

Ontario Curriculum

Grade 1: Social Studies

- B3. Understanding Context: The Elements of the Local Community
 - B3.1 identify some of the natural and built features of their community (e.g., rivers, lakes, parks, roads, stores, houses, apartment buildings, libraries, schools, arenas, recreation centres, places of worship)

 - B3.3 describe the location of some significant places in their community, using relative location (e.g., near, far, up, down), relative distance (e.g., close, far, farther), and relative direction (e.g., right, left, in front, behind)

 - B3.6 demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units (e.g., use different symbols to show the location of the play, picnic, and walking areas in a local park; use houses or blocks as units of measurement; include a scale and legend on a map showing the route and distance from their classroom to the washroom; use symbols on a sketch map of their route to school to show the built and natural features they pass by)

Grade 2: Social Studies

- B2. Inquiry: Natural Environments and Ways of Life
 - B2.1 formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live (e.g., questions about how climate relates to clothing, agriculture, housing, recreation)

 - B2.2 gather and organize information and data about some communities' locations, climate, and physical features, and the ways of life of people in these communities (e.g., use atlases, globes, print, digital or interactive maps, and/or satellite images to determine location; find photographs in magazines or on the Internet that provide information on people's food, shelter, and/or clothing)

Grade 3: Social Studies

- A1. Application: Life in Canada – Then and Now
 - A1.1 describe some of the similarities and differences in various aspects of everyday life (e.g., housing, clothing, food, religious/spiritual practices, work, recreation, the role of children) of selected groups living in Canada between 1780 and 1850 (e.g., First Nations, Métis, French, British, Black people; men and women; slaves, indentured servants, habitants, seigneurs, farmers; people from different classes)
- A2. Inquiry: Community Challenges and Adaptations
 - A2.2 gather and organize information on major challenges facing different groups and communities, and on measures taken to address these challenges, using a variety of primary and/or secondary sources (e.g., settler journals, artefacts, period paintings and drawings, historical fiction)

Grade 4: Social Studies

- A1. Application: Past and Present Societies
 - A1.4 compare a few early societies, including at least one First Nation and one Inuit society, in terms of their relationship with the environment (e.g., with reference to seasonal rhythms, use of land and resources, differences between urban and rural communities, religious and spiritual practices/ beliefs with respect to the environment), and describe some key similarities and differences in environmental practices between these societies and present-day Canada
- A2. Inquiry: Ways of Life and Relationships with the Environment
 - A2.1 formulate questions to guide investigations into ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies (e.g., connections between the local environment and settlement, art, medicine, religion, spirituality, types of work; the impact on the environment of agriculture or the development of towns, cities, settlements, communities, and/or villages)

- A2.2 gather and organize information on ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, using a variety of primary and secondary sources in both print and electronic formats (e.g., images depicting the daily life of different social classes; religious or spiritual stories that provide evidence of a society's view of the environment; agricultural artefacts; traditional stories, creation stories, legends, and/or THE ONTARIO CURRICULUM | Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 102Social Studies oral history shared by Elders, community members, and/or knowledge keepers; virtual field trips to museums and to First Nations cultural centres to view artefacts and images)
- A2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., peasant, serf, merchant, noble, Elder, clan mother, faith keeper, knowledge keeper, Inuk shaman, medicine man, healer, healer's helper, feudalism, god/goddess, privilege, hierarchy, culture, civilization, rural, urban, resources/ gifts) and formats (e.g., an annotated map showing how a society situated on a flood plain was affected by and responded to its environment; an interactive map that highlights traditional territories of some HERITAGE AND IDENTITY 103Grade 4 early Indigenous societies in what would become North America, along with key natural features of the environment; an oral presentation on the impact of medieval cities on the environment; a stop-animation video on the lives of children in a society that followed seasonal migration routes or lived in different locations during different seasons; a chart and presentation comparing farming techniques of different societies)
- A3. Understanding Context: Characteristics of Early Societies
 - A3.5 describe the importance of the environment for a few early societies, including at least one First Nation and one Inuit society, with a particular focus on how the local environment affected the ways in which people met their physical needs (e.g., food, housing, clothing)

Grade 4: Language

Oral Communication

- 2. Speaking to Communicate
 - 2.1 identify a variety of purposes for speaking (e.g., to entertain a wider school audience; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to solicit opinions and react to information and ideas in a discussion or dialogue group; to explain to another person how something works; to summarize and comment on an event or oral text for the class; to clarify and organize thinking in order to contribute to understanding in large and small groups)
 - 2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form (e.g., respond in an appropriate order to multi-part, higher-level questions in a student-teacher conference or a group discussion; explain the results of research in an oral presentation, including a statement of the research focus, the procedures followed, and the conclusions reached; use an organizational pattern such as chronological order or cause and effect to present ideas in a dialogue or discussion)
 - 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)

Reading

- 1. Reading for Meaning
 - 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)
 - 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., letters and diaries for information and new ideas, leisure/hobby books and magazines for recreation and interest, print and online magazine or newspaper articles to research a current issue, instructions or information about how to play a computer game)

