

Ontario

	Grade 4		Grade 5	
Subject	Language	Social Studies: Medieval Times/ Canada's Provinces, Territories, and Regions	Language	Social Studies: Early Civilizations/ Aspects of Citizenship and Government in Canada
Areas of Study	<ul style="list-style-type: none"> > Oral Communication > Reading > Writing > Media Literacy 	<ul style="list-style-type: none"> > Discover the major features of daily life in medieval European societies (500 to 1500) and the major events and influences of the era > Investigate and describe the physical and political divisions of Canada. > Determine how physical characteristics influence the economy and culture of Ontario and the other provinces and territories 	<ul style="list-style-type: none"> > Oral Communication > Reading > Writing > Media Literacy 	<ul style="list-style-type: none"> > Investigate the influence of the natural environment on the development of various early civilizations around the world > Examine changes in the ways human needs were met as a result of technological advances. > Examine the structure and function of the three levels of government in Canada and how they relate to one another > Use research skills and critical thinking skills to extend their understanding of the rights of groups and individuals and the responsibilities of citizenship in Canada
Expectations	<ul style="list-style-type: none"> > Use informational texts (print and online newspaper and magazine articles and reviews) to develop reading comprehension strategies > Gather information using a variety of print and electronic sources > Media Literacy: identify audience, evaluate texts, explain audience responses, production perspectives, point of view, understand conventions and techniques, create media texts 	<ul style="list-style-type: none"> > Discover the major features of daily life in medieval European societies (500 to 1500) and the major events and influences of the era > Investigate and describe the physical and political divisions of Canada. > Determine how physical characteristics influence the economy and culture of Ontario and the other provinces and territories 	<ul style="list-style-type: none"> > Use informational texts (print and online newspaper and magazine articles and reviews) to develop reading comprehension strategies > Identify text features, patterns and elements of style > Gather information using a variety of print and electronic sources > Media Literacy: identify audience, evaluate texts, explain audience responses, production perspectives, point of view, understand conventions and techniques, create media texts 	<ul style="list-style-type: none"> > Study major early civilizations (e.g., Mediterranean, African, Asian and North/Central/South American) > Analyze environment, government, social needs, values and beliefs, scientific advances > Structure and components of Canada's federal, provincial/territorial, and municipal governments > Processes of electing governments in Canada - identify current and historical political figures and their significance > Basic rights in Canadian Charter of Rights and Freedoms > Understand significant of civic buildings, symbols ceremonies and celebrations

Ontario Curriculum Documents

<http://www.edu.gov.on.ca/eng/curriculum/>

Grade 6		Grade 7	
<u>Language</u>	<u>Social Studies: First Nation Peoples and European Explorers/ Canada's Links to the World</u>	<u>Language</u>	<u>History</u>
<ul style="list-style-type: none"> > Oral Communication > Reading > Writing > Media Literacy 	<ul style="list-style-type: none"> > Learn about the main characteristics of North American First Nation cultures, including the close relationship of the First Nation peoples with the natural environment > Identify and describe Canada's economic, political, social, and physical links with the United States and other regions of the world 	<ul style="list-style-type: none"> > Oral Communication > Reading > Writing > Media Literacy 	<ul style="list-style-type: none"> > Development of Canada from the seventeenth to the early nineteenth century > New France > British North America > Conflict and Change
<ul style="list-style-type: none"> > Identify general idea and related facts in online and print magazine articles, editorials > Analyze online and print sources to compare different approaches to the same topic > Gather information using a variety of print and electronic sources > Media Literacy: identify audience, evaluate texts, explain audience responses, production perspectives, point of view, understand conventions and techniques, create media texts 	<ul style="list-style-type: none"> > Investigate the motivating factors for early European exploration and the prevailing attitudes of the explorers > Understand Canada's economic, political, social, and physical links with the US and other regions of the world > Examine the positive and negative effects of interactions between European and First Nation peoples, from first Viking contact to the time of permanent European settlement in the early seventeenth century > Identify technological developments and cultural factors that assisted the exploration of North America – importing/exporting > 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) 	<ul style="list-style-type: none"> > Identify point of view, bias, text features and elements of style > Read for purpose: Gather information to support ideas for writing, use newspapers, and journals to verify information > Comprehend/interpret increasingly complex informational and media texts: Use overt and implied messages as evidence for their interpretations (e.g., identify the editorial positions of two different newspapers by comparing the selection of stories and the composition of elements [photos, images, text] on their front pages) > Analyze audience responses > Production perspectives: identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives 	<ul style="list-style-type: none"> > Investigate the contributions of significant groups and individuals and develop an understanding of Canada's European roots > Understand early settlements of North America and their impact on the First Nation peoples and on English-French relations > Examine the economic, social, and political challenges facing New France and British North America > Examine course of conflict and change in the two colonies that culminated in the rebellions of 1837–38

