

ONTARIO CURRICULUM LEARNING EXPECTATIONS

The following learning expectations are found in *Choose Your Voice: Antisemitism in Canada* and are from the Ontario Curriculum for Language (2006), the Arts (1998), and Social Studies: History and Geography (2004). Learning expectations that are formally assessed in the rubrics are printed in **bold**; those not assessed are printed in regular type.

LANGUAGE – ORAL COMMUNICATION

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:				ASSESSED IN RUBRIC
		1	2	3	4	
GRADE 6						
1.2	Active Listening Strategies: demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.		✓	✓	✓	2
1.6	Extending Understanding: understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.	✓	✓	✓	✓	
1.7	Analyzing Texts: analyze oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information.			✓		
1.8	Point of View: identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives.	✓				
2.2	Interactive Strategies: demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.	✓	✓	✓	✓	2
2.3	Clarity and Coherence: communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information.	✓	✓	✓		
2.6	Non-Verbal Cues: 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 convey their meaning.	✓		✓	✓	
GRADE 7						
1.2	Active Listening Strategies: demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.		✓	✓	✓	2
1.6	Extending Understanding: extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.	✓	✓	✓	✓	

LANGUAGE – ORAL COMMUNICATION, continued

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:				ASSESSED IN RUBRIC
		1	2	3	4	
1.7	Analyzing Texts: analyze oral texts in order to evaluate how well they communicate ideas, opinions, themes, or experiences, and suggest possible improvements.			✓		
1.8	Point of View: explain the connections between a speaker's tone and the point of view or perspective presented in oral texts.	✓				
2.2	Interactive Strategies: demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience.	✓	✓	✓	✓	2
2.3	Clarity and Coherence: communicate orally in a clear, coherent manner, using a structure and style appropriate both to the topic and the intended audience.	✓	✓	✓		
2.6	Non-Verbal Cues: 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.	✓	✓	✓	✓	
GRADE 8						
1.2	Active Listening Strategies: demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.		✓	✓	✓	2
1.6	Extending Understanding: extend understanding of oral texts, including increasingly complex texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.	✓	✓	✓	✓	
1.7	Analyzing Texts: analyze 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.			✓		
1.8	Point of View: explain what the use of irony or satire in an oral text reveals about the speaker's purpose and perspective.			✓		
2.2	Interactive Strategies: demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience.	✓	✓	✓	✓	2
2.3	Clarity and Coherence: communicate orally in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience.	✓	✓	✓		
2.6	Non-Verbal Cues: 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 meaning.	✓	✓	✓	✓	

LANGUAGE – READING

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:				ASSESSED IN RUBRIC
		1	2	3	4	
GRADE 6						
1.1	Variety of Texts: Read a wide variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts.		✓	✓	✓	
1.4	Demonstrating Understanding: demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details.		✓	✓	✓	2
1.5	Making Inferences/Interpreting Texts: develop interpretations about texts using stated and implied ideas to support their interpretations.		✓		✓	
1.6	Extending Understanding: extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights; to other familiar texts; and to the world around them.		✓	✓	✓	
1.8	Responding to and Evaluating Texts: make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views.		✓	✓	✓	
1.9	Point of View: 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.		✓	✓	✓	2
3.2	Reading Unfamiliar Words: predict the meaning of and rapidly solve unfamiliar words using different types of cues.		✓	✓	✓	
GRADE 7						
1.1	Variety of Texts: read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (in bibliographic resource) and informational texts.		✓	✓	✓	
1.4	Demonstrating Understanding: demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing a variety of details that support the main idea.		✓	✓	✓	2
1.5	Making Inferences/Interpreting Texts: develop interpretations of increasingly complex or difficult texts using stated and implied ideas to support their interpretations.		✓		✓	
1.6	Extending Understanding: extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights; to other familiar texts; and to the world around them.		✓	✓	✓	
1.9	Point of View: identify the point of view presented in the texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives.		✓	✓	✓	2
3.2	Reading Unfamiliar Words: predict the meaning of and rapidly solve unfamiliar words using different types of cues.		✓	✓	✓	

LANGUAGE – READING, continued

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:				ASSESSED IN RUBRIC
		1	2	3	4	
GRADE 8						
1.1	Variety of Texts: read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (in bibliographic resource) and informational texts.		✓	✓	✓	
1.4	Demonstrating Understanding: demonstrate understanding of increasingly complex texts and difficult texts by summarizing important ideas and explaining how the details support the main idea.		✓	✓	✓	2
1.5	Making Inferences/Interpreting Texts: develop interpretations of increasingly complex or difficult texts using stated and implied ideas to support their interpretations.		✓		✓	
1.6	Extending Understanding: extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights; to other familiar texts; and to the world around them.		✓	✓	✓	
1.9	Point of View: identify the point of view presented in the texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives.		✓	✓	✓	2
3.2	Reading Unfamiliar Words: predict the meaning of and rapidly solve unfamiliar words using different types of cues.		✓	✓	✓	

