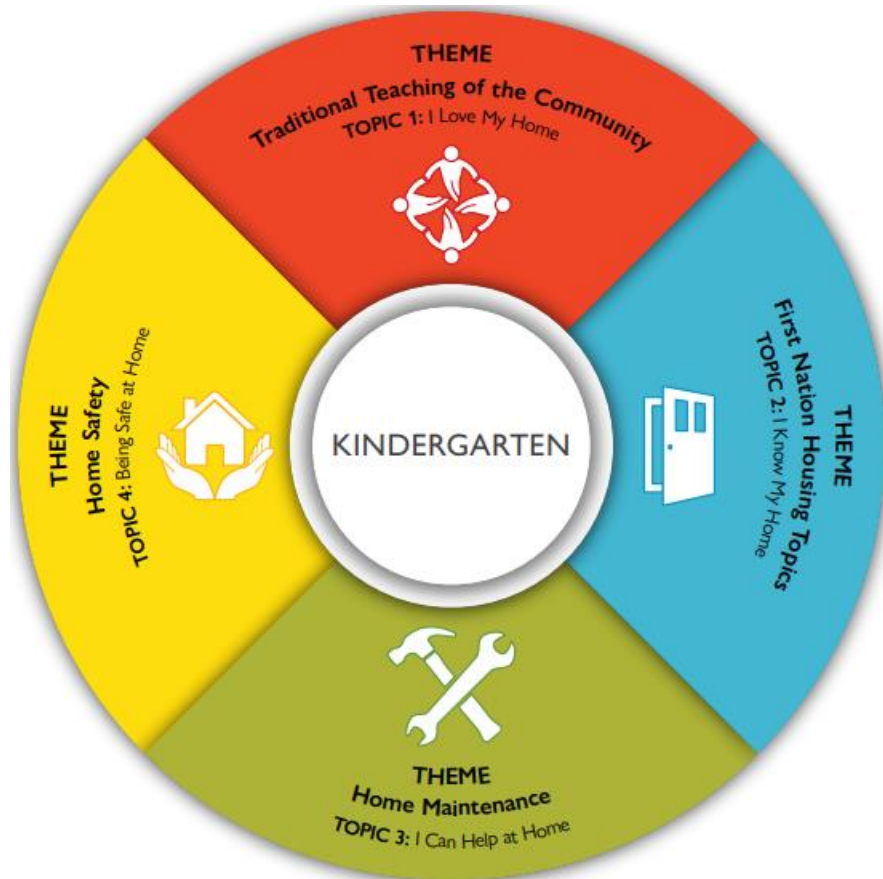




## Kindergarten Curricular Outcomes for Ontario



### TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

##### The Kindergarten Program

5.2 Talk about events and retell, dramatize or represent stories or experiences that represent their own heritage and cultural background and the heritage and cultural backgrounds of others (traditions, cultural events, myths, Canadian symbols, everyday experiences).

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## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

The Kindergarten Program

5.2 Talk about events and retell, dramatize or represent stories or experiences that represent their own heritage and cultural background and the heritage and cultural backgrounds of others (traditions, cultural events, myths, Canadian symbols, everyday experiences).

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## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

The Kindergarten Program

24.1 Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices.

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## TOPIC 4 THEME: Home Safety

### Curricular Outcome

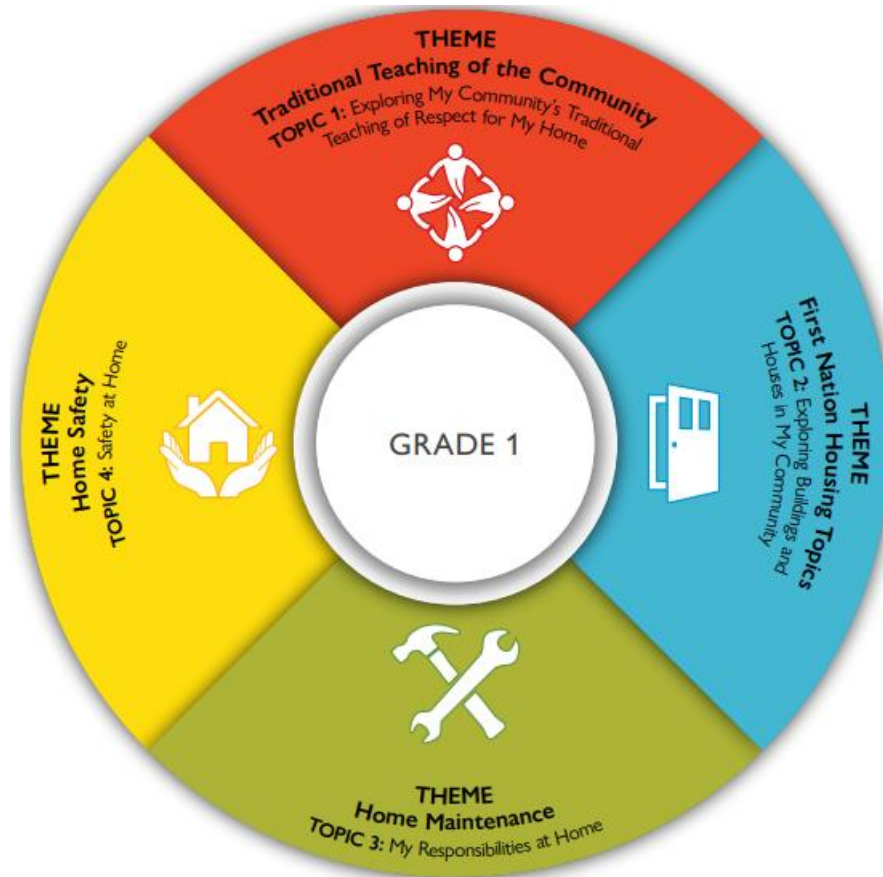
The Kindergarten Program

24.1 Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices.

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## Grade 1 Curricular Outcomes for Ontario



### ❖ TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Social Studies

A3. Understanding context: roles, relationships and respect.

