identify their areas of settlement;
- explain key characteristics of life in English Canada from a variety of perspectives (e.g., family life, economic and social life, the growth and development of early institutions, transportation, relationships with First Nation peoples and French settlers);
- identify the achievements and contributions of significant people (e.g., Sir John Graves Simcoe, Lady Elizabeth Simcoe, Joseph Brant/Thayendanegea).
- formulate questions to facilitate research on specific topics (e.g., Why were the Iroquois peoples allied with the British Crown? How were Indian reserves created in English Canada and French Canada and what were their impacts on First Nation peoples?);
- describe and analyse conflicting points of view about a series of historical events (e.g., the Royal Proclamation of 1763, the Quebec Act of 1774, the Declaration of Independence of 1776, the Indian Act of 1876);
- illustrate the historical development of their local community (e.g., its origins, key personalities, and the contributions of various cultural groups), using a variety of formats (e.g., a heritage display, posters, a drama skit or role play, a brochure, a Web page);
- prepare and present a biographical sketch of a historical person from the period 1759-1812 (e.g., Laura Secord, Isaac Brock, Tecumseh, Thomas Peters).

Conflict and Change

Overall

- describe the causes, personalities, and results of the rebellions of 1837–38 in Upper and Lower Canada in relation to themes of conflict and change;

Specific

- explain the major social, economic, political, and legal changes that resulted from the rebellions and their impact on the Canadas (e.g., the Durham Report, the union of the Canadas, the Rebellion Losses Bill).

Grade 8

The Arts

Dance

A1.2 use dance as a language to communicate messages about themes of social justice and/or environmental health (*e.g., possible solutions to bullying, poverty, racism, pollution, land claims, homelessness, war, deforestation, oppression, colonization*)

Teacher prompt: “What formations could you use to show racism (e.g., one dancer separates from the group)? What type of movements would help you communicate your message clearly? How do you change the movements to convey togetherness and acceptance?”

A2.1 construct personal and/or group interpretations of the themes in their own and others’ dance pieces (*e.g., the role of greed in deforestation, war, global warming, poverty*) and communicate their responses in a variety of ways (*e.g., through writing, discussion, oral report, song, drama, visual art, dance*)

Teacher prompts: “How do the projected images (e.g., of deforestation, war, global warming, poverty) in this dance piece reinforce the choreographer’s intent?” “What choices did you make in your dance about how to convey your opinion on homelessness?”

A3.2 identify a variety of types of dances and relate them to their different roles in society (*e.g., contemporary Aboriginal dance/folk dance contributes to ceremony/ritual; dance numbers in stage plays and movies provide entertainment; classical ballet offers scope for artistic expression and provides elite entertainment; disco dancing and solo performance allow creative self-expression; dances at parties or social events contribute to social bonding; jazz and hip hop make a social and/or cultural statement*)

Teacher prompt: “How did the street dance ‘Cool’ in the musical *West Side Story* depict the culture of American gangs in the 1950s? What impressions do you have of the dance? How do you think this dance might have affected audiences when the film was released in 1961?”

Drama

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities (*e.g., identify significant perspectives related to an issue and assume roles to give voice to the different perspectives; use improvisation to communicate insights about life events and relationships; develop and present anthology dramas, short scripts, or multi-role plays for a single actor*)

Teacher prompt: “How could you use drama conventions such as conversations, mapping, or role on the wall to dramatize two opposing views on a community issue (e.g., consumerism, landfills, bike lanes)?”

B3.2 identify and describe a wide variety of ways in which drama and theatre make or have made contributions to social, cultural, and economic life in a variety of times and places (*e.g., by providing opportunities for personal enjoyment, celebration, and entertainment; by providing jobs; by attracting tourists; by communicating and teaching about a range of topics; by enhancing participants’ life skills of communication and collaboration; by raising awareness of political, environmental, medical, and other social/global issues*)

Teacher prompts: “Why do we provide opportunities to participate in drama in school and in the community?” “Why might theatrical performances have been important in times when very few people could read and write?” “How do theatre performances help the economy?”