Grade 8		Grade 9	
Language	History	English	Learning Strategies 1
<ul style="list-style-type: none"> > Oral Communication > Reading > Writing > Media Literacy 	<ul style="list-style-type: none"> > Develop an understanding of events in Canada from the 1850s to 1914 and the events leading up to the beginning of the First World War > Confederation > The Development of Western Canada > Canada: A Changing Society 	<ul style="list-style-type: none"> > Oral Communication > Reading and literature studies > Writing > Media Studies 	<ul style="list-style-type: none"> > Learning Skills > Personal Knowledge and Management Skills > Interpersonal Knowledge and Skills > Exploration of Opportunities
<ul style="list-style-type: none"> > Explain how patterns help communicate meaning (e.g. time order and cause and effect in an online newspaper article) > Read for purpose: Gather information to support ideas for writing, use newspapers, and journals to verify information > Use overt and implied messages as evidence for interpretations of text (e.g., compare the coverage of a lead story in a morning newspaper to the coverage of that story on the evening news) > Evaluate effectiveness of presentation and treatment of ideas, information, opinions, issues, and/or experiences in media texts (e.g., explain how a series of newspaper stories on a controversial issue captured and maintained their interest; explain the similarities and differences in the treatment of a particular topic or theme in different media texts; as a class, evaluate the media's coverage of a social or environmental issue over a two-week period) > Explain how text (web and print) conventions convey meaning and influence or engage the audience 	<ul style="list-style-type: none"> > Examine internal and external political factors, key personalities, significant events, and geographical realities that led to the creation of the Dominion of Canada in 1867 > Individuals, groups, and movements promoting political and social change in the early twentieth century. > Extend understanding of national issues by comparing negotiations among regional interests at the time of Confederation with similar debates in Canada today > Outline the main factors contributing to the settlement and development of the Prairie provinces, British Columbia, and Yukon > Examine a range of changes and conflicts, including railroad construction and issues of resource use, and investigate the roles and reactions of government, First Nation peoples, Métis, and new immigrants > Investigate social and political challenges of increased migration industrialization, Canada's changing role in the British Empire, and Canadian-American relations 	<ul style="list-style-type: none"> > Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning > Critical Literacy: identify perspectives/bias (compare two newspaper articles on the same topic) > Identify different characteristics of literary, informational, and graphic text > Research: locate and select information to support ideas for writing, using and print, electronic resources > Interpret media texts, identifying and explaining the overt and implied messages they convey 	<ul style="list-style-type: none"> > Reading skills and strategies > Teamwork skills > Locate relevant information from a variety of sources, such as newspapers

Grade 10	
English	Introduction to Business (available in Grade 9 or 10) Information & Communication Technology in Business (available in Grade 9 or 10)
<ul style="list-style-type: none"> > Oral Communication > Reading and literature studies > Writing > Media Studies 	<ul style="list-style-type: none"> > Business Fundamentals > Digital Literacy > Financial literacy > Business Communications > Ethics
<ul style="list-style-type: none"> > Explain inferences (eg: make inferences about the target audience for two different newspapers based on the stories the papers feature most prominently and cover in most detail) > Analyze text features for meaning (logo size, illustrations, font sizes, and colour) > Research: locate and select information to support ideas for writing, using and print, electronic resources > Evaluate how effectively information, ideas, issues, and opinions, are communicated in media texts (e.g. determine whether they get more information about a news story from a TV clip or a newspaper report) > Production perspectives: explain how a variety of production, marketing, and distribution factors influence the media > Identify how certain characteristics shape content and create meaning (e.g., identify the features offered in an online version of a newspaper that are not provided in the print version and vice versa) 	<ul style="list-style-type: none"> > Locate relevant information in a variety of print and electronic sources > Read and analyze financial information for personal and professional purposes. > Intellectual property privacy and security issues > Explain controversial business issues from a local, national, and international perspective > Compare the advantages and disadvantages of the major types of advertising

Grade 11		Grade 12
<u>Media Studies</u>	<u>Interdisciplinary Studies: Applied Journalism</u>	<u>Writers Craft</u>
<ul style="list-style-type: none"> > Understanding and Interpreting Media Texts > Media and Society > The Media Industry > Producing and Reflecting On Media Texts elements of style for meaning 	<ul style="list-style-type: none"> > Investigate sources of information and compare differing perspectives 	<ul style="list-style-type: none"> > Investigating Writing > Practising Writing > Reflecting On Writing
<ul style="list-style-type: none"> > Identify purpose, intended audience, messages, and audience responses > Analyze codes, conventions, language, point of view, genre and form and identify how they convey meaning and influence audience > Media perspectives – analyze representation of groups and individuals, current issues, behaviours and attitudes > Understand impact of media on society – Canadian identity, health and relationships, globalization, privacy > Industry and Audience, Ownership and Control 	<ul style="list-style-type: none"> > Develop a sense of news and news judgment > Editorial conventions and practices > Principles of print and web design, > Legal and ethical uses of information 	<ul style="list-style-type: none"> > Examine a range of texts and analyze elements of form and style > Assess the effectiveness of the ways in which writers use elements of style (eg: analyze the content of and the style used by journalists in a selection of national, local, and community newspapers) > The Writing Profession: research career opportunities in writing related fields