A3.2 Identify some of the significant people, places and things in their life, including their life in the community (people: parent, teacher, Elder, doctor; places: school, friends' homes, the library, parks or playgrounds, their place of worship; things: pets, culturally specific items in their home, toys and comfort items), and describe their purpose or the role they have.



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Social Studies

A2. Inquiry: Roles, responsibility and identity

A2.3 Analyze and construct simple maps as part of their investigations into places that are significant to them or to their family.

B3. Understanding context: The elements of the local community

B3.1 Identify some of the natural and built features of their community.

B3.2 Identify some distinct areas in the local community.

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## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Social Studies

A3. Understanding context: roles, relationships and respect

A3.1 Describe some of their own roles, relationships and responsibilities (as a student, member of a family, friend, member of the community).

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## TOPIC 4 THEME: Home Safety

### Curricular Outcome

Social Studies

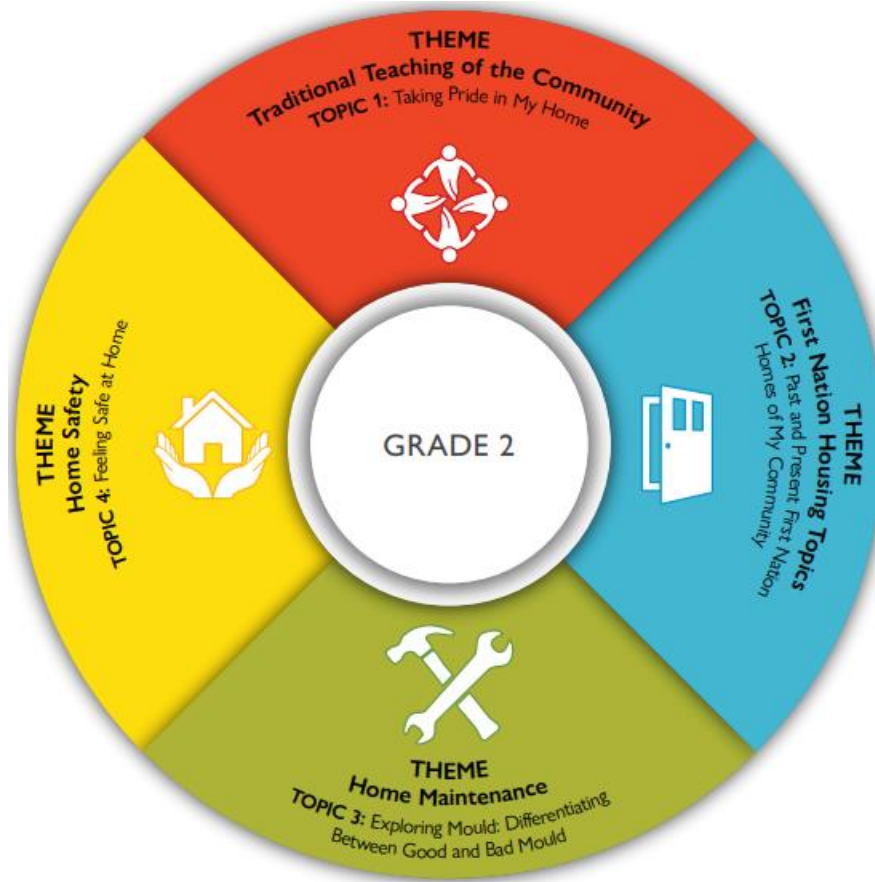
A3. Understanding context: roles, relationships and respect

A3.4 Identify some elements of respectful behaviour that they can practice in their everyday life (for example, sharing, co-operating, being courteous, not damaging natural or built environment).

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## Grade 2 Curricular Outcomes for Ontario



### TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Social Studies 2

Strand A. Heritage and identity: Changing family and community traditions

A3. Describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups.

### TOPIC 2 THEME: First Nation Housing Topics

#### Curricular Outcome

Social Studies 2

B2. Inquiry: natural environments and ways of life

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 (use atlases, globes, print, digital or interactive maps and/or satellite images to determine location and photographs in magazines or on the internet that provide information on people's food, shelter and/or clothing).

B2.5 Evaluate evidence and draw conclusions about some aspects of the interrelationship between the communities' natural environments and the ways of life of people in those communities.

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## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Health and Physical Education 2

Overall expectations (by the end of Grade 2)

- Outline safety rules and safe practices

Specific expectations

Personal safety and injury prevention

- Identify safety rules to be followed in the home, school and community (electrical safety, school yard rules, bus safety)

Science 2

1. Relating science and technology to society and the environment

By the end of Grade 2:

- Assess the impact of human activities on air and water in the environment, taking different points of view into consideration (for example, 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
- 

## TOPIC 4 THEME: Home Safety

### Curricular Outcome

English Language Arts 2

Purpose

1.2 Identify several different purposes for reading and choose reading materials appropriate for those purposes (picture books for entertainment or reflection, familiar favourite books to build fluency, simple factual and visual texts for research, a picture atlas for information).

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### Comprehension strategies

1.3 Identify several reading comprehension strategies and use them before, during and after reading to understand texts (activate prior knowledge to ask questions or make predictions about the topic or story; use visualization to help clarify the sights and sounds referred to in the text; ask questions to monitor understanding during reading; identify important ideas to remember).

### Demonstrating understanding

1.4 Demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details (retell a story or restate facts in proper sequence or correct time order, with a few supporting details; restate the important ideas from a short informational text about the life cycle of a butterfly in the correct sequence).

