

Curriculum Expectations

Guidance and Career Education

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.



LEARNING STRATEGIES 1: SKILLS FOR SUCCESS IN SECONDARY SCHOOL

GRADE 9, OPEN

(GLS10/GLE10/GLE20)

Personal Knowledge and Management Skills

Personal Management and Learning

- Identify and describe personal lifestyle strategies that enhance health and wellness and improve one's readiness to learn (e.g., exercising regularly, getting enough rest, following a nutritious diet, maintaining a balance among priorities; adopting holistic approaches to well-being, such as those found in Aboriginal cultures)

Interpersonal Knowledge and Skills

Assessing Interpersonal Knowledge, Skills, and Strategies

- Describe how interpersonal and teamwork skills are enhanced by respect for individuals with different backgrounds and experiences, and explain the significance of respect in Aboriginal cultures.

10 CAREER STUDIES
GRADE 10, OPEN

(GLC20)

Exploration of Opportunities

Identifying Trends and Opportunities

- Explain how knowledge of and respect for various cultures and languages (e.g., understanding customs and practices, multilingualism) can be an asset in the global job market.

10 DISCOVERING THE WORKPLACE
GRADE 10, OPEN

(GLD20)

Personal Management

Working with Others

- Explain how diversity (e.g., in perspective, ability, culture, gender) can contribute to effective and productive group work.

11 DESIGNING YOUR FUTURE
GRADE 11, OPEN

(GWL30)

Interpersonal Knowledge and Skills

Group Dynamics

- Demonstrate respectful and responsible behaviours (e.g., respect for levels of authority, respect for diversity, responsibility for one's actions) in groups at school and in community-based learning activities.

Exploration of Opportunities

Opportunities

- Explain how knowledge and appreciation of various cultures, including those of Aboriginal peoples, and fluency in French and other languages can expand employment opportunities.

Preparation for Transitions and Change

Goal Setting and Action Planning

- Use problem-solving strategies to reduce internal barriers (e.g., skill gaps, health problems) and/or external barriers (e.g., financial constraints, lack of local opportunities, cultural differences) that could interfere with the achievement of their work, learning, and personal goals.

Personal Knowledge and Management Skills***Personal Knowledge***

- Explain how a variety of factors (e.g., culture, family background, personal experiences, the media) have influenced their personal motivation and skills related to leadership and peer support roles.

Leadership Qualities

- Research and identify the leadership qualities and styles of a diverse range of people, including Aboriginal individuals, in leadership and support roles (e.g., in sports, politics, community, and/or school).

Strategies and Resources

- Describe school and community support programs and services (e.g., guidance services, social service agencies, cultural and religious organizations, mentorship programs available to support the students' needs) and explain how to access them.

Interpersonal Knowledge and Skills***Interpersonal Relations***

- Describe the elements of effective interpersonal relations (e.g., respect for differences, commitment to equity and fairness, flexibility, honesty, integrity) and demonstrate their use in selected leadership and peer support roles in the school or in the community;
- Identify sources of pressure on adolescents (e.g., peer behaviour and attitudes, family relationships, prejudice, discrimination, media influences) and appropriate strategies to deal with these pressures.

Communication Skills

- Demonstrate an understanding of how to respond appropriately (e.g., remaining calm, empathizing, recommending a referral) to peers' disclosures of serious personal matters (e.g., health problems, physical and emotional abuse, bullying, exclusion, discrimination, family issues harassment and substance abuse).

Connecting with the Community

- Describe the dimensions of diversity within their community (e.g., gender, race, culture, ethnicity, ability, sexual orientation, age religion, socioeconomic level) and identify the value of diversity as well as the challenges it poses;
- Explain how cultural diversity within groups may affect communication, interpersonal relations, and leadership styles, both positively and negatively;
- Explain how power can be used positively (e.g., to promote engagement and inclusion) or misused (e.g., in situations involving bullying, exclusion, workplace harassment) in work, family, and peer contexts, and identify strategies to deal with situations where power is misused;
- Describe their rights (e.g., safe environment, freedom from harassment and discrimination, adequate training) and responsibilities (e.g., adhering to ethical behaviour, maintaining confidentiality, showing respect for others and their property, following safety procedures) in various leadership and peer support roles.

12 **ADVANCED LEARNING STRATEGIES: SKILLS FOR SUCCESS AFTER
SECONDARY SCHOOL**
GRADE 12, OPEN (GLS40/GLE40/GLE30)

Personal Management

Impact of Personal Factors

- Describe the personal and social factors that contribute to positive and negative stress (e.g., disabilities, racism, discrimination, financial situation, family support) and explain how stress affects them in a variety of settings (e.g., school, family, workplace, peer group);
- Explain the relationship between a healthy lifestyle (e.g., adequate sleep, good nutrition, regular exercise; holistic approaches to well-being, such as those found in Aboriginal cultures) and daily performances in various settings.

12 **NAVIGATING THE WORKPLACE**
GRADE 12, OPEN (GLN40)

Personal Management

Working with Others

- Describe the value of diversity (e.g., in perspective, gender, culture) in teamwork as well as some of the challenges it may create;
- Identify strategies that contribute to effective teamwork (e.g., presuming positive intentions, managing conflict, paying attention to self and others, seeking diverse strengths and perspectives) and use them to work collaboratively to accomplish team goals in real or simulated workplace settings.

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.

