

# Curriculum Expectations

## Grade 6

*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: First Nation Peoples and Early Explorers

#### **Overall Expectations**

- Describe the characteristics of pre-contact First Nation cultures across Canada, including their close relationships with the natural environment; the motivations and attitudes of the European explorers; and the effects of contact on both the receiving and the incoming groups;
- Use a variety of resources and tools to investigate different historical points of view about the positive and negative effects of early contact between First Nation peoples and European explorers;
- Analyse examples of interaction between First Nation peoples and European explorers to identify and report on the effects of cooperation and the reasons for disagreements between the two groups.

#### **Knowledge and Understanding**

- Examine various theories about the origins of First Nation and Inuit peoples in North America (e.g., that they crossed the Bering land bridge, had always been indigenous to North America, travelled by water from South America);

- Describe the attitude to the environment of various First Nation groups (e.g. Nisga'a, Mi'kmaq, James Bay Cree) and show how it affected their practices in daily life (e.g., with respect to food, shelter, clothes, transportation);
- Compare key social and cultural characteristics of Algonquian and Iroquoian groups (e.g., language; agriculture and hunting; governance; matriarchal and patriarchal societies; arts; storytelling; trade; recreation; roles of men, women, and children);
- Describe the expansion of European influence through the founding of the first trading posts (e.g., Ile Ste Croix, Port Royal, Quebec, Mont Royal, Fort William) and explain how the fur trade served the interests of both the Europeans and the First Nation peoples;
- Identify the results of contact for both the Europeans and the First Nation peoples (e.g., sharing of beliefs, knowledge, and skills; intermarriage; trading alliances and conflicts; impact of European diseases on First Nation peoples; impact of fur trade on natural resources such as beaver populations).

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

- Formulate questions with a statement of purpose to develop research plans (e.g., Why did Cartier kidnap Donnacona and his sons? What was the role of First Nation women in the fur trade?);
- Select relevant resources and identify their point of view (e.g., recognize the historical context of Cartier's logbook; recognize bias in Champlain's drawing and descriptions of Mohawk villages);
- Identify and explain differing opinions about the positive and negative effects of early contact between European and First Nation peoples (e.g. growth of first Nation peoples' dependency on trade goods; impact of the fur trade on the economy and environment; effect of attempts to convert the Huron Nation to Christianity);
- Use and construct a variety of graphic organizers to clarify and interpret information (e.g. cause-and-effect diagrams linking the environment and first Nation cultures, mind maps to connect the results of early contact; diagrams and captions to illustrate technological advances that allowed exploration);
- Build models or draw and label various forms of maps, using cartographic symbols and a legend (e.g., model of a Mohawk village, maps of explorers' routes, maps of waterways used for the fur trade)
- Observing bibliographic conventions, use media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs to communicate the results of inquiries about the effects of early contact between First Nation peoples and early European explorers (e.g., the causes of the disappearance of the Neutral Nation, the influence of French fashion on the expansion of the fur trade);
- Use appropriate vocabulary (e.g., Métis, clan, council, Anishinabek, consensus, social, Haudenosaunee, political, archaeological, caravel, astrolabe, bias, epidemic, alliance, monopoly) to describe their inquiries and observations

### ***Application***

- Explain how cooperation between First Nation groups and early European explorers benefited both groups (e.g., Europeans gained medical knowledge, survival skills, and geographic knowledge from First Nation peoples; First Nation peoples acquired products of European technology such as cooking pots, metal tools, blankets, and clothing; military alliances helped both groups against a common enemy);
- Explain how differences between First Nation peoples and early European explorers led to conflicts between the two groups (e.g., lack of common language, differing world views and spiritual beliefs, introduction of European diseases, differing views about property ownership);