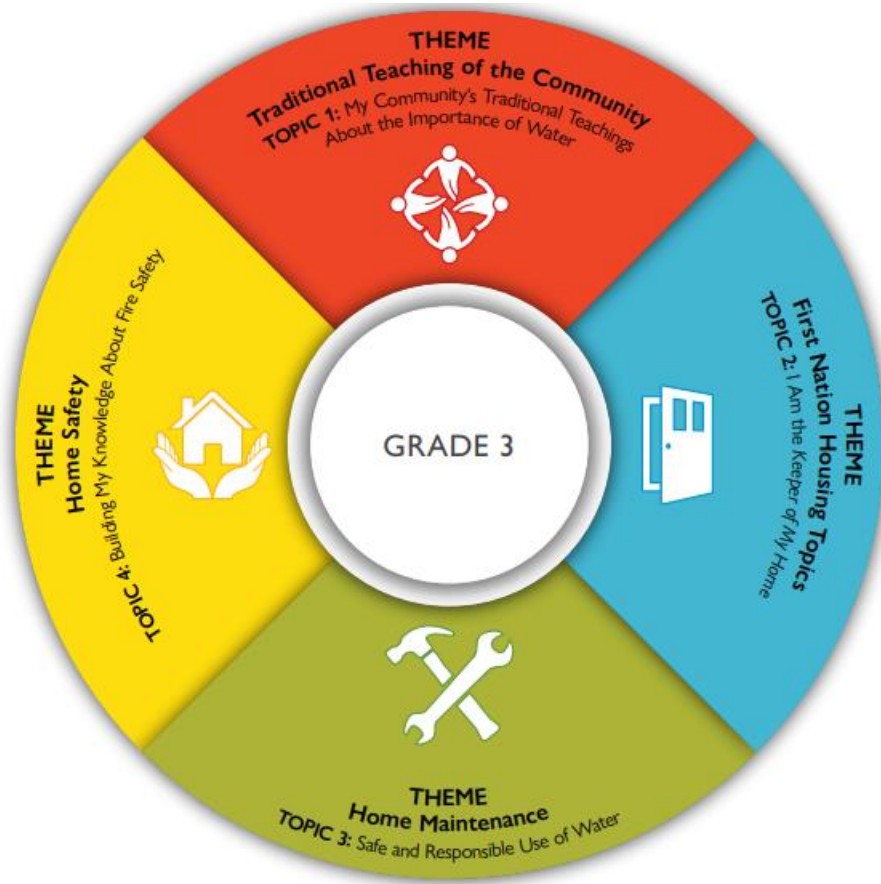
### Extending understanding

1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts and to the world around them.

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## Grade 3 Curricular Outcomes for Ontario



### TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Social Studies

B. People and environments: Living and working in Ontario

B1. Application: Land use and the environment

B1.1 Describe some major connections between features of the natural environment of a region and the type of land use and/or the type of community that is established in that region (for example, ports on lakes or major rivers; farming on land with fertile soil; resource towns in areas with ore, trees or other natural resources).

B2. Inquiry: The impact of land and resource use

B2.2 Gather and organize a variety of data and information on the environmental effects of different land and/or resource use and measures taken to reduce the negative impact of that use, (for example, photographs, resource books, magazines,





online articles, information from regional conservation authorities or provincial and national park websites, information from municipalities on recycling, an interview with an Elder on traditional ecological knowledge about a region and his or her observations on changes in that region).

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## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Social Studies

A. Heritage and identity: Communities in Canada, 1780-1850

A1. Application: Compare ways of life among some specific groups in Canada around the beginning of the nineteenth century and describe some of the changes between that era and the present day (focus on Continuity and Change; Perspective).

A1.1 Describe some of the similarities and differences in various aspects of everyday life, (for example, housing, clothing, food, religious/ spiritual practices, work, recreation, the role of children), of selected groups living in Canada between 1780 and 1850, (for example, First Nation, Métis, French, British, Black people; men and women; slaves, indentured servants, habitants, seigneurs, farmers; people from different classes).

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## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Healthy Living Grade 3

C3. Demonstrate the ability to make connections that relate to health and well-being—how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

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## TOPIC 4 THEME: Home Safety

### Curricular Outcome

Healthy Living: Grade 3

Personal safety and injury prevention

C2.2 Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom (for example, guidelines for water safety; safe routes and practices for going to school; home fire safety and emergency plans;

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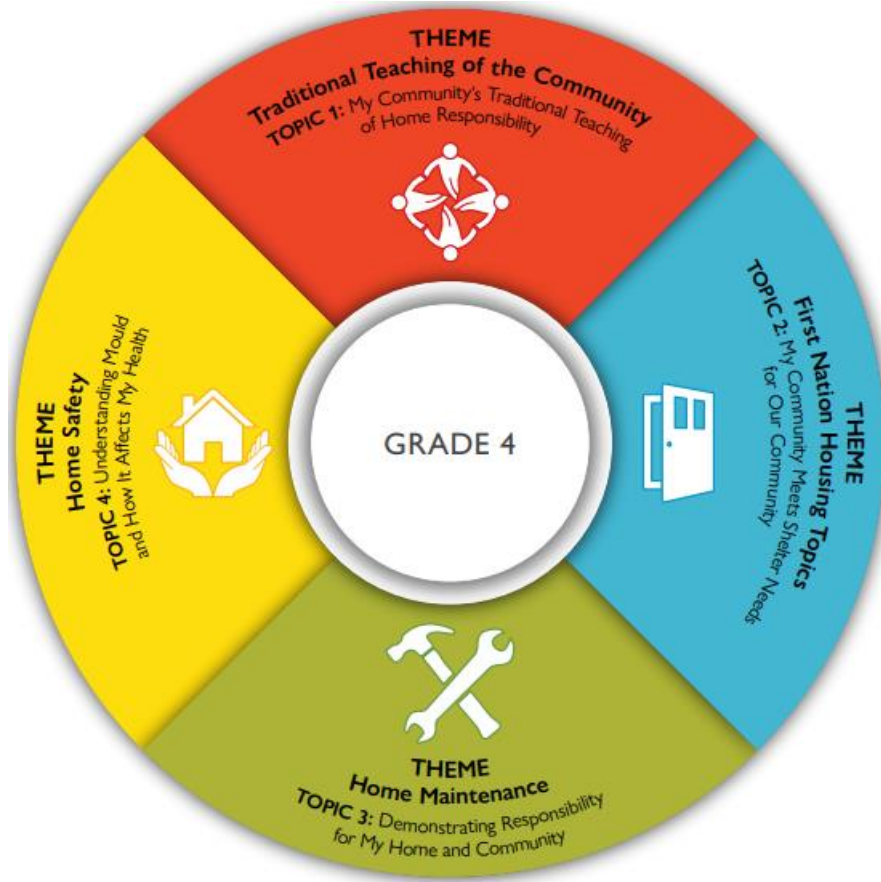


safe camping checklists; guidelines for safe internet use; personal hygiene guidelines; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) (CT).

