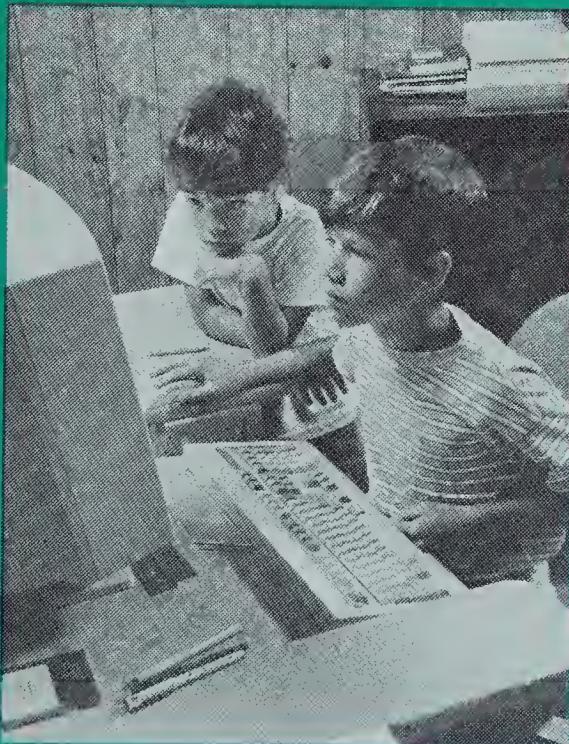
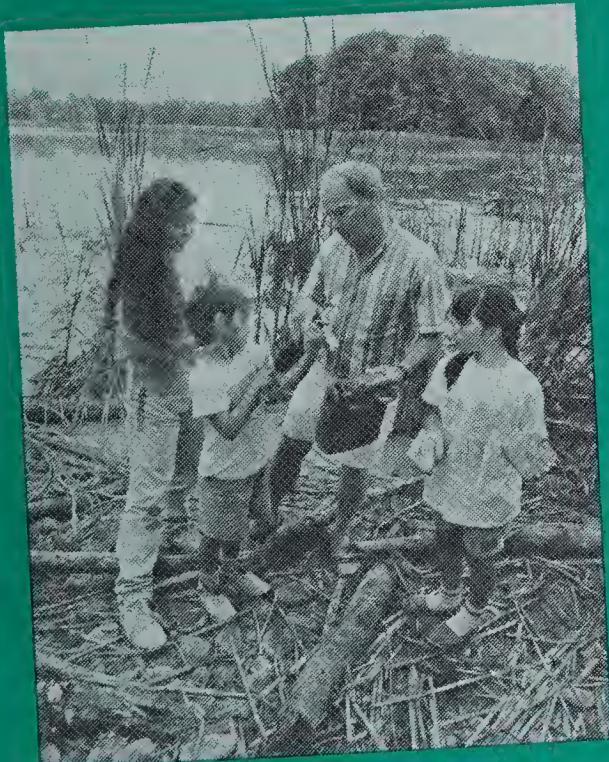
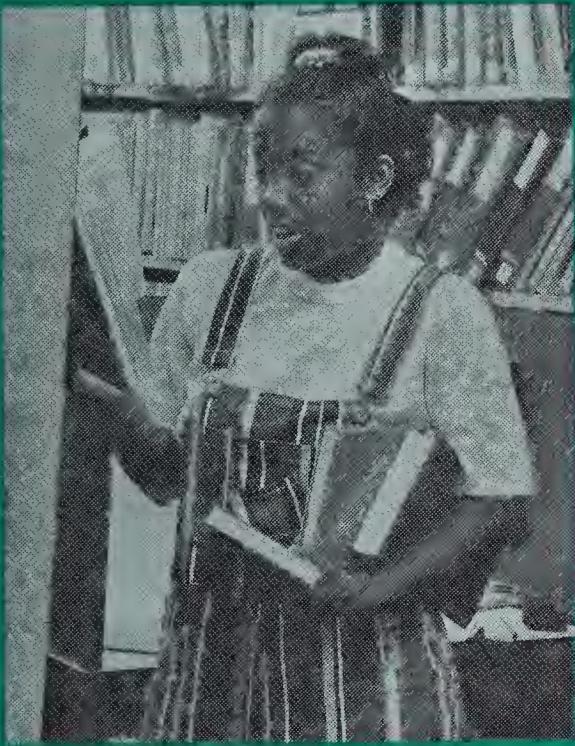


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THE COMMON CURRICULUM

Policies and Outcomes

Grades 1–9



A Message from the Minister of Education and Training

Ontario's educational system is changing in many different and dynamic ways.

