



Curriculum Expectations

Grade 1

As part of the curriculum review process, expectations are being incorporated into many areas of the elementary and secondary curriculum to help teachers bring First Nation, Métis and Inuit histories, cultures and perspectives into the classroom. This document provides teachers with a handy reference to those expectations contained in revised curricula released as of November, 2007. For Aboriginal students, the revised curriculum will help foster a strong sense of identity and a positive self-image. For all Ontario students, and educators, the new expectations add a rich new dimension to Ontario's curriculum, and strengthen opportunities to explore, appreciate, understand, and value the contributions of Ontario's Aboriginal communities to the social and cultural fabric of our province.



SOCIAL STUDIES

The curriculum in Social Studies is organized in two strands: Heritage and Citizenship and Canada and World Connections.

Heritage and Citizenship: Relationships, Rules and Responsibilities

Knowledge and Understanding

- Describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g., by sharing, being courteous, cooperating, not littering).
- Identify important relationships in their lives (e.g., with family members, friends, pets, teachers) and name some responsibilities that are part of these relationships
- Describe significant people and places in their lives (e.g., parents, sports figures; bedroom, park, playground, community centre) and the rules associated with them

Inquiry/Research and Communication Skills

- Brainstorm and ask simple questions (e.g., How? Why?) to gain information about relationships, rules, and responsibilities
- Use primary and secondary sources to locate information about relationships, rules, and responsibilities in their home, school, and community (e.g., primary sources: interviews, eyewitness visitors, class trips; secondary sources: maps, illustrations, print materials, technology)

- Use illustrations, keywords, and simple sentences (e.g., chart, picture book, cartoon) to sort, classify, and record information about relationships, rules, and responsibilities

Application

- Identify an area of concern (e.g., littering, sharing, conflicts), and suggest changes in rules or responsibilities to provide possible solutions;

Canada and World Connections: The Local Community

Knowledge and Understanding

- List the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);
- Identify the physical and social needs of residents in an area (e.g., for food, water, shelter, safety, recreations, social interaction)

Application

- List a variety of occupations in the community and explain how they meet people's needs



Language is a fundamental element of identity and culture. If students see themselves and others in the texts they read and the oral and media works they engage in, they are able to feel that the works are genuinely for and about them and they come to appreciate the nature and value of a diverse, multicultural society.

Successful language learners:

- Make meaningful connections between themselves, what they encounter in texts, and the world around them
- Understand that all texts advance a particular point of view that must be recognized, questioned, assessed, and evaluated
- Appreciate the cultural impact and aesthetic power of texts.

The language curriculum is also based on the understanding that students learn best when they can identify themselves and their own experience in the material they read and study in school. Students in Ontario come from a variety of backgrounds, each with his and her own set of perspectives, strengths, and needs. Reading activities should expose students to materials that reflect the diversity of Canadian and world cultures, including those of Aboriginal peoples.

The Language curriculum is divided into four strands: Oral Communication, Reading, Writing, and Media Literacy.

Oral Communication

Speaking to Communicate

- **2.4** Choose appropriate words to communicate their meaning accurately and engage the interest of their audience (e.g., choose words relevant to the topic from the full range of their vocabulary, including new words used regularly in the classroom; use descriptive adjectives to clarify and add interest to a narrative; use inclusive language that conveys respect for all peoples);
- **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

Reading for Meaning

- **1.1** Read a few different types of literary texts (e.g., pattern books, rhymes, books from home, simple fiction stories), graphic texts (e.g., calendars, environmental print, signs), and informational texts (e.g., morning messages, strategy charts, instructions, simple non-fiction books, labels)

Media Literacy

Understanding Media Texts

- **1.5** Begin to identify, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective (e.g., a cartoon told from the point of view of a mouse might be told from a cat's viewpoint).

ABOUT THE TEACHER'S TOOLKIT

This document is one component of *Aboriginal Perspectives: The Teacher's Toolkit*, a collection of resources designed to help Ontario educators bring Aboriginal perspectives into the classroom. Based on the revised Ontario curriculum, the series includes resources for educators at both the elementary and secondary levels. Other resources in this series can be found on the ministry website at www.edu.gov.on.ca.