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## Grade 4 Curricular Outcomes for Ontario



### TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

##### Social Studies

##### A. Heritage and identity: Early societies, 3000 BCE-1500 CE

A1.2 Compare aspects of the daily lives of different groups in an early society (for example, the work, family life, education, food, dress and/or housing of a slave and senator in ancient Rome, women of different castes in medieval India, a serf and lord in feudal England, a man and a woman in medieval China or Mohawk society, or a merchant and noble in Renaissance Italy), and explain how differences were related to the social organization of that society. (for example, the caste system in India; the matriarchal organization of some First Nations; classes in imperial Rome or in feudal societies in Europe or Asia; the emergence of a wealthy merchant class in Renaissance Italy).



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

#### Social Studies

##### B3. Understanding context: Regions in Canada

B3.4 Identify various types of political regions in Canada (for example, provinces, territories, municipalities, First Nation bands and reserves) and describe some of their basic similarities and differences (for example, the powers of a province versus those of a territory).

B3.6 Describe significant opportunities and challenges related to quality of life in some of Canada's political regions (for example, job opportunities in Alberta's booming resource sector; loss of jobs in the fishing industry in Newfoundland and Labrador; pollution generated in the Alberta oil sands; challenges related to employment and housing on First Nation reserves; urban sprawl in the Greater Toronto Area).

## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

#### Social Studies

##### B3. Understanding context: Regions in Canada

B3.6 Describe significant opportunities and challenges related to quality of life in some of Canada's political regions (for example, job opportunities in Alberta's booming resource sector; loss of jobs in the fishing industry in Newfoundland and Labrador; pollution generated in the Alberta oil sands; challenges related to employment and housing on First Nation reserves; urban sprawl in the Greater Toronto Area).

## TOPIC 4 THEME: Home Safety

### Curricular Outcome

#### Health

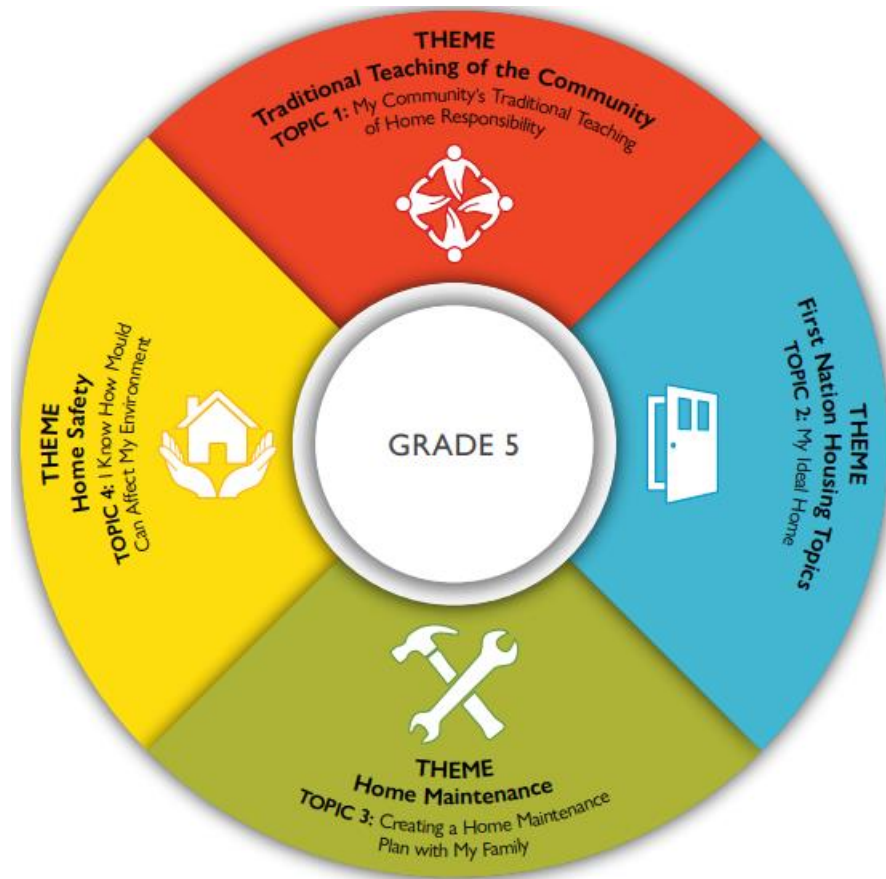
C1. Demonstrate an understanding of factors that contribute to healthy development.

C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.

C3. Demonstrate the ability to make connections that relate to health and well-being—how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.



## Grade 5 Curricular Outcomes for Ontario



### ❖ TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Social Studies

Strand B. People and environments: The role of government and responsible citizenship

B1. Assess responses of governments in Canada to some significant issues and develop plans of action for governments and citizens to address social and environmental issues



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Social Studies

Strand B. People and environments: The role of government and responsible citizenship

B3.7 Describe some different ways in which citizens can take action to address social and environmental issues.

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## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Social Studies

Strand B. People and environments: The role of government and responsible citizenship

B3. Demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada.