One important goal is to improve student performance by setting out clear learning expectations, along with performance standards to help schools measure and report on student achievement. In defining outcomes for learning and standards for measuring the achievement of these outcomes, the three Common Curriculum documents being released at this time will enable all partners in education to work towards this goal.

The Common Curriculum: Policies and Outcomes, Grades 1–9 clearly outlines what students are expected to know and when they are expected to know it.

The Common Curriculum: Provincial Standards, Mathematics, Grades 1–9 and *The Common Curriculum: Provincial Standards, Language, Grades 1–9* provide objective and consistent indicators to determine how well students are learning. These documents are essential tools for teachers and are also valuable for all parents who wish to better understand their children's education.

The Common Curriculum is the foundation of a new approach to learning and teaching in Ontario. Beginning in March 1995, the province will undertake curriculum development from junior kindergarten through to the end of secondary school. This will be done by drawing on the wealth of teacher expertise across the province.

We believe this approach makes sense. It will ensure consistent learning expectations across the province and a curriculum development process that is more efficient and effective. At the same time, learning outcomes and provincial standards for other areas of study will be developed for all grades in elementary and secondary school.

The development of the Common Curriculum has been a truly collaborative effort involving parents, teachers, business leaders, students, and other interested people across the province. As the process of developing new learning materials continues, I fully expect that this co-operative approach will be maintained and that the result will be an even higher quality of education for students in Ontario.

Sincerely,



Dave Cooke
Minister of Education and Training
M.P.P., Windsor-Riverside

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Cette publication est également offerte en français sous le titre suivant : *Le programme d'études commun – Politiques et résultats d'apprentissage, de la 1^{re} à la 9^e année, 1995.*

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The Common Curriculum* is a vision for education in Ontario schools, which has evolved in response to current and anticipated needs. This vision, and the policies and practices that follow from it, will be articulated in a number of documents. *The Common Curriculum: Policies and Outcomes, Grades 1–9, 1995* is the first of these.** *The Common Curriculum: Provincial Standards, Mathematics, Grades 1–9* and *The Common Curriculum: Provincial Standards, Language, Grades 1–9*[†] are being released simultaneously for field testing.

This document is a revision of *The Common Curriculum, Grades 1–9, 1993* and replaces both this original document and its plain-language version (*The Common Curriculum, Grades 1–9: Version for Parents and the General Public, 1993*). These documents were working documents and were distributed province-wide to obtain suggestions and comments from teachers, parents, and the general public. This version reflects the suggestions received from these groups and addresses their concerns, and so represents a truly collaborative effort involving all those interested in education in this province.

The Common Curriculum: Policies and Outcomes, Grades 1–9, 1995 outlines the policies and educational philosophy that form the basis of education for all Ontario students in Grades 1 to 9. It also describes the knowledge, skills, and values students should develop by the end of Grade 9.

The curriculum policies and outcomes given in this document replace the curriculum outlined in *The Formative Years, 1975* and in the subject guidelines for Grades 7 to 9, including those developed under *Ontario Schools, Intermediate and Senior Divisions, 1989* (OSIS). However, these and other earlier ministry documents remain valuable as resources for program planning.

The policy document *Transition Years, Grades 7, 8, and 9, 1992* and “Program Policy for Elementary and Secondary Education”, Policy/Program Memorandum No. 115, June 27, 1994, are to be used in conjunction with

* When it is not italicized, “the Common Curriculum” refers to the entire program of reform for education in Ontario. When the title is italicized and followed by a subtitle, it refers to a specific document.

** In some instances, the subtitle *Policies and Outcomes, Grades 1–9* will be used to refer to this document to avoid repetition of the full title.

† In subsequent references, the subtitles of these documents will be used to avoid repetition of the full titles.

Policies and Outcomes, Grades 1–9 in developing and implementing school programs and activities. *Transition Years* supplants the OSIS policies that apply to Grades 7, 8, and 9.