LANGUAGE – WRITING

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:				ASSESSED IN RUBRIC
		1	2	3	4	
GRADE 6						
1.2	Developing Ideas: generate ideas about a potential topic and identify those most appropriate for the purpose.	✓		✓	✓	1, 3, 4
1.3	Research: gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.			✓		
2.1	Form: write longer and more complex texts using a range of forms.			✓		3
2.2	Voice: establish a distinctive voice in their writing appropriate to the subject and audience.			✓	✓	3, 4
2.5	Point of View: identify their point of view and other possible points of view; determine, when appropriate, if their view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate.	✓				1
3.1	Spelling Familiar Words: spell familiar words correctly.	✓				1

LANGUAGE – WRITING, continued

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:				ASSESSED IN RUBRIC
		1	2	3	4	
3.3	Vocabulary: confirm spelling and word meanings or word choice using a variety of resources appropriate for the purpose.	✓				
3.4	Punctuation: use punctuation appropriately to communicate their intended meaning in longer and more complex sentences (commas, quotation marks, colon, semi-colon, brackets).	✓				1
3.6	Proofreading: proofread and correct their writing using guidelines developed with peers and the teacher.	✓		✓		1, 3
3.7	Publishing: use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout.				✓	4
GRADE 7						
1.2	Developing Ideas: generate ideas about more challenging topics and identify those most appropriate for the purpose.	✓		✓	✓	1, 3, 4
1.3	Research: gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (in bibliographic resource).			✓		
2.1	Form: write complex texts of different lengths using a wide range of forms.			✓		3
2.2	Voice: establish a distinctive voice in their writing appropriate to the subject and audience.			✓	✓	3, 4
2.3	Word Choice: regularly use vivid and/or figurative language and innovative expressions in their writing.			✓		3
2.5	Point of View: 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.	✓		✓		1
3.1	Spelling Familiar Words: spell familiar words correctly.	✓				1
3.3	Vocabulary: confirm spelling and word meanings or word choice using a variety of resources appropriate for the purpose.	✓				
3.4	Punctuation: use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subject areas.	✓				1
3.6	Proofreading: proofread and correct their writing using guidelines developed with peers and the teacher.	✓		✓		1
3.7	Publishing: use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout.				✓	4

LANGUAGE – WRITING, continued

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:				ASSESSED IN RUBRIC
		1	2	3	4	
GRADE 8						
1.2	Developing Ideas: generate ideas about more challenging topics and identify those most appropriate for the purpose.	✓		✓	✓	1, 3, 4
1.3	Research: gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (in bibliographic resource).			✓		
2.1	Form: write complex texts of a variety of lengths using a range of forms.			✓		3
2.2	Voice: establish a distinctive voice in their writing appropriate to the subject and audience.			✓	✓	3, 4
2.3	Word Choice: regularly use vivid and/or figurative language and innovative expressions in their writing.			✓		3
2.5	Point of View: 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.	✓		✓		1
3.1	Spelling Familiar Words: spell familiar words correctly.	✓				1
3.2	Vocabulary: confirm spelling and word meanings or word choice using a variety of resources appropriate for the purpose.					
3.4	Punctuation: use punctuation appropriately to communicate their intended meaning in longer and more complex sentences (commas, quotation marks, colons, semi-colons, brackets).	✓				1
3.6	Proofreading: proofread and correct their writing using guidelines developed with peers and the teacher.	✓		✓		1, 3
3.7	Publishing: use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout.				✓	4

LANGUAGE – MEDIA LITERACY

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:				ASSESSED IN RUBRIC
		1	2	3	4	
GRADE 6						
1.3	Responding to and Evaluating Texts: evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.			✓		
1.4	Audience Responses: explain why different audiences might have different responses to media texts.	✓	✓	✓		
1.5	Point of View: identify whose point of view is present in a media text, identify missing or alternative points of view, and where appropriate, determine whether the chosen view achieves a particular view.	✓	✓	✓		

LANGUAGE – MEDIA LITERACY, continued

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:				ASSESSED IN RUBRIC
		1	2	3	4	
1.6	Production Perspectives: identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve.					
3.3	Conventions and Techniques: identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message.		✓			
3.4	Producing Media Texts: produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.		✓		✓	2, 4
GRADE 7						
1.3	Responding to and Evaluating Texts: evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.			✓		
1.4	Audience Responses: explain why different audiences might have different responses to media texts.		✓	✓	✓	
1.5	Point of View: demonstrate understanding that different media texts reflect different points of view.	✓	✓	✓	✓	
1.6	Production Perspectives: identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve.	✓				
3.3	Conventions and Techniques: identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message.		✓			
3.4	Producing Media Texts: produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.		✓		✓	2, 4
GRADE 8						
1.3	Responding to and Evaluating Texts: evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.			✓		
1.4	Audience Responses: explain why different audiences might have different responses to media texts.	✓	✓	✓	✓	
1.5	Point of View: demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view.	✓	✓	✓	✓	
1.6	Production Perspectives: identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve.	✓				
3.3	Conventions and Techniques: identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message.		✓			
3.4	Producing Media Texts: produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.		✓		✓	2, 4

