



# Curriculum Expectations

## Grade 3

*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: Early Settlements in Upper Canada

#### **Overall Expectations**

- Describe the communities of early settlers and First Nation peoples in Upper Canada around 1800;
- Use a variety of resources and tools to gather, process, and communicate information about interactions between settlers and existing communities, including First Nation peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities.

#### **Knowledge and Understanding**

- Identify areas of early settlement in Upper Canada (e.g., English/Niagara; Francophone/Penetanguishene; African-American/Chatham; Mennonite/Kitchener; Mohawk/Brantford);
- Identify the First Nation peoples in Upper Canada around 1800 (e.g., Ojibway, Iroquois Confederacy), say where they lived, and describe their lifestyles;
- Describe what early settlers learned from First Nation peoples that helped them adapt to their new environment (e.g., knowledge about medicine, food, farming, transportation).

### ***Inquiry/Research and Communication Skills***

- Collect information and draw conclusions about human and environmental interaction during the early settlement period (e.g., settlers storing food for long winters, using plants for medicinal purposes, using waterways for transportation);
- Make and read a wide variety of graphs, charts, diagrams, maps, and models to understand and share their findings about early settlements in Upper Canada (e.g., a research organizer showing trades and tools; illustrations of period clothing; maps of settlements, including First Nation communities);
- Use media works, oral presentations, written notes and descriptions to communicate research findings (e.g., a model of an early settler home, or a diorama of a First Nation settlement, a poster encouraging immigration to Upper Canada);
- Use appropriate vocabulary (e.g., pioneer, settlers, grist mill, settlement, general store, blacksmith, First Nation peoples) to describe their inquiries and observations.

### ***Application***

- Compare and contrast aspects of daily life for early settler and/or First Nation children in Upper Canada and children in present-day Ontario (e.g., food, education, work and play);
- Compare and contrast aspects of life in early settler and/or First Nation communities in Upper Canada and in their own community today (e.g., services, jobs, schools, stores, use and management of natural resources);
- Compare and contrast buildings/dwellings in early settler and/or First Nation communities in Upper Canada with buildings and dwellings in present-day Ontario;
- Compare and contrast tools and technology used by early settlers and/or First Nation peoples with present-day tools and technologies (e.g., quill/word processor; sickle/combine harvester; methods of processing lumber, grain and other products);
- Re-create some social activities or celebrations of early settler and/or First Nation communities in Upper Canada.

## **Canada and World Connections: Urban and Rural Communities**

### ***Application***

- Compare the characteristics of their community to those of a different community (e.g., with respect to population density, services, modes of travel to isolated northern and First Nation communities).



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***

- **1.6** 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., brainstorm to connect to a topic to their background knowledge of the topic; compare oral texts with similar themes from different cultures; connect messages in oral texts to social issues of relevance to the class).

### ***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., pause in appropriate places long enough to allow others to respond during dialogue with peers or in small groups);
- **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 variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., "How to" books, print and electronic reference sources, magazine articles);
- **1.4** Demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting characters, and theme)
- **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;
- **1.9** Identify the point of view presented in a text and suggest some possible alternative perspectives (e.g., retell the story from the point of view of someone other than the author).

## Writing

### ***Developing and Organizing Content***

- **1.1** Identify the topic, purpose, audience, and form for writing (e.g., an original fable modeled on the structures and conventions of fables read, to entertain the class; a specific explanation demonstrating how some common levers make work easier, for a peer group; a labeled map with a legend identifying the key components of an early settlement in Upper Canada, to accompany a small-group project).

### ***Using Knowledge of Form and Style in Writing***

- **2.1** Write short texts using a variety of forms (e.g., a personal or factual recount of events or experiences that includes photographs or drawings and captions; a report comparing transportation in urban and rural communities; a paragraph explaining how physical geography and natural resources affected the development of early settler communities; a letter from the point of view of a settler, describing how First Nations people have taught the settlers to adapt to their new environment; a familiar story told from a new perspective; a patterned poem using rhyme or repetition).

### **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](http://www.edu.gov.on.ca).