The Common Curriculum: Policies and Outcomes, Grades 1–9, 1995 has been developed to help those responsible for educational programs in Ontario to meet the learning needs of a changing society. Schools and school boards shall develop programs based on this document for all students in Grades 1 to 9. Programs must address all the learning outcomes described in *Policies and Outcomes, Grades 1–9* and the directives of the ministry policy documents listed in Appendix B.

Implementation of the Common Curriculum must be linked to the development and implementation of policies on antiracism and ethnocultural equity,* as well as policies on the elimination of inequities based on gender, disability, socio-economic background, and sexual orientation. Particular attention is drawn to the policy document *Antiracism and Ethnocultural Equity in School Boards: Guidelines for Policy Development and Implementation, 1993*. This document was developed to help school boards and schools ensure that the principles of antiracism and ethnocultural equity are observed and promoted in all programs and all aspects of the school system. Commitment to equity requires the implementation of policies that recognize a diversity of backgrounds, experiences, and viewpoints so that all students may be motivated to succeed.

School boards and schools must also develop and implement policies on violence prevention to ensure that all students have a safe environment in which to learn. These policies must be developed and implemented in accordance with the policy document *Violence-Free Schools Policy, 1994*.

Provincial Standards, Language, Grades 1–9 and *Provincial Standards, Mathematics, Grades 1–9* are important companion documents to *Policies and Outcomes, Grades 1–9*. Standards describe student achievement of specific learning outcomes at various levels and so provide objective criteria by which teachers can assess students' progress towards the achievement of the outcomes. The outcomes and the standards thus constitute the basis for assessment, evaluation, and reporting, and will make all three processes more accurate, more specific, and more verifiable.

Implementation of the policies and outcomes set out in this document began in September 1993. Since then a great deal of development and implementation work has been done in many school boards, schools, and communities. The ministry's expectation is that full implementation will occur in all schools by September 1996.

* A 1992 amendment to the Education Act requires all school boards to develop and implement antiracism and ethnocultural equity policies.

The pace of change in most areas of life is rapid. As the needs of students change, the programs offered in schools must be adapted to respond to them. The process of curriculum development, implementation, and review, then, does not stop with this document. The process of revision will be ongoing, based on a continuing dialogue among all partners in education. It is expected that the next review of *Policies and Outcomes, Grades 1–9* will begin in 1997. Comments and suggestions are welcomed from educators, parents, students, and other community members. We have a common goal – to provide our children with the education that will best equip them to live in a complex and changing world. We should work together to meet this goal and to plan effectively and wisely for the future.

EDUCATION IN A CHANGING WORLD

The curriculum described in *Policies and Outcomes, Grades 1–9* and the other documents relating to the Common Curriculum has been developed in response to changing needs. Although these are numerous and complex, it is nevertheless possible to identify some that are particularly relevant for our children and that consistently receive attention in various commentaries and reports on education. It is generally agreed that in order to live and work with success in a fast-changing world, our students need to develop: (1) creative thinking skills that will enable them to apply knowledge and information in a variety of situations and to solve problems involving a wide range of factors and issues; (2) the motivation and ability to continue to learn and develop new skills throughout life; (3) values and social skills that will allow them to participate fully in a society whose composition, structure, and needs are constantly changing. The Common Curriculum addresses all these needs and does so in a framework that will enable all students, of all backgrounds and abilities, to develop the requisite skills.

In order to see the relevance of these skills more clearly, it might be helpful to put them in context and elaborate on them briefly.

Employability Skills

When Canada's economy was largely based on the use of its natural resources, education was only one of several avenues to employment. Today, however, the service and high-technology industries play an ever-larger role in the economy, and education and training that develop the skills valued in these industries are becoming more important. In its 1990 report *People and Skills in the New Global Economy*,¹ the Ontario Premier's Council emphasized the need for broad generic skills and called for a common core curriculum that would enable all students to develop these skills. Similarly, in identifying the skills and attitudes that employers most often look for in employees, the 1992 *Employability Skills Profile*² developed by the Conference Board of Canada confirmed the importance of broad functional skills. These included: academic skills (those used in communicating, thinking, and learning), personal management skills (a sense of responsibility, adaptability, the willingness to take initiative, etc.), and teamwork skills (the ability to work with others). The curriculum in Ontario schools must enable all students to develop these and other skills they will need to function effectively in the world of work and to take advantage of opportunities as they evolve.

