

Curriculum Expectations

Grade 7

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.



New France

Overall Expectations

- Outline the reasons why settlers came to New France; identify the social, political, religious, and economic factors that shaped the colony; and describe how settlers and fur traders interacted with the First Nation peoples;
- 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.

Knowledge and Understanding

- Explain why people came to live in New France (e.g., for land, for military reasons, for the fur trade, for religious reasons) and describe the impact of European immigration on First Nation settlements;
- Identify and explain examples of conflict and cooperation between the French and First Nation peoples (e.g., with respect to the fur trade, religion, and culture, military alliances/conflicts), and between the French and English fur traders (e.g., competition between the North West Company and the Hudson's Bay Company).

Inquiry/Research and Communication Skills

- Formulate questions to aid in gathering and clarifying information (e.g., How did the Catholic Church influence the life of First Nation peoples and French settlers in New France?);
- Analyse, synthesize, and evaluate historical information from different points of view (e.g., First Nation peoples' ideas about spirituality and Jesuit ideas about religion).

Application

- Compare and contrast past and present attitudes to the fur industry (e.g., ideas about trapping, fashion).

British North America

Knowledge and Understanding

- Describe the different groups of people (e.g., Black Loyalists, slaves, indentured servants, Iroquois allied nations, Maritime Loyalists) who took part in the Loyalists migration and identify their areas of settlement;
- Explain key characteristics of life in English Canada from a variety of perspectives (e.g., family life, economic and social life, the growth and development of early institutions, transportation, relationships with First Nation peoples and French settlers);
- Identify the achievements and contributions of significant people (e.g., Sir John Graves Simcoe, Lady Elizabeth Simcoe, Joseph Brant/ Thayendanegea).

Inquiry/Research and Communication Skills

- Formulate questions to facilitate research on specific topics (e.g., Why were the Iroquois peoples allied with the British Crown? How were Indian reserves created in English Canada and French Canada and what were their impacts on First Nation peoples?);
- Describe and analyse conflicting points of view about a series of historical events (e.g., the Royal Proclamation of 1763, the Quebec Act of 1774, the Declaration of Independence of 1776, the Indian Act of 1876).

Application

- Illustrate the historical development of their local community (e.g., its origins, key personalities, and the contributions of various cultural groups), using a variety of formats (e.g., a heritage display, posters, a drama skit or role play, a brochure, a Web page);
- Prepare and present a biographical sketch of a historical person from the period 1759 – 1812 (e.g., Laura Secord, Isaac Brock, Tecumseh, Thomas Peters).



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

- **2.5** Identify a range of vocal effects, including tone, pace, pitch, and volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning (e.g., use pauses and changes of pace to highlight the introduction of each new point in a speech to the student body);
- **2.6** 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 (e.g., lean into a group to make a point; make eye contact with the person to whom the response/question is directed).

Reading

Reading for Meaning

- **1.1** Read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (e.g., short stories, poetry, novels, mysteries, historical fiction, autobiographies, scripts, lyrics), graphic texts (e.g., graphs and graphic organizers, charts and tables, diagrams, surveys, maps), and informational texts (e.g., print and online encyclopedias, manuals, and magazine and newspaper articles; magazines in their first languages, where appropriate; electronic texts, textbooks and non-fictional materials; a variety of dictionaries, thesauri, and websites);
- **1.6** 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 (e.g., by comparing their own perspective to those of the characters in a historical novel);
- **1.7** Analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader's reaction (e.g., *narrative*: having ordinary characters caught up in an exciting plot makes the story seem more real; *debate*: the formal, balanced structure encourages the reader to pay equal attention to both sides of the argument).

Media Literacy

Understanding Media Texts

- **1.4** Explain why different audiences (e.g. with respect to gender, age, nationality, ability/disability, income level) might have different responses to a variety of media texts (e.g., messages in chat rooms, television broadcasts of international news stories, music, documentaries, clothing);
- **1.6** Identify who produces various media texts and determine the commercial, ideological, political, cultural and/or artistic interests or perspectives that the texts may evolve (e.g., films may be classified as “artistic”, “commercial”, “documentary”, and so on, reflecting the different perspectives and approaches they take; one magazine contains a majority of pieces offer a political perspective, whereas another features various pieces written from different perspectives).

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.