Music

C1.1 sing and/or play, in tune, music in unison and in two or more parts from a variety of **cultures**, styles, and historical periods (*e.g., perform in large and small ensembles, prepare a solo, improvise in a drum circle*)

Teacher prompts: “How can you interpret the expressive markings in music when you perform?” “When composing, how can you indicate with musical symbols how the performer is to perform your composition?”

C3.1 analyse some of the social, political, and economic factors that affect the creation of music (*e.g., historical events that inspired the composition of nationalistic music; the development of jazz, rap, and heavy metal, and their effect on culture; the social and/or **cultural** origins of folk songs, love songs, national anthems, and dance music; the economic purposes for commercial music played in stores; purposes and effects of **Aboriginal** activism through song*)

Teacher prompts: “What factors might influence someone to compose this type of music?” “Do composers have a target audience in mind when composing music?” “How does nationalistic music influence the listener?” “How might the style of the music affect your interpretation of the lyrics?”

C3.2 compare and contrast music from the past and present (*e.g., differences and similarities between music from various cultures and contemporary fusion forms; similarities and differences between traditional **Aboriginal** music and music sung and played by contemporary **Aboriginal** musicians; differences and similarities between dance music from the seventeenth century, Chopin waltzes, hip hop, and mariachi*)

Teacher prompts: “What are the key characteristics that distinguish folk music from popular commercial music? Are there any similarities?” “How has the role of music in our lives changed?”

Visual Arts

D1.1 create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues and that demonstrate an awareness of **multiple points of view** (*e.g., create a collage that shows contrast between two points of view or a cause-and-effect relationship; create an art work on a current event or issue, using the conventions of sequential art or comics, or using found images and text to express a point of view in the style of a contemporary artist such as Martin Firrel, Jenny Holzer, or Barbara Kruger*)

Teacher prompts: “How can you juxtapose text and images to create a message that challenges what the text is saying?” “In your monochromatic comic layout, how will you use angle of view, images, and text to show two sides of the story?” “How can stereotypes be reinforced or challenged in art works?”

D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey (*e.g., hold a mock debate between artists on a topic such as the emotional impact of realist versus expressionist styles of art; compare art works in different artistic media that express a common theme, such as wartime suffering in the art work of Käthe Kollwitz and Francisco Goya; interpret images of **social issues** that are explored in historical art works, contemporary art works, and media arts*)

Teacher prompts: “How can a landscape image express ideas or concepts, such as the power of nature in works by printmaker Hokusai or photographer Ansel Adams?” “How have you been influenced by art work from other cultures or historical periods?” “What makes one image a stereotyped illustration and another image an authentic expression?”

D3.1 identify and explain some of the ways in which artistic traditions in a variety of times and places have been maintained, adapted, or appropriated (*e.g., art works support or challenge personal and societal beliefs or practices; migration or contact with other cultures has an influence on the forms and styles of art and architecture; art styles of other times and places have sometimes been appropriated by artists to create hybrid art works that explore, represent, or challenge ideas*)

Teacher prompts: “What are some contemporary clothing designs that show influences from other cultures and designers from around the world?” “How are Inuit artists using traditional elements and forms to create art that is relevant today?” “How can artists incorporate the work of other artists or cultural traditions to make original art work while also showing respect for others’ cultural or intellectual property?” “How do exhibitions or research organized by theme or topic, instead of time period or culture, change the way art works are perceived?”

FSL

CORE French

Oral Communication

- listen and respond to the viewpoints of others in oral reports and discussions (e.g., by asking relevant questions, giving personal opinions, and challenging the ideas put forward);
- contribute to classroom activities and group discussions by expressing and responding to ideas and opinions clearly and coherently;
- talk about everyday occurrences by asking for information, identifying and describing events, making predictions, agreeing and disagreeing, stating opinions, and comparing points of view;

Writing

- select an appropriate form and use appropriate language in writing for specific purposes;

French Immersion

Oral Communication

- listen and respond critically to the viewpoints of others in oral reports and discussions (e.g., by asking focused questions, giving personal opinions, and challenging the ideas put forward);
- use effective strategies in developing ideas and analysing problems in group activities (e.g., restate and clarify ideas put forward, make suggestions for reconciling conflicting points of view);

Reading

- identify the main ideas in informational materials, explain how the details support the main ideas, and question and evaluate the author’s point of view;

Health and Physical Ed.