Skills for Lifelong Learning

At the same time, we must recognize that no defined set of skills, however broad, can fully prepare our children for life in a world that is constantly changing. The citizens of tomorrow will need to be lifelong learners if they are to function effectively in an age of information and take on the challenges of the future. In recent years, the need for lifelong learning has been given increasing attention the world over; in Canada, it has been a theme in a number of important studies.³ The Ontario Premier's Council report *Yours, Mine and Ours: Ontario's Children and Youth, Phase One* (1994)⁴ sums up its challenges as follows:

The need for lifelong learning... represents... a key shift from the traditional focus on a content-dominated curriculum to a much greater emphasis on *learning to learn*. It has always been important to acquire knowledge and information, and it will continue to be so. The challenge now is to ensure that the students who emerge from our educational systems are able to continue to acquire new skills and new learning to cope with a fast-changing world.

The world is changing so quickly that one must continue to learn to keep up with a constantly changing, complex social and economic environment. Technology and global competition are transforming the workplace; a work role that was in demand last year may not exist next year. The days when education stopped after graduation are over.

Our students, then, will need to see education as a continuing process in their lives – a way of solving problems creatively and planning effectively for the future. They will need to be able to use many different learning methods, both old and new, and to develop transferable skills. The Common Curriculum emphasizes learning experiences and approaches to learning that develop and foster these skills and habits of mind.

Global Perspective

It may be a cliché to say that the world is a smaller place, that we live in a global village. The fact that such statements are clichés should not blind us to the reality that underlies them. In a world in which people are environmentally, economically, politically, and socially interdependent, it is no longer possible to plan for the future without looking at options and issues from a global perspective. It is crucial that we help students develop this perspective through global education, a task for which Ontario's diverse population is a valuable resource. Through global education, students will be made aware of planetary issues and will develop the knowledge, values, and understandings they will need to deal with such issues constructively and responsibly. Students will also realize that making decisions about their future endeavours and pursuits includes taking responsibility for the welfare of others and the survival of life on the planet. Only if students develop this broader understanding of the challenges facing us will they be able to have a vision of the future that inspires hope and confidence.

Values

Students must also be equipped to respond constructively to social change. In recent years, for example, we have witnessed significant alteration in the structure of the family, the influence of established institutions, and the roles and lifestyle choices of men and women. In Ontario, there has been a significant increase in racial and cultural diversity. It is therefore more important than ever before that students develop the values, skills, and knowledge needed to live productively and harmoniously in a society that values diversity and is committed to equity and social justice.

Adapting to changing attitudes is a difficult process for all of us and one that can place special demands on students, who are just beginning to develop and test their values. It is important, therefore, that schools and their programs provide both clear guidelines and a climate of flexibility and understanding in which independent thinking can thrive and in which students can develop values that they themselves consider relevant for the life they envisage. The Common Curriculum, with its emphasis on responding to a variety of needs, provides the basis for such a climate.

THE FRAMEWORK FOR CURRICULUM DEVELOPMENT AND REVISION

Although it is essential that we respond to change and initiate it in response to new needs and circumstances, it is also important that we maintain continuity with the past and preserve what is valuable in our established beliefs and practices. Only by reconciling these two requirements can we create a framework in which continuous curriculum development and review will result in *constructive* change. In other words, new initiatives must build on existing strengths and must be consistent with the values that are fundamental to our education system. In keeping with these values, the Common Curriculum is based on a commitment to **excellence** and **equity** and a recognition of the need for **partnership** and **accountability** in education.

KEY FEATURES OF THE COMMON CURRICULUM

A number of Ontario studies conducted over the past decade,⁵ as well as the ministry's own findings obtained through extensive province-wide consultation, have indicated a need for curriculum that:

- states clearly what students should know and be able to do;
- is appropriate for all students;
- enables students to apply their learning to new situations;
- prepares students to participate fully in an increasingly diverse society;
- clearly measures students' achievements;
- involves all interested parties in education.

The key features of the Common Curriculum, outlined below, address these six basic requirements and at the same time reflect the ministry's commitment to excellence, equity, partnership, and accountability.