- Express their personal viewpoints, based on historical evidence, about the outcomes of early contact between First Nation peoples and early European explorers (e.g., report on the origins and challenges of the Métis Nation; use a storyboard to show the events leading to the establishment and destruction of Ste-Marie-Among-the-Hurons; present the results of the Internet search on a specific Hudson's Bay Company or North West Company trading post);
- Identify some present-day issues concerning First Nation peoples that relate to results of early contact (e.g., the effect of new technologies on First Nation cultures; land claims)
- Identify achievements and contributions of Aboriginal people in present-day Canada (e.g., James Bartleman, Jordin Tootoo, Douglas Cardinal, Susan Aglukark)

## **Canada and World Connections: Canada's Links to the World**

### ***Knowledge and Understanding***

- Describe some of the connections Canada shares with the rest of the world (e.g., trade, history, geography, tourism, economic assistance, immigration, indigenous peoples, peacekeeping, media, culture).

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

- Formulate questions to develop research plans with a statement of purpose (e.g., How has Canada achieved its reputation as a leading peacekeeping country? How does tourism benefit Canadians? What are some current issues arising from Canadian/U.S. trade relations? Why does the U.S. government recognize Jay's Treaty but the Canadian government does not? Why do some Canadian companies choose to manufacture goods outside of North America?);
- Use appropriate vocabulary (e.g., technology, culture, immigration, tourism physical features, indigenous peoples, export, import, parallels, meridians, Pacific Rim, economics, media) to describe their inquiries and observations.



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***

- **1.8** Identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives (e.g., ask questions about the values that are stated and implied by the perspective taken and those that are ignored; use role play or drama to express alternative views).

### ***Speaking to Communicate***

- **2.1** Identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form (e.g., to clarify thinking through dialogue; to explore different points of view through drama and role playing; to present information to a group);
- **2.2** Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions (e.g., acknowledge different points of view; paraphrase to clarify meaning; adjust the level of formality to suit the audience and purpose for speaking).
- **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., count off their fingers as they present each point in an argument).

## **Reading**

### ***Reading for Meaning***

- **1.1** Read a variety of texts from diverse cultures, including literary texts (e.g., short stories, poetry, myths, legends, fantasies, novels, plays), graphic texts (e.g., graphic novels, advertisements, atlases, graphic organizers, charts and tables), and informational texts (e.g., biographies, textbooks and other non-fiction materials, articles and reports, print and online editorials, various electronic texts, webquest texts);
- **1.4** Demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (e.g., general idea and related facts in chapters, reports tables and charts, concept maps, online and print magazine articles, editorials, brochures and pamphlets, websites; main theme and important details in plays and legends).

## **Writing**

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

- **2.7** Make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., use arrows or make notes to identify text that needs to be moved; use sticky notes to indicate insertions; use underlining to focus on overworked words; add or substitute words and phrases that would make their writing more vivid; use figurative language such as similes and personification and rhetorical devices such as exaggeration to achieve particular effects; adjust sentence length, type and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory).

## Media Literacy

### **Understanding Media Texts**

- **1.4** Explain why different audiences (e.g., boys, girls, adults, seniors, various cultural groups) might have different responses to media texts (e.g., movies, songs, websites, video games, item of clothing);
- **1.5** Identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen view achieves a particular goal (e.g., identify bias in two different media texts that focus on the same topic or event; evaluate the portrayal of Aboriginal people in the media).

### **Creating Media Texts**

- **3.4** Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g.,
  - a review of a television program, film, piece of art, or artistic performance that includes commentary on the effects created through the use of various conventions and techniques
  - a mock television broadcast of an announcement about a school-related issue
  - a soundtrack to accompany the reading of a section of a graphic novel or comic book
  - a computer-generated cover design, including special fonts, to enhance a published piece of writing
  - a multimedia presentation to inform younger students about how to use a website to research a topic related to a unit of study
  - a pamphlet outlining the researched or imagined biography of a writer
  - a travelogue illustrating the journey of an early Canadian explorer, including contacts with First Nations peoples
  - a storyboard indicating the images to be used in a scene for a television drama adapted from a novel or play
  - a movie poster to advertise a movie based on a narrative they have studied)

### **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).