Living Skills (page 186)

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: manage their improvement of different health-related components of fitness by monitoring the frequency of their physical activity, the intensity of their activity, the types of activities they choose, and the length of time they are being active; Movement Competence: experiment with shifting weight and changing body position to find ways to make smoother transitions when performing a series of balances with a partner; Healthy Living: identify the type of support that is available to help with the various physical, emotional, cultural, social, and psychological issues that can arise in connection with sexuality and sexual health*)

Active Living (page 188)

A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., *being able to adapt activities to suit individual needs and preferences; having a choice of activities and choices within activities; being comfortable with the activities, both socially and emotionally; being able to take part in activities in a natural environment; being able to take part in activities that are culturally relevant*), as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments [PS]

Healthy Living (page 197)

C1.3 identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours (e.g., *changes in behaviour, gradual withdrawal from social circles, a drop in academic performance*) and the consequences that can occur (e.g., *aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault; financial problems resulting from online gambling; overdose as a result of misuse of prescription medications, including pain relievers; inability to make good decisions as a result of drug use; binge drinking and alcohol poisoning; injury, death, or legal charges resulting from accidents caused by impaired driving; self-harming behaviours, including cutting, related to mental illnesses such as depression that are exacerbated by substance abuse; fetal alcohol spectrum disorder [FASD] in children as a result of alcohol abuse by the mother during pregnancy*)

C2.3 explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health (e.g., *engaging in physical activity, listening to music, resting, meditating, talking with a trusted individual, practicing smudging*) [PS] **Some First Nation** people, for example, use smudging to relieve stress. This is a practice in which people fan smoke from herbs like sage or sweetgrass over their bodies to cleanse them of bad feelings and get rid of negative thoughts and energy. Afterwards, they feel renewed, physically, emotionally, mentally, and spiritually.”

C3.2 analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., *help lines, school counselors, social workers, youth programs, shelters, restorative justice programs*) [CT]

Language

Oral Communication

1.7 analyse a variety of complex or challenging oral texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies (*e.g., compare the tone and the ideas emphasized in speeches about non-smoking regulations by a tobacco company representative and a person with asthma and suggest how each approach would influence an audience*)

2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience (*e.g., paraphrase different points of view on an issue to clarify alternative perspectives; affirm the contributions of others before responding; avoid making highly personal remarks in public or in formal situations*)

2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience (*e.g., use imagery, figurative language such as similes and analogies, and other stylistic elements such as idioms and onomatopoeia to evoke a particular mood in a dramatic monologue or an appeal for support*)

2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning (*e.g., use changes in pitch to differentiate voices in a storytelling session; use tone and volume to clarify implied messages in a rap poem*)

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., rehearse and use hand gestures and increased volume to emphasize points during a formal presentation*)

Reading

1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (*e.g., short stories, novels, poetry, essays, science fiction, memoirs, scripts, satire*), graphic texts (*e.g., graphs and graphic organizers, charts and tables, surveys, maps, spreadsheets*), and informational texts (*e.g., essays, Canadian and global print and online sources, electronic texts, textbooks, dictionaries, thesauri, websites, transcripts*)

1.2 identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes (*e.g., several online or print articles by the same author to identify consistency or change in the author's point of view; websites for information on a topic from different sources; stories from different cultures, including Aboriginal cultures, to compare treatments of similar themes*)

1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives (*e.g., determine whether an environmental argument should include an economic perspective or an economic argument should include an environmental perspective*)

Teacher prompt: “How will the addition of another perspective affect the impact or appeal of the text?”

Writing

2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate

Teacher prompt: “How can you address in your writing the questions that would come from others who hold a different point of view?”