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## TOPIC 4 THEME: Home Safety

### Curricular Outcome

Health

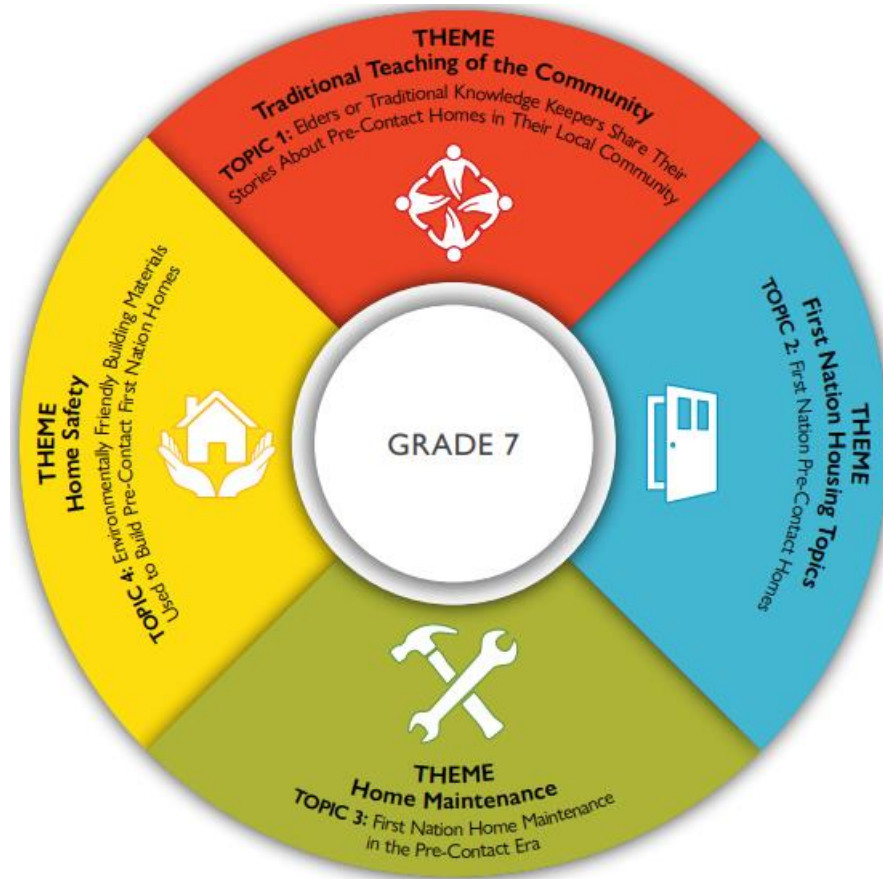
Personal safety and injury prevention

Apply strategies (for example, anger management, assertiveness, conflict resolution) to deal with personal-safety and injury-prevention situations (for example, swarming, threatening, harassment).

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## Grade 7 Curricular Outcomes for Ontario



### ❖ TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

English Language Arts

Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

English Language Arts

Developing and organizing content—research

1.3 Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources (for example, 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).

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## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

1.3 Identify a variety of listening comprehension strategies and use them appropriately before, during and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts (for example, use background knowledge about the structure of oral texts such as debates, interviews, speeches, monologues, lectures, and plays to make predictions and identify important ideas while listening; ask questions for clarification or further information; visualize scenes suggested by evocative or descriptive language in a text; use note-taking strategies to keep track of or summarize important points made by a speaker).

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## TOPIC 4 THEME: Home Safety

### Curricular Outcome

1. Listen to Understand

Demonstrating understanding

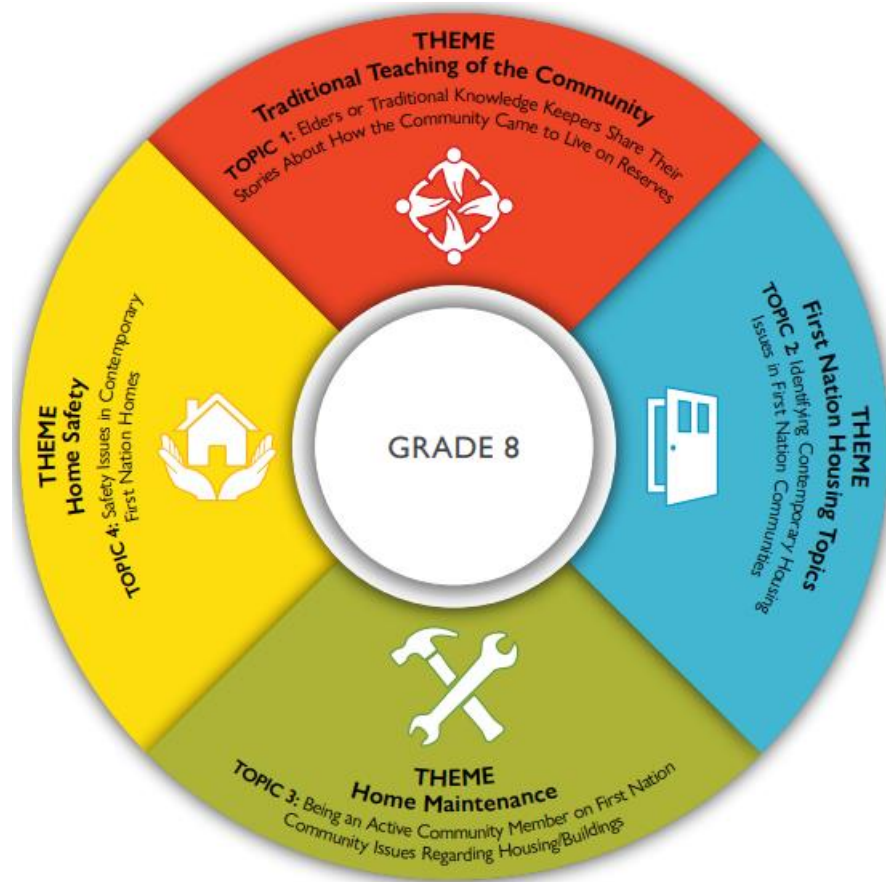
1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways (for example, briefly outline the main ideas in a text; accurately carry out a procedure or follow instructions; use a graphic form of expression, such as drawing or tableaux, to depict the important ideas in an oral text).

