

# Curriculum Expectations

## Grade 4

*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.

### Canada and World Connections: Canada's Provinces, Territories and Regions

#### **Knowledge and Understanding**

- Identify and describe types of communities in each physical region of Ontario (e.g., tourists, manufacturing, and agricultural communities in the St. Lawrence lowlands; First Nation communities in the Hudson Bay lowlands; forestry and mining communities in the Canadian Shield region);
- Describe a variety of exchanges that occur among the communities and regions of Ontario (e.g., fruit from Niagara Peninsula, nickel from Sudbury, vehicles from Oshawa, wild rice from Kenora, cranberries from Wahta First Nation) and among the provinces and territories (e.g., potatoes from Prince Edward Island, fish from British Columbia, grain from Saskatchewan, Inuit artwork from Nunavut).

#### **Application**

- Describe how technology (e.g., communications, transportation) affects the lives of people in an isolated community in Canada (e.g. the impact of snowmobiles on hunting in the Arctic; the effects of satellite television and the Internet on schoolchildren; the effect of air transport on the availability of products)



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 and ask questions about possible bias (e.g., identify the use of words and/or phrases that signal generalizations or stereotypes about gender, culture, ability, or age).

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

- **2.2** Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions (e.g., acknowledge and extend other group members' contributions; make relevant and constructive comments on the contributions of other group members);
- **2.5** Identify some vocal, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning (e.g., adjust the pace of speaking for effect and to hold the listener's attention);
- **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 (e.g., use body language, such as moving closer, leaning forward, nodding or shaking their head for emphasis, to connect with their audience).

### ***Reflecting on Oral Communication Skills and Strategies***

- **3.2** Identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.

## Reading

### **Reading for Meaning**

- **1.1** Read a variety of texts from diverse cultures, including literary texts (e.g., myths plays, short stories, chapter books, letters, diaries, poetry) graphic texts (e.g., graphic novels, diagrams, brochures, graphs and graphic organizers, charts and tables, maps), and informational texts (e.g., textbooks, non-fictional books on a range of topics, print and online newspaper and magazine articles or reviews, print and online encyclopedias and atlases, electronic texts such as e-mails or zines);
- **1.6** Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

## 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 several types of strategies (e.g., reordering sentences; removing repetition or unnecessary information; changing the sequence of ideas and information and adding material if appropriate; adding transition words and phrases to link sentences and/or paragraphs and improve the flow of writing; adding or substituting words from other subject areas, word lists, and a variety of sources, such as a dictionary or thesaurus and the Internet, to clarify meaning or add interest; checking for and removing negative stereotypes, as appropriate)

## Media Literacy

### **Understanding Media Texts**

- **1.1** Identify the purpose and audience for a variety of media texts (e.g., this print advertisement is designed to interest children in taking karate lessons; this website is designed to provide information to fans about a favourite singer; this CD cover is designed to attract classical music fans/pop fans/rap fans)
- **1.6** Identify who produces various media texts and the reason for their production (e.g., the government produces public service announcements, and the media broadcast them at no charge, to protect citizens' safety and the public interest; arts groups produce posters to advertise upcoming events; publishers produce newspapers to provide information, influence people's thinking, and make money).

### **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).