Media Literacy

1.4 explain why different audiences (e.g., with respect to gender, age, culture, race, income level) might have different responses to a variety of media texts (e.g., predict how a member of a particular age/gender/ethnicultural/socio-economic group might react to a controversial article in a print or online news magazine and give reasons for their prediction)

Teacher prompt: “Do you think all members of a particular group would react the same way to this issue? Could an older person react the same way as a teenager? Why, or why not?”

1.5 demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view (e.g., a television broadcast of a sports game presents the views of fans, the announcers, the sponsors, and the television network; different media texts represent people of different age, gender, income level, or ethnicultural background differently, communicating obvious or subtle messages that might indicate bias or stereotyping; different points of view are often presented in a news report of a conflict)

Teacher prompts: “What different groups are represented in the text? Are the different groups treated differently? If so, how?” “In this news report about a conflict between two countries, does the reporter appear to favour one side over the other? Give evidence for your view.”

1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (e.g., a music company’s interest in a recording may be different from that of the artist; the company that produces a video game and the game’s creator may have different views on how the game should be promoted)

Teacher prompt: “How are commercial and artistic interests reflected in the contents and presentation of this CD by your favourite group?” “Explain how a more ideological approach might affect the appeal of this magazine for its current broad range of readers.”

Math

Data Management

– collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements;

Native Language

Oral Communication, reading and Writing

OE - demonstrate an appreciation and understanding of aspects of the Native culture under study.

Oral Communication

- demonstrate an understanding of a variety of language structures, including contractions, used by Native speakers
- give oral presentations on aspects of the Native culture studied, using information gathered through research (e.g., give a talk on Native values and traditions based on interviews with speakers of the Native language in the community).

Reading

- read a variety of written texts (e.g., works by Native authors, Native legends, articles dealing with Native values);

Writing

- write for a variety of purposes using different forms (e.g., write a letter to communicate thoughts and feelings; write a composition to describe a personal experience; write a radio or television news report to present an analysis of an issue related to Native youth; write a story to illustrate how Native people view the relationship between humans and the land);
- use information technology to enhance their writing (e.g., create visual material for a presentation on a topic related to the Native culture under study);
- demonstrate knowledge and understanding of aspects of the Native culture studied in their writing

Grammar, Language Conventions, and Vocabulary

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.

nouns and pronouns

– proximate and obviative forms of personal pronouns (third-person singular and plural) Algonquian
verbs

- various kinds of conjunct verbs – Algonquian (e.g., verbs in interrogative sentences, content questions, complex sentences, conditional clauses)

syntax

- obviative constructions with nouns and pronouns – Algonquian (e.g., *John saw Fred as he [John] was walking on the road*)

Science

Understanding Life Systems Cells

1.1 assess the role of selected technologies (*e.g., the development of the electron microscope, the ability to infuse dyes into cells, in vitro fertilization*) in enhancing our understanding of cells and cellular processes

Sample guiding questions: How have electron microscopes helped our understanding of cells and cell processes? What are some disadvantages of using this technology that might affect its availability or

effectiveness? How might infusing dye into cells be a **useful tool for diagnosing and/or treating diseases**, or for understanding how cells work? How might the understanding of cells and cell processes help in treating disease?

1.2 assess the potential that our understanding of cells and cell processes has for both beneficial and harmful effects on human health and the environment, taking different perspectives into account

*(e.g., the perspectives of farmers, pesticide manufacturers, **people with life threatening illnesses**)*

Sample issues: (a) Medical scientists can identify changes in a cell or in chromosomes that signal the development of medical problems. But because of the cost of the procedure, this service may not be available to everyone. (b) Scientists can develop pest-resistant crops that reduce the need for chemical pesticides. But there are some concerns that these crops may cross-breed with native plants and disrupt natural populations and balances.

Understanding Structures And Mechanisms Systems In Action

1.2 assess the impact on individuals, society, and the environment of alternative ways of meeting needs that are currently met by existing systems, taking different **points of view** into consideration

Sample issues: (a) A large city decides that it will put in more bicycle lanes and bikeways instead of expanding its existing public transit system. (b) A school system decides to have students and teachers in school year-round, instead of having everyone on vacation in July and August.