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## Grade 8 Curricular Outcomes for Ontario



### ❖ TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Social Studies

Strand A. Creating Canada, 1850-1890

A3. Describe various significant events, developments and people in Canada between 1850 and 1890, and explain their impact.



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Social Studies

Listening to understand—Demonstrating understanding

1.4 Demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways (compare views about an oral text with two other classmates and prepare a joint summary to present to the class; cite details from an oral text to support their opinions about it in a small-group discussion; use visual art, music or drama to represent important ideas in an oral text).

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## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Social Studies/English Language Arts

Developing and organizing content—Purpose and audience

1.1 Identify the topic, purpose and audience for more complex writing forms (a personal memoir about the school experience to share with classmates, family and friends at graduation; a report on a topic of current interest in the style of a newspaper article, including headlines, for a school or community newspaper; a campaign flyer or brochure to promote a candidate for school government).

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## TOPIC 4 THEME: Home Safety

### Curricular Outcome

English Language Arts

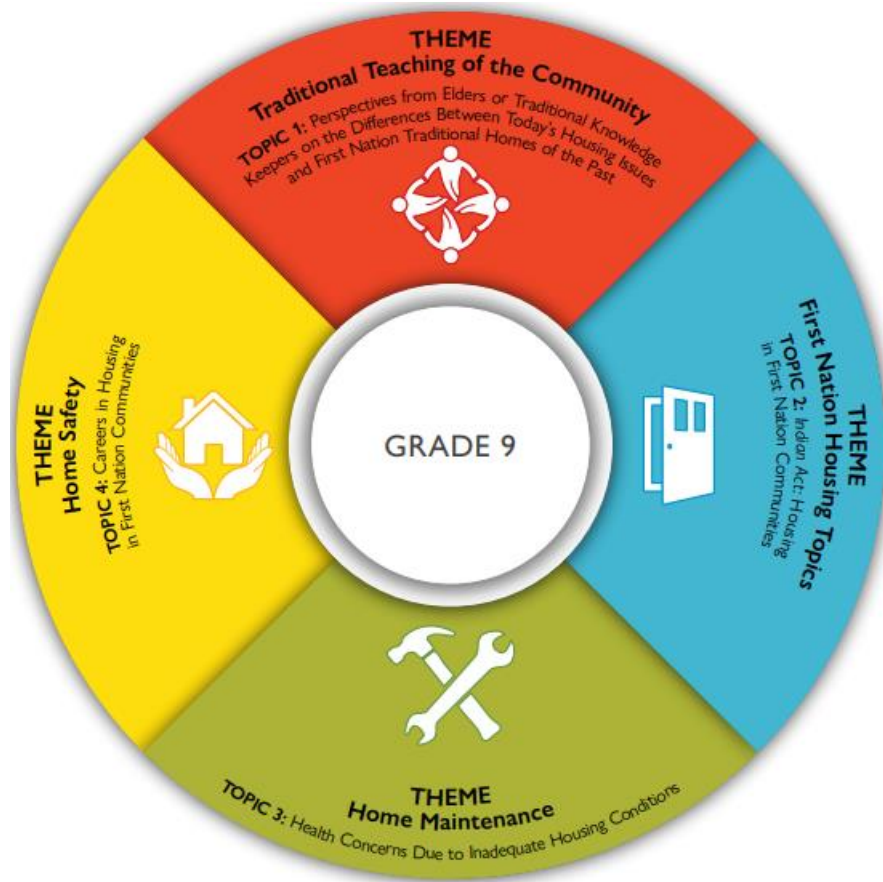
Producing media texts

3.4 Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions and techniques.

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## Grade 9 Curricular Outcomes for Ontario



### ❖ TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

English

Extending understanding of texts

1.6 Extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience and insights; other texts; and the world around them (listen to a reading circle member's opinion of a text and respond by sharing their own opinion; investigate topics presented in an oral text, using online sources, in order to assess the speaker's credibility).



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Secondary Social Sciences

Knowledge and understanding: Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking: The use of critical and creative thinking skills and/or processes and use of processing skills (analyzing, detecting point of view and bias, interpreting, evaluating, synthesizing, forming conclusions).

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## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Secondary Social Sciences

Communication: The conveying of meaning and expression through various forms

Organization and expression of ideas, information and understandings in oral, visual and/or written forms (oral: role plays, interviews, presentations, debates; visual: demonstrations, multimedia presentations, posters, graphic organizers; written: pamphlets, journals, reports, web pages).

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## TOPIC 4 THEME: Home Safety