The Common Curriculum is designed for all students; that is, it recognizes that programs must reflect the abilities, needs, interests, and learning styles of students of both genders and all racial, linguistic, and ethnocultural groups.

A Focus on Learning Outcomes

The Common Curriculum focuses on results – referred to as “learning outcomes” – rather than on goals or the length of time to be spent on specific areas of study. The learning outcomes listed in Parts Two and Three of this document identify the observable and/or measurable knowledge, skills, and values that students are expected to have developed at certain key stages of their schooling.

Ideas about measuring the outcomes of learning and techniques for doing so have been developed over the past several decades by educators and educational researchers in Canada and other countries.⁶ The provincial standards in mathematics and language are based on this work and are intended to support and complement the policies and outcomes set out in this document.

A Focus on All Students

The Common Curriculum is designed for all students; that is, it recognizes that programs must reflect the abilities, needs, interests, and learning styles of students of both genders and all racial, linguistic, and ethnocultural groups. The expected outcomes described in this document, therefore, allow for the inclusion of diverse content and the use of a wide range of teaching approaches.

It is important that the education system be fair and that it enable all students to learn successfully so that they may have equitable options for planning their futures. In addition, since students do their best when they are

Integrated curriculum: A curriculum that emphasizes connections and relationships among ideas, people, and things – and among traditional subjects. In an integrated curriculum, subject matter and outcomes are organized into broad areas of study rather than traditional subjects.

challenged and motivated to reach for high standards, all classes will include students with a wide variety of abilities, experiences, and needs. Schools have the responsibility of ensuring that all these students achieve the expected outcomes, and must make every effort to address the special learning needs of individual students.

Some students will be identified as exceptional through the Identification, Placement, and Review Committee (IPRC) process. Special education programs and services shall be provided for such students. Exceptional students are expected to work towards the outcomes described in *Policies and Outcomes, Grades 1–9*. When an exceptional student has difficulty in achieving the expected outcomes, his or her program should be modified to allow the achievement of as many outcomes as possible. In cases where it is decided that a student is unable to meet the outcomes as specified in this document, the outcomes themselves or the standards associated with them shall be adapted, and an alternative program provided for the student.

Some students will have special learning needs, although they may not be identified as exceptional. These include students requiring programs in English as a second language (ESL) and English skills development (ESD). Special program support will need to be provided for such students to enable them to develop proficiency in the language of instruction and thus make appropriate progress towards the achievement of the expected outcomes. (See Appendix A: ESL Program Interpretations, page 98.) It should be remembered that the development of language skills is not the exclusive concern of language teachers; all teachers, in all areas of the curriculum, need to ensure that students acquire the language skills they need to achieve the outcomes of the Common Curriculum.

A Focus on Integrated Learning

Just as in reality knowledge has little meaning without reference to the contexts from which it is derived, so learning has little relevance if it occurs in isolation from the contexts in which it will be applied. “Integrated learning”, which emphasizes learning that takes place in and through such contexts, is a highly effective and useful way to learn. The Common Curriculum promotes integrated learning through programs and activities that help students to see connections and relationships among ideas, among people, and among things in the real world.

The ability to see the links among different areas of learning will enable students to use the knowledge and skills developed in one field to learn in another and to relate their learning to real-life situations. Students need the ability to apply existing knowledge in new situations in order to function effectively in an environment of continuous change.

To encourage integrated learning, subject matter and outcomes are organized into broad program areas that include all the traditional subjects. Outcomes are designed both to emphasize the relationships among subjects

and to focus on the knowledge, skills, and values related to a particular subject. Students thus have opportunities both for integrated and for subject-specific learning.

A Focus on Excellence and Equity

Program areas: The term used to refer to the four broad areas of study into which the Integrated curriculum is organized. The four program areas are: the Arts; Language; Personal and Social Studies: Self and Society; and Mathematics, Science, and Technology.

There is a growing recognition that the issues of excellence and educational equity are inextricably linked. A school that is able to respond to the needs of all of its students is also a school that is best able to promote excellence. Schools must take into account the diversity of society in Ontario in order to enhance students' achievement.