3.1 identify various types of systems *(e.g., mechanical systems, body systems, optical systems, mass transit systems, **Aboriginal clan systems**, health care systems)*

3.9 identify **social factors** that influence the evolution of a system *(e.g., growing concern over the amount of waste creates a need for recycling centres, and the recycling centres must grow as population and waste increase; the desire to make tasks easier creates a need for pulley systems, gear systems, and hydraulic and pneumatic systems; changes in traditional work hours created by technological advances can influence changes in a child care system)*

Understanding Matter And Energy Fluids

1.1 assess the **social, economic**, and environmental impacts of selected technologies that are based on the properties of fluids

Sample issues: (a) The use of heavy hydraulic equipment on construction sites increases productivity. It also reduces the need for manual labourers. (b) **Dialysis and blood-separation techniques** have decreased mortality rates. But the costs of the equipment can mean that the service is not available to everyone who needs it.

Understanding Earth And Space Systems Water Systems

1.1 evaluate personal water consumption, compare it with personal **water consumption in other countries**, and propose a plan of action to reduce personal water consumption to help address water sustainability issues

1.2 assess how various media sources *(e.g., Canadian Geographic; the science section in newspapers; Internet websites; local, national, and international news on television and radio)* address issues related to the impact of human activities on the long-term sustainability of local, national, or international water systems

Sample issues: (a) You are doing research on the implications of exporting water from Canada to other countries. Your sources are a national newspaper, a scientific magazine, and some selected Internet sites. Each has a slightly different opinion on the issue. (b) A farmer wants to ensure that her nutrient management strategies are not adversely affecting the local water system. She consults the agriculture section of a local newspaper, a Canadian magazine with an environmental focus, and local farm reports. She finds conflicting information.

(c) The Protocol for Safe Drinking Water **in First Nations Communities** addresses drinking water concerns in **First Nations communities**. Various government agencies, news agencies, and interest groups have different perspectives on its development and release.

Sample guiding questions: How does each of these texts address the purpose and the intended audience for the piece? Are there implied messages in the text, and if so, what are they? How does the information in each of the texts compare? Why might they take different positions? What different groups are represented in the texts? How does each text capture and maintain the interest of the reader? Why might different people or groups of people react differently to these texts?

Social Studies

Confederation

Overall

- describe the internal and external political factors, **key personalities**, significant events, and geographical realities that led to the creation of the Dominion of Canada in 1867, and to the growth of Canada as other provinces and territories joined Confederation;
- compare Canada as it was in 1867 to the Canada of today, including political, **social, and other issues** facing the country in both periods.

Specific

- identify key social, political, economic, and physical characteristics of the British North American colonies between 1850 and 1860 (e.g., British, French, **First Nation**, and **Black communities**);
- identify the roles of key individuals (e.g., Sir George-Étienne Cartier, Sir John A. Macdonald), the main events leading to the signing of the British North America Act (e.g., the Charlottetown, Quebec, and London Conferences; coalition government in the Canadas), and the reasons for the exclusion of certain groups from the political process (e.g., **First Nation peoples**, **women**, the **Chinese and Japanese**).
- describe and analyse conflicting points of view about a historical issue or personality (e.g., British versus Canadian points of view about trade and defence; Queen Victoria, Sir John A. Macdonald, Joseph Howe, **Louis Riel**);
- use sections 91 and 92 of the British North America Act to outline how and why responsibilities are divided between the federal and provincial governments and relate these divisions to some present day disagreements between the two levels of government (e.g., federal responsibilities for **First Nation peoples**, health care, the environment, trade, telecommunications).