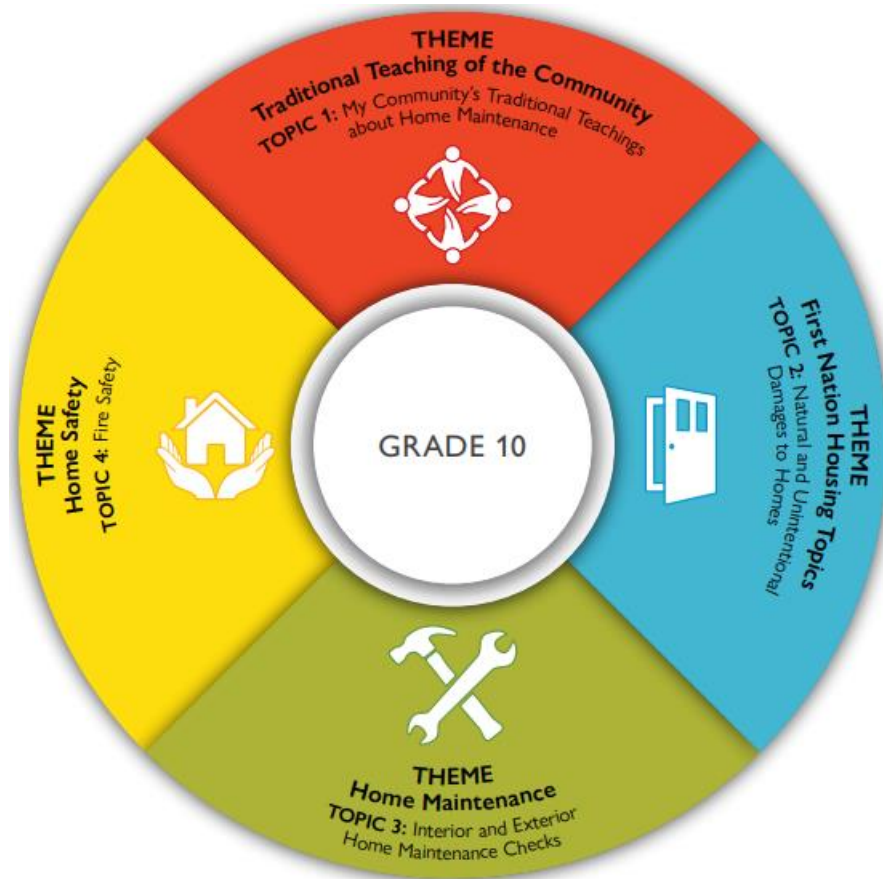
### Curricular Outcome

Secondary Social Sciences

- Application—The use of knowledge and skills to make connections within and between various contexts.
  - Making connections within and between various contexts (past, present, future; environmental, personal, social, religious, cultural, socio-economic contexts).
-



## Grade 10 Curricular Outcomes for Ontario



### TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Native Studies 10: Identity  
Overall expectations

Demonstrate understanding of the experiences of Aboriginal peoples in the twentieth century.

Specific expectations: Aboriginal world view

Describe the basic values of modern Aboriginal society and how these values influence the political, social, economic, and legal affairs of Aboriginal communities in Canada.



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Native Studies 10: Sovereignty  
Overall expectations

By the end of this course:

- Identify historic and contemporary events affecting the self-determination of Aboriginal peoples.

Specific expectations  
Aboriginal world view

- Demonstrate understanding of the importance of self-determination to the lives of Aboriginal peoples.

Renewal and reconciliation

- Describe how Aboriginal peoples are achieving dignity and self-reliance.
- 

## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Native Studies 10: Sovereignty  
Overall expectations

By the end of this course:

- Identify historic and contemporary events affecting the self-determination of Aboriginal peoples.

Specific expectations  
Aboriginal world view

- Demonstrate understanding of the importance of self-determination to the lives of Aboriginal peoples.

Renewal and reconciliation

- Describe how Aboriginal peoples are achieving dignity and self-reliance.
-



## TOPIC 4 THEME: Home Safety

### Curricular Outcome

Native Studies 10: Sovereignty

Overall expectations

By the end of this course:

- Identify historic and contemporary events affecting the self-determination of Aboriginal peoples.

Specific expectations

Aboriginal world view

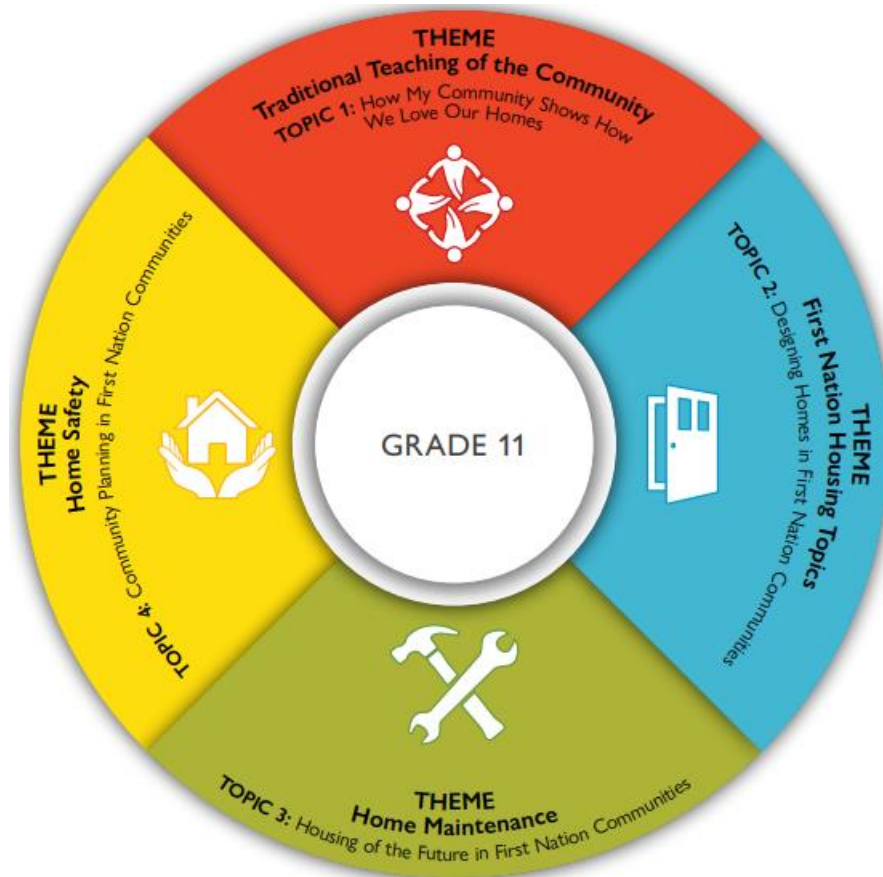
- Demonstrate understanding of the importance of self-determination to the lives of Aboriginal peoples.

Renewal and reconciliation

- Describe how Aboriginal peoples are achieving dignity and self-reliance.
-



## Grade 11 Curricular Outcomes for Ontario



### ❖ TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation Identity

Overall expectations

- Describe traditional and contemporary beliefs and values of Aboriginal cultures that influence present-day activities and behaviours.
- Identify aspects of cultural identity related to specific Aboriginal peoples.
- Describe the efforts and actions of Aboriginal communities and individuals to maintain their cultures and languages within traditional land bases, on reserves and in urban settings.





## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation Sovereignty

Overall expectations

- Describe the efforts of Aboriginal peoples to attain autonomy in their lives.
- Describe how contemporary Aboriginal communities assert their autonomy through a blend of traditional and modern practices.