Exclusion of the experiences and viewpoints of some social groups, such as Aboriginal and other racial and ethnocultural groups, constitutes a systemic barrier to success for students from those groups and often produces inequitable results. Such inequities have been linked to students' low self-esteem, placement in inappropriate programs, and low career expectations. They have also resulted in a high dropout rate.⁷

The intent of an inclusive curriculum is to ensure that all students – regardless of gender, racial and ethnocultural background, social class, sexual orientation, or ability – develop confidence and are motivated to succeed. Such a curriculum equips all students with the knowledge, skills, and values needed to live and work in an increasingly diverse society. In addition, it encourages them to appreciate diversity and to challenge discriminatory attitudes and behaviour.

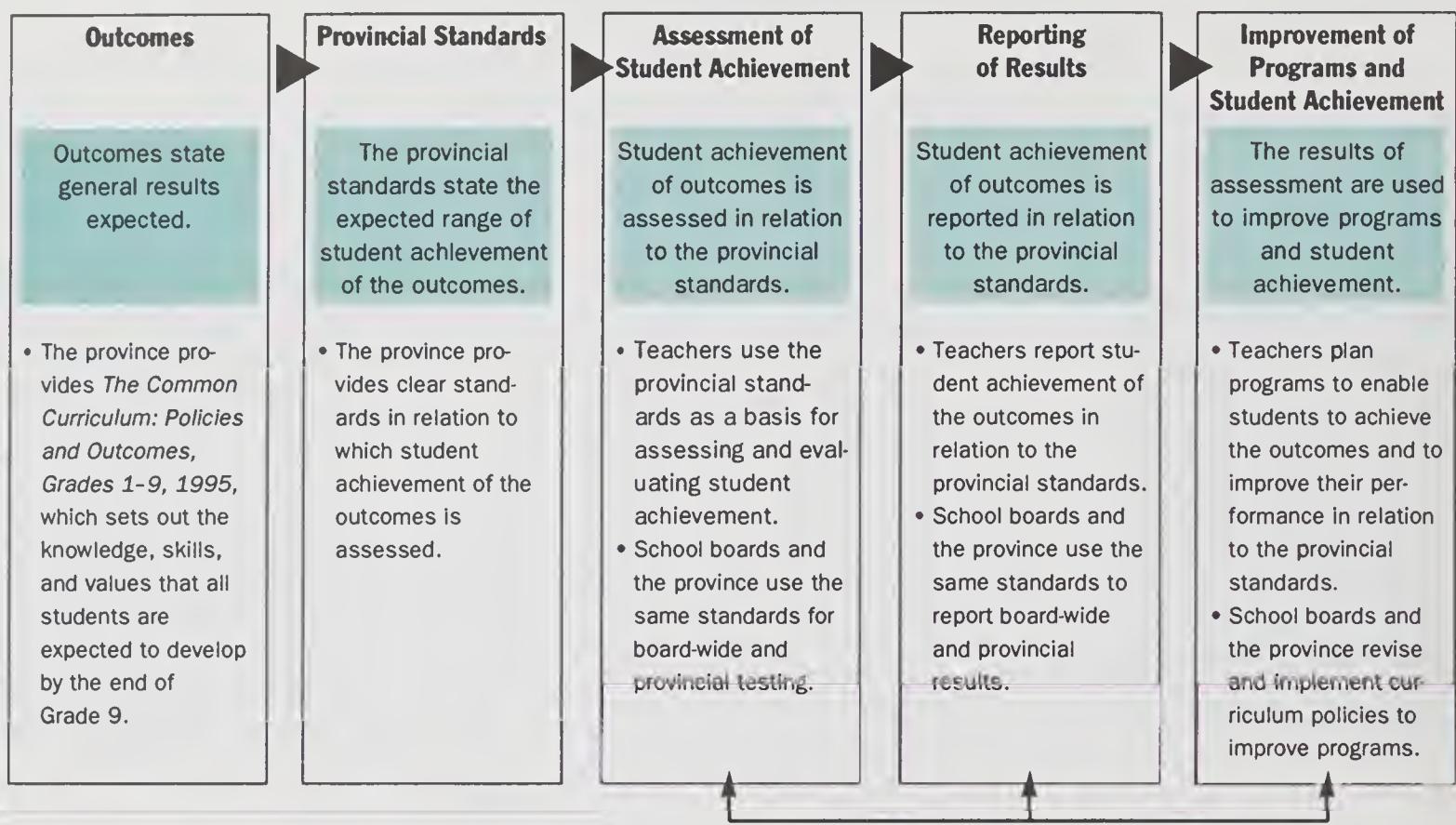
A Focus on Accountability and Standards

It is important to determine how effective programs and methods of instruction are in helping students achieve the expected outcomes and in meeting their individual needs. In order to evaluate programs and improve their effectiveness in fostering student progress, it is necessary to assess students' performance with accuracy. The outcomes of the Common Curriculum, which describe in detail what students are expected to achieve, provide a clear basis for evaluating students' progress and achievement.