The Development of Western Canada

Overall

- outline the main factors contributing to the settlement and development of the Prairie provinces, British Columbia, and Yukon, and describe the effects of development on various groups of people in the region from **a variety of perspectives**;

Specific

- describe the everyday life of various groups (e.g., **First Nation peoples, Métis**, Europeans) in western Canada in the late nineteenth century;
- analyse how treaties and the Indian Act of 1876 transformed the lifestyles of **First Nation** peoples in the Canadian west;
- describe the role of the Canadian Pacific Railway in furthering Canada's expansion, and identify the key individuals (e.g., Donald Smith, William Van Horne) and groups (**e.g., Chinese workers**) whose efforts led to the railway's completion;
- describe the causes and results of the Red River Rebellion of 1869-70 and the North-West Rebellion of 1885 and explain the role of key individuals and groups (e.g., **Louis Riel, Gabriel Dumont**, the North-West Mounted Police, Thomas Scott, **Big Bear, Poundmaker**, General Wolseley, Catherine Schubert);
- formulate questions to guide research on issues and problems (e.g., Why did **Big Bear** receive the treatment he did from Canada's legal system?);
- use a variety of primary and secondary sources to locate relevant information about the building of the railway, the settling of the land, and social **and cultural life** in the developing west (e.g., *primary sources*: photographs of Chinese labourers and prairie sodbusters, the poetry of Robert W. Service; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- describe and analyse **conflicting points of view** about a historical event (e.g., the Pacific Scandal, **the hanging of Louis Riel, the imprisonment of Big Bear**);
- show how examples of art, poetry, music, and video reflect the history of the Canadian west (e.g., the art of Emily Carr, "The Cremation of Sam McGee" by Robert W. Service, "The Canadian Railroad Trilogy" by Gordon Lightfoot, **Paul Yee's writings**).

Canada: A Changing Society

Overall

- describe key characteristics of Canada between 1885 and 1914, including **social and economic** conditions, the roles and contributions of various people and groups, internal and external pressures for change, and the political responses to these pressures;
- compare living and working conditions, technological developments, and **social roles** near the beginning of the twentieth century with similar aspects of life in present-day Canada.

Specific

- describe the factors contributing to change in Canadian society (e.g., **immigration**, technology, politics, globalization);
- describe the **social and working conditions** of Canadians around the beginning of the twentieth century (e.g., in mining, forestry, factory work; on farms; in cities);

- describe how specific individuals and events helped change the position of women and children in Canada (e.g., Nellie McClung, Emily Carr, Lucy Maud Montgomery, Pauline Johnson; the Temperance Movement, laws establishing compulsory education);
- describe and analyse conflicting points of view about a historical issue (e.g., child labour, the Boer War, the causes of the First World War);
- create an immigration campaign to attract immigrants to Canada around the beginning of the twentieth century and today, using media appropriate to the period (e.g., poster, pamphlet);
- compare family roles at the beginning of the twentieth century to family roles today (e.g., responsibilities and roles of men, women, and children).

Geography - Patterns in Human Geography

Overall

- compare living and working conditions in countries with different patterns of settlement, and examine how demographic factors could affect their own lives in the future.

Specific

- identify and explain the factors affecting population distribution (e.g., history, natural environment, technological development, immigration trends/patterns);
- formulate questions to guide and synthesize research on the study of population characteristics and patterns (e.g., What conditions are needed to maintain a high quality of life? What is the relationship between literacy rate and GNP? What action can students take to aid a developing nation?);
- compare key characteristics (e.g., quality of life, level of industrialization and urbanization) of a number of developed and developing countries;

Geography - Migration

Overall

- identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society;

Specific

- identify the push and pull factors that influence people to move (e.g., push: drought, war, lack of freedom, discrimination and persecution; pull: employment opportunities, security, climate);
- identify barriers to migration (e.g., physical, financial, legal, political, emotional);
- describe the effects that migration has had on the development of Canada (e.g., its multicultural character, rural and urban resettlement, interprovincial movement, the brain drain).
- formulate questions to guide and analyse research on migration and mobility (e.g., What barriers exist today for new immigrants? In which time period would it be harder for people to immigrate to Canada – now or a hundred years ago? Where would be the best place to migrate to in Canada?);
- investigate the migrational roots of the members of the class and relate them to Canada's cultural development

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