Curriculum Expectations

Grade 2

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: Traditions and Celebrations

Knowledge and Understanding

- Identify ways in which heritage and traditions are passed on (e.g., stories; community celebrations; special days such as Remembrance Day, Canada Day, Aboriginal Solidarity Day, and religious holidays; the Canadian flag, music, crafts, dance, food, recreation, clothing);
- Explain the significant traditions and celebrations of families from a variety of cultural traditions.

Inquiry/Research and Communication Skills

- Make and read a variety of graphs, charts, diagrams, maps, and models to understand information about cultural or religious traditions and share it with members of the class (e.g., Festivals of Lights, First Nation powwows, toys from various cultures).
Application
- Identify community celebrations that reflect their own heritage and/or their
  Canadian identity (e.g., Remembrance Day, Canada Day, Victoria Day, Aboriginal
  Solidarity Day, Chinese New Year).

LANGUAGE

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

Listening to Understand
- 1.2 Demonstrate an understanding of appropriate listening behaviour by using
  active listening strategies in a variety of situations (e.g., demonstrate
  understanding of when to speak, when to listen, and how much to say; restate
  what the speaker has said and connect it to their own ideas; express personal
  interest in what has been said by asking related questions: I like what ______
  said about ______);
- 1.6 Extend understanding of oral texts by connecting the ideas in them to their
  own knowledge and experience; to other familiar texts, including print and visual
  texts; and to the world around them (e.g., talk about their own ideas and
  experiences related to the topic before listening; connect ideas from oral
  presentations to related school and community events and/or to other texts with
  similar topics or themes, including multicultural texts or texts in their own first
  language.)

Speaking to Communicate
- 2.5 Identify some vocal effects, including tone, pace, pitch, and volume, and use
  them appropriately, and with sensitivity towards cultural differences, to help
  communicate their meaning (e.g., adjust volume to suit the purpose for speaking
  and the size and type of audience);
• 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 some different literary texts (e.g., poetry, folk tales, fairy tales from diverse cultures, stories, books from home in their first language), graphic texts (e.g., simple maps, charts, diagrams, graphs) and informational texts (e.g., “How to” books, non-fiction books about topics of personal interest, electronic texts, primary dictionaries);
• 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.

Writing

Using Knowledge of Form and Style in Writing
• 2.5 Identify, initially with support and direction, their point of view and one or more possible different points of view about the topic.

Media Literacy

Understanding Media Texts
• 1.5 Identify, initially with support and direction, whose point of view (e.g., that of the hero, the villain, the narrator) is presented in a simple media text and suggest how the text might change if a different point of view were used.

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.