The ministry has developed provincial standards in language and mathematics. The standards make it possible to assess students' progress in specific areas of learning with greater precision. They will also help teachers report to parents in greater detail and in more concrete terms. In addition, they will be used to conduct province-wide reviews and may be used locally to assess specific programs.

The chart below illustrates the connections among outcomes, standards, assessment, and reporting.

The Use of Outcomes and Standards In Assessing, Reporting, and Improving Student Achievement



A Focus on Collaboration

Education is a complex undertaking and requires the participation not only of the individual teachers and students but also of many others. First and foremost, teachers must work closely with students and their parents or guardians in planning programs and in assessing results. Teachers must also work in close collaboration with other professionals within the system, such as guidance counsellors, special education teachers, teacher-librarians, and school administrators, as well as with the wider community, including business people.

The most important contribution to come from outside the school is that of parents and guardians; their participation and interest are crucial to students' motivation and success. Questionnaires used as part of the 1993-94 provincial reading and writing test for Grade 9 confirmed that students whose parents take an interest in their children's school work perform better than students whose parents show little or no interest. Given the essential role of parents and guardians in education, it is important that there be effective communication and mutual understanding and trust between them.

and school staff, especially teachers. There are many ways in which parents and guardians can demonstrate their interest in education and in their children's progress; for example, they can:

- make sure that they are thoroughly familiar with their children's program and the expected outcomes for that program;
- discuss their children's progress with the teacher;
- discuss various aspects of school work with their children;
- monitor their children's homework and provide assistance where needed;
- provide an appropriate place for children to study at home;
- demonstrate an interest in school activities;
- reinforce their children's learning by participating in activities that allow them to discuss their ideas and examine them in new contexts (for example, they can read books with their children and discuss them; watch television programs and discuss them; organize visits to the theatre, various exhibitions, the museum, etc.).

Schools should encourage parents and guardians to become involved in their children's education in meaningful ways; for example, schools can:

- provide all parents and guardians with opportunities to become informed about curriculum;
- provide information on available services and on student progress;
- clarify outcomes and standards;
- provide convenient times and places for parents and guardians to meet with school staff;
- provide appropriate outreach programs for all parents and guardians.

Ideally, learning takes place not only in the school and the home, but also in the local community. Education must, therefore, involve the local community, which includes diverse groups, and must make use of its resources. Many of the expected outcomes are designed to encourage students to pursue inquiries and projects that extend beyond the school environment. To make this possible, schools are encouraged to communicate regularly with all parties who are in a position to make a contribution to students' programs and learning experiences. Many individuals in the local community will have special skills or expertise that can be of value in students' education, while organizations such as cultural agencies (including museums and art galleries), business and labour organizations, social service agencies, and organizations operated by diverse racial and ethnocultural groups offer resources that can be drawn upon in a variety of ways.

APPLICATION OF THE COMMON CURRICULUM

What is common in the Common Curriculum? What is not? It may be helpful to examine these questions briefly.

Traditionally, students were encouraged to think and learn in certain ways, and were considered successful when they were able to do so. In recent years, research has shown that people not only learn at different rates, but also in different ways.⁸ Moreover, they demonstrate different kinds of intelligence.⁹ It is necessary, therefore, that schools accommodate different kinds of thinking and learning in their programs while they aim to achieve the required outcomes.

What is common in the Common Curriculum, then, is the outcomes; all students are expected to achieve these. What is not common is the means used to help students achieve the outcomes – the learning experiences. Learning experiences include content, teaching and learning strategies, resources, and assessment strategies. In short, while the outcomes apply to all students, the programs developed to enable students to achieve the outcomes may vary considerably.

In addition to accommodating students' different ways and rates of learning, programs must also respond to local needs and requirements. Thus, while *The Common Curriculum: Policies and Outcomes, Grades 1–9, 1995* must be used in all publicly funded schools and in other schools whose programs lead to an Ontario diploma, there will be considerable variation in the way it is used. Many kinds of adaptations are possible, and there are many ways of achieving the required outcomes. Some boards and schools may also wish to add supplementary outcomes to the required outcomes to meet particular needs within their school populations and communities. As well, different types of schools operate within the Ontario school system, and these may wish to develop additional outcomes in keeping with their particular mandate. For example, Roman Catholic separate schools are responsible for their own programs in religious education and the learning outcomes related to them. The teaching of the Roman Catholic religion permeates all programs in these schools. (A summary describing the different kinds of schools within the Ontario school system may be found on the inside back cover.)

Notes

1. Premier's Council, Ontario, *People and Skills in the New Global Economy* (Toronto, Ontario: Queen's Printer, 1990).
2. *Employability Skills Profile: What Are Employers Looking For?* is produced by the Corporate Council on Education of the Conference Board of Canada. The council is composed of twenty-five member companies. Copies of the *Employability Skills Profile* may be obtained by writing to the Conference Board of Canada, 255 Smyth Road, Ottawa ON K1H 8M7.
3. The following studies and reports on lifelong learning may be useful: Corporate Council on Education, Conference Board of Canada, *Employability Skills Profile: What Are Employers Looking For?* (Ottawa, Ontario: Conference Board of Canada, 1992); Ken Dryden, *Report of the Ontario Youth Commissioner* (Toronto, Ontario: Queen's Printer, 1986); Human Resources Development Canada, *Improving Social Security in Canada: A Discussion Paper* (Hull, Quebec: Human Resources Development Canada, 1994); Ministry of Education, Ontario, *Issues and Directions: The Response to the Final Report of the Commission on Declining School Enrolments in Ontario* (Toronto, Ontario: Ministry of Education, Ontario, 1980); Premier's Council, Ontario, *People and Skills in the New Global Economy* (Toronto, Ontario: Queen's Printer, 1990); Premier's Council on Health, Well-Being and Social Justice, *Yours, Mine and Ours: Ontario's Children and Youth, Phase One* (Toronto, Ontario: Queen's Printer, 1994); Task Force on Transition into Employment, Canadian Labour Development Board, *Putting the Pieces Together: Toward a Coherent Transition System for Canada's Labour Force*, Report (Ottawa, Ontario: Canadian Labour Force Development Board, 1994).
4. Premier's Council on Health, Well-Being and Social Justice, *Yours, Mine and Ours: Ontario's Children and Youth, Phase One* (Toronto, Ontario: Queen's Printer, 1994), p. 56.
5. These studies include: Secondary Education Review Project (Chair: Duncan Green), *Secondary Education Review Project: Report* (Toronto, Ontario: Ministry of Education, Ontario, 1981); Ken Dryden, *Report of the Ontario Youth Commissioner* (Toronto, Ontario: Queen's Printer, 1986); George Radwanski, *Ontario Study of the Relevance of Education, and the Issue of Dropouts* (Toronto, Ontario: Ministry of Education, Ontario, 1987); Select Committee on Education, Legislative Assembly, Ontario (Chair: Dianne Poole), *First Report of the Select Committee on Education* (Toronto, Ontario: Select Committee on Education, 1988); Premier's Council, Ontario, *People and Skills in the New Global Economy* (Toronto, Ontario: Queen's Printer, 1990).
6. J. A. King and K. M. Evans, "Can We Achieve Outcome-Based Education?", *Educational Leadership* (October 1991), pp. 73-75. This article provides an introduction to the history and development of outcomes-based curriculum during the last fifty years. It also includes a list of key sources and references.
7. Studies include: Board of Education for the City of Toronto, *The Final Report of the Subcommittee on Race Relations* (Toronto, Ontario: Board of Education for the City of Toronto, 1979); J. Cummins, G. Feuerberger, and J. Lopes, *The Challenge of Diversity: Adjusting to the Cultural and Linguistic Realities of the Mainstream Classroom* (Toronto, Ontario: OISE Press, 1994); Stephen Lewis, "Ontario