Specific expectations

- Renewal and reconciliation
  - Identify initiatives and projects at the community, provincial and national levels that demonstrate Aboriginal self-sufficiency and autonomy (North American Indigenous Games, Native Child and Family Services agencies in First Nation communities).
- 

## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation Sovereignty

Overall expectations

- Describe the efforts of Aboriginal peoples to attain autonomy in their lives.
- Describe how contemporary Aboriginal communities assert their autonomy through a blend of traditional and modern practices.

Specific expectations

- Renewal and reconciliation
  - Identify initiatives and projects at the community, provincial and national levels that demonstrate Aboriginal self-sufficiency and autonomy (North American Indigenous Games, Native Child and Family Services agencies in First Nation communities).
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## TOPIC 4 THEME: Home Safety

### Curricular Outcome

Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation Sovereignty

Overall expectations

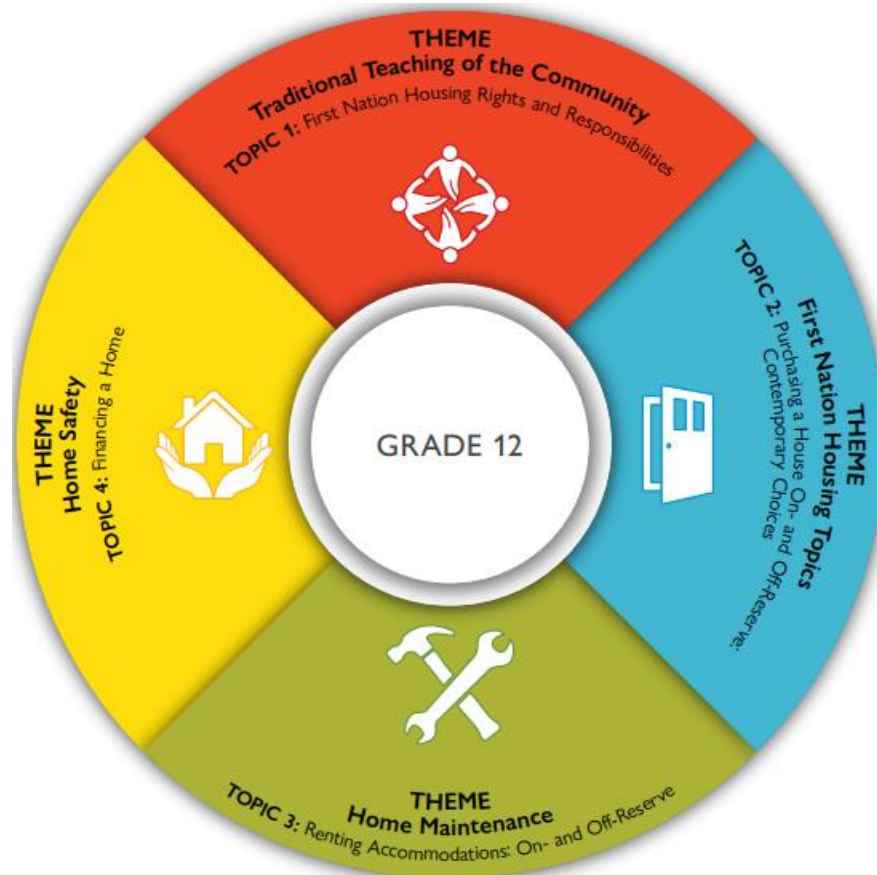
- Describe the efforts of Aboriginal peoples to attain autonomy in their lives.
- Describe how contemporary Aboriginal communities assert their autonomy through a blend of traditional and modern practices.

Specific expectations

- Renewal and reconciliation
  - Identify initiatives and projects at the community, provincial and national levels that demonstrate Aboriginal self-sufficiency and autonomy (North American Indigenous Games, Native Child and Family Services agencies in First Nation communities).
-



## Grade 12 Curricular Outcomes for Ontario



### TOPIC 1 THEME: Traditional Teaching of the Community

#### Curricular Outcome

Aboriginal Governance: Emerging Directions, Grade 12, University/College Preparation Identity  
Overall expectations

- Demonstrate an understanding that Aboriginal self-governance is grounded in Aboriginal peoples' beliefs and values.
- Describe the impact that governance has with respect to Aboriginal identity.

Specific expectations Aboriginal world view

- Identify traditional beliefs and values that are part of Aboriginal identity and that affect Aboriginal decision making and leadership.



## TOPIC 2 THEME: First Nation Housing Topics

### Curricular Outcome

Aboriginal Governance: Emerging Directions, Grade 12, University/College Preparation Identity  
Overall expectations

- Demonstrate an understanding that Aboriginal self-governance is grounded in Aboriginal peoples' beliefs and values.
- Describe the impact that governance has with respect to Aboriginal identity.

Specific expectations Aboriginal world view

- Identify traditional beliefs and values that are part of Aboriginal identity and that affect Aboriginal decision making and leadership.
- 

## TOPIC 3 THEME: Home Maintenance

### Curricular Outcome

Aboriginal Governance: Emerging Directions, Grade 12, University/College Preparation Identity  
Overall expectations

- Demonstrate an understanding that Aboriginal self-governance is grounded in Aboriginal peoples' beliefs and values.
- Describe the impact that governance has with respect to Aboriginal identity.

Specific expectations Aboriginal world view

- Identify traditional beliefs and values that are part of Aboriginal identity and that affect Aboriginal decision making and leadership.
-



## TOPIC 4 THEME: Home Safety

### Curricular Outcome

Aboriginal Governance: Emerging Directions, Grade 12, University/College Preparation Identity  
Overall expectations

- Demonstrate an understanding that Aboriginal self-governance is grounded in Aboriginal peoples' beliefs and values.
- Describe the impact that governance has with respect to Aboriginal identity.

Specific expectations Aboriginal world view

- Identify traditional beliefs and values that are part of Aboriginal identity and that affect Aboriginal decision making and leadership.
-