Writing

- 1. Developing and Organizing Content
 - 1.1 identify the topic, purpose, and audience for a variety of writing forms (e.g., a cinquain or shape poem modelled on the structures and style of poems read, to contribute to a student poetry anthology for the school library; a set of directions to complete a science experiment on pulleys and gears, for a class presentation; a timeline of significant events in the writer's life, to accompany a biography for a class collection)
 - 1.2 generate ideas about a potential topic using a variety of strategies and resources (e.g., brainstorm; formulate and ask questions to identify personal experiences, prior knowledge, and information needs)
 - 1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources (e.g., identify key words to help narrow their searches; cluster ideas; develop a plan for locating information; scan texts for specific information, including teacher readalouds, mentor texts, reference texts, shared-, guided-, and independent-reading texts, and media texts)

Grade 4: The Arts

- D1. Creating and Presenting
 - D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences (e.g., a comic strip or a storyboard featuring a space voyage; an oil pastel drawing of peers in sports or dance poses; a painted still life of objects related to a hobby)
 - D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges

Grade 6: Social Studies

- A1. Application: Diversity, Inclusiveness, and Canadian Identities
 - A1.1 explain how various features, including built, physical, and social features of communities, can contribute to identities in and images of a territory and/or country (e.g., built features such as memorials, different types of buildings, parks, canals, dams, railroads; physical features such as climate, landscape, vegetation, wildlife; social aspects such as cultural traditions, religious celebrations, economic bases; geographic, political, and/or socioeconomic boundaries between communities), and assess the contribution of some of these features to images of and identities in Canada (e.g., with reference to resource-based communities such as mining or logging towns or fishing outports; the Canadian winter; landscapes such as mountains,

prairies, sea coasts, tundra; wildlife such as moose, elk, beaver, bison, cod; the variety of populations with heritages from around the world in neighbourhoods in some of Canada's largest cities)

- A3. Understanding Context: The Development of Communities in Canada
 - A3.4 identify various types of communities in Canada and some ways in which they have contributed to the development of the country (e.g., First Nations, Inuit, Métis, French, and/or British; later immigrant groups such as Chinese, Germans, Scandinavians, South Asians, or Caribbean people; religious communities; economic communities such as resource towns; workers and labour organizations; rural and urban communities)

Grade 6: Language

Oral Communication

- 2. Speaking to Communicate
 - 2.1 identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form (e.g., to clarify thinking through dialogue; to explore different points of view through drama and role playing; to present information to a group)
 - 2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information (e.g., present an argument in favour of one point of view on an issue, with an opening statement, sequence of points with supporting evidence, and summary/conclusion)
 - 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)

Reading

- 1. Reading for Meaning
 - 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)

- 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., online and print sources to compare different approaches to the same topic; webquest texts for information on a historical topic; graphic organizers, charts, and tables for specific information; a novel or a nonfiction book on a favourite topic for personal enjoyment)

Writing

- 1. Developing and Organizing Content
 - 1.1 identify the topic, purpose, and audience for a variety of writing forms (e.g., an original poem, with an invented structure or based on a model such as a haiku, about a topic of personal interest, to share with the class; a persuasive letter asking the school principal to look at a specific issue from a new point of view; a description of the procedure for constructing a three-dimensional model, to share with Grade 3 students; a script on a topic of current interest for a mock television broadcast for a general audience)
 - 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose
 - 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (e.g., identify the steps required to gather information; interview people with knowledge of the topic; identify and use graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve)

Grade 6: The Arts

- D1. Creating and Presenting
 - 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)
- D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., a design of a letter of the alphabet using shapes, symbols, colour, and font style to represent a selected animal and its habitat; a DVD cover design or movie poster that uses line, shape, space, colour, and value to communicate information about the content)
 - D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges

Grade 7: History

- B3. Understanding Historical Context: Events and Their Consequence
 - B3.1 identify factors contributing to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 (e.g., the War of 1812, the Upper Canada Rebellion, the Battle of Saint-Eustache, Irish immigration, establishment of the Underground Railroad, exploration by John Franklin or David Thompson), and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities, including Indigenous individuals and/or communities

Grade 7: Language

Oral Communication

- 2. Speaking to Communicate
 - 2.1 identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies (e.g., to present conclusions about a research project through dramatization, a role play, or a monologue; to interest classmates in a social issue through a debate; to solve problems or investigate issues and ideas through a group brainstorming session)
 - 2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience (e.g., use a formal structure of opening statement, enumeration of points, and summary/conclusion, and a straightforward, impersonal style, to present a position statement on an issue)

- 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)

Reading

- 1. Reading for Meaning
 - 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)
 - 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., an electronic database listing magazines, newspapers, and journals to verify information; a national, local, or community newspaper for coverage of a specific/current issue; scripts and lyrics for enjoyment, recreation, and interest; an online or print encyclopedia article for background information)

Writing

- 1. Developing and Organizing Content
 - 1.1 identify the topic, purpose, and audience for more complex writing forms (e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods; an autobiography for a youth magazine, web page, blog, or zine)
 - 1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose

- 1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources (e.g., use a timeline to organize research tasks; interview people with knowledge of the topic; identify and use appropriate graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve)
- 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary (e.g., check for errors or omissions in information using a T-chart)

Grade 7: The Arts

- D1. Creating and Presenting
 - 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 mandala that shows both unity and opposing forces)
 - D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges