

Curriculum Expectations

Grade 5

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 Civilizations

Overall Expectations

- Identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- Use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
- Show how innovations made by various early civilizations have influenced the modern world.

Knowledge and Understanding

- Identify major early civilizations (e.g., Mediterranean, African, Asian, North/Central/South American) and locate them on a world map;
- Describe the physical features and climate of two or more regions where early civilizations developed (e.g., the flood plains of Tigris and Euphrates River Valley, the inland delta of the upper Niger River, the mountainous islands of Greece, the

fertile plains of China, the rain forest of the Amazon, the deserts of the United States);

- Explain how two or more early civilizations shaped and used the environment to meet their physical needs for food, homes, clothing, and health (e.g., use of irrigation in agriculture in Egypt, planting of olive groves and orchards in Greece, use of bamboo for homes in China, pottery making in Mesopotamia, growing of maize by Mayans, use of cedar trees by Haida people);
- Compare how two or more early civilizations were governed (e.g., pharaohs in Egypt; early democracy in Greece; emperors in China; republican government in Rome; nobles, priests, and military in Aztec society; chiefdoms in the Indus Valley; city states on the Swahili Coast; clan mothers and chiefs in Iroquois Confederacy);
- Identify important values and beliefs in two or more early civilizations and describe how they affected daily life (e.g., world views, including religious beliefs and practices; government; social structure; family structure and roles);
- Identify some scientific and technological advances made by two or more early civilizations (e.g., written language, calendar, time-keeping methods, medicine, sculpture, irrigation, building methods, architecture, embalming, aqueducts, metalwork).

Inquiry/Research and Communication Skills

- Formulate questions to develop a research focus (e.g., What farming methods were used by the Aztecs? How did trade between early African civilizations contribute to mutual prosperity? How did social organization differ among various North American First Nation peoples?);
- Use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations.

Application

- Report on the relevance to modern society of selected scientific and technological discoveries made by early civilizations (e.g., written language, astronomy, irrigation, mathematics, navigational instruments, medicine, architecture, the mining and smelting of metals).

Canada and World Connections: Aspects of Citizenship and Government in Canada

Knowledge and Understanding

- Describe the rights of groups and individuals and the responsibilities of citizenship in Canada, including the participation in the electoral process and the granting of voting rights to various groups (e.g., women, First Nation peoples)
- Describe some civic ceremonies and celebrations, and explain what they mean or commemorate (e.g., citizenship and reaffirmation ceremonies, the changing of the guard, the opening of Parliament, public events for International Day for the Elimination of Racism, Aboriginal Solidarity Day, Canada Day celebrations, Remembrance Day services).



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

- **2.2** Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions (e.g., ask questions to clarify understanding before responding; respond to a group member's comment by making a personal connection to their own experience; show awareness of sensitivity towards the background and experiences of other group members when expressing their own views);
- **2.4** Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience (e.g., use evocative images, personal anecdotes, quotations, vocabulary from curriculum subject areas, and appropriate technical terminology to achieve particular effects);
- **2.5** Identify some 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 help communicate their meaning (e.g., use a formal or informal tone as required by context);
- **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., use facial expression appropriately to indicate agreement or confusion during a discussion)

Reading

Reading for Meaning

- **1.1** Read a variety of texts from diverse cultures, including literary texts (e.g., short stories, poetry, myths, culturally-focused legends, plays, biographies, novels), graphic texts (e.g., graphic novels, hobby or sports magazines, advertisements, logos, atlases, graphic organizers, charts and tables), and informational texts (e.g., editorials, reports, biographies, textbooks and other non-fiction materials, print and online articles, personal electronic and online texts such as e-mails);

- **1.4** Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (e.g., topic sentence and supporting points in paragraphs, reports, online and print newspaper articles, restaurant or cafeteria menus; theme and supporting plot details in short stories, myths, or fairy tales).
- **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;
- **1.9** Identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some alternative perspectives (e.g., ask why the perspective of certain characters in a story is not presented and include some missing voices in a dramatization of a text; with a partner, role-play an interview with a person who represents one of the missing voices).

Writing

Using Knowledge of Form and Style in Writing

- **2.1** Write longer and more complex texts using a variety of forms (e.g., a biographical sketch, based on research; a report including research notes, describing the effect of the natural environment on an early civilization; an outline of the procedure for becoming a Canadian citizen; an explanation of how a human organ system functions, using pictures, captions, and notes; a review of or commentary on a book, movie, or video game; a myth using themes identified in a reading; a pamphlet in a socially relevant topic they have studied this year).

Media Literacy

Understanding Media Texts

- **1.3** Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions (e.g., explain why they think the coverage of an event by one media news source is more interesting and/or more reliable than the coverage of the same event by another source; defend an opinion about whether a media text that excludes groups such as girls or racial or ethnocultural minorities is sending a harmful message);
- **1.4** Explain why different audiences might respond differently to the same media text (e.g., identify some different responses to their favourite music suggest reasons for the differences).

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.