THE ARTS – MUSIC

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:				ASSESSED IN RUBRIC
		1	2	3	4	
GRADE 6						
6a24	Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media, e.g., painting, computer animation.			✓		
GRADE 7						
7a31	Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media, e.g., painting, computer animation.			✓		
GRADE 8						
8a23	Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media, e.g., painting, computer animation.			✓		

THE ARTS – VISUAL ARTS

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:				ASSESSED IN RUBRIC
		1	2	3	4	
GRADE 6						
6a25	Produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques.				✓	4
6a26	Identify the elements of design (colour, line, shape, form, space, texture) and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art.				✓	4
GRADE 7						
7a35	Produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of appropriate art forms.				✓	4
7a36	Identify the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art.				✓	4
GRADE 8						
8a25	Produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of art forms.				✓	4
8a26	Identify the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art.				✓	4

THE ARTS – DRAMA AND DANCE

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:				ASSESSED IN RUBRIC
		1	2	3	4	
GRADE 6						
6a46	Interpret and communicate the meaning of novels, scripts, legends, fables, and other material drawn from a range of sources and cultures, using a variety of drama and dance techniques (e.g., “reader’s theatre”), and evaluate the effectiveness of the techniques.		✓			2
GRADE 7						
7a54	Interpret and communicate the meaning of novels, scripts, historical fiction, and other material drawn from a range of sources and cultures, using a variety of drama and dance techniques (e.g., “drama anthologies”).		✓			2
7a76	Research and dramatize material from various sources (e.g., material from autobiographies, history books).		✓			2
GRADE 8						
8a42	Interpret and communicate ideas and feelings drawn from fictional accounts, documentaries, and other material from a wide variety of sources and cultures, selecting and combining complex drama and dance techniques (e.g., “forum theatre”).		✓			2
8a66	Dramatize material that they have researched from primary sources (e.g., material from autobiographies, history books).		✓			

SOCIAL STUDIES

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:			
		1	2	3	4
GRADE 6					
Heritage and Citizenship: First Nation Peoples and European Explorers 6z1	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.		✓		
Heritage and Citizenship: First Nation Peoples and European Explorers 6z3	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.		✓		
Canada and World Connections: Canada’s Links to the World 6z24	Identify and describe Canada’s economic, political, social, and physical links with the United States and other regions of the world.		✓	✓	✓
Canada and World Connections: Canada’s Links to the World 6z25	Use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada’s links with the United States and other areas of the world.		✓	✓	✓

SOCIAL STUDIES, continued

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:			
		1	2	3	4
Canada and World Connections: Canada's Links to the World 6z26	Explain the relevance to Canada of current global issues and influences.		✓	✓	✓

HISTORY

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:			
		1	2	3	4
GRADE 7					
New France 7h3	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.			✓	
British North America 7h18	Use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of the new British colonies.		✓		
British North America 7h19	Identify some themes and personalities from the period, and explain their relevance to contemporary Canada.		✓		
Conflict and Change 7h38	Compare methods of conflict resolution in both historical and contemporary situations.		✓	✓	✓
GRADE 8					
Confederation 8h3	Compare Canada as it was in 1867 to the Canada of today, including political, social, and other issues facing the country in both periods.			✓	
The Development of Western Canada 8h18	Show how the history of the Canadian west has influenced both artistic/imaginative works and Canadian institutions.		✓		
Canada: A Changing Society 8h33	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.		✓		✓
Canada: A Changing Society 8h34	Use a variety of resources and tools to gather, process, and communicate information about the factors that shaped Canada as it was entering the twentieth century.		✓	✓	✓
Canada: A Changing Society 8h35	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.		✓	✓	✓

GEOGRAPHY

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON:			
		1	2	3	4
GRADE 7					
The Themes of Geographic Inquiry 7g1	Identify and explain the themes of geographic inquiry: location/place, environment, region, interaction, and movement.		✓	✓	
Patterns in Physical Geography 7g18	Use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography.				✓
Patterns in Physical Geography 7g19	Explain how patterns of physical geography affect human activity around the world.		✓	✓	✓
Natural Resources 7g40	Describe positive and negative ways in which human activity can affect resource sustainability and the health of the environment.			✓	
GRADE 8					
Patterns in Human Geography 8g3	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.				✓
Economic Systems 8g19	Describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development.		✓		✓
Economic Systems 8g20	Use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about migration and its effects on people and communities.		✓	✓	✓
Economic Systems 8g21	Compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets.		✓	✓	✓
Migration 8g34	Identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society.		✓	✓	✓
Migration 8g36	Connect the real experiences of Canadians to information about the causes and effects of migration.		✓	✓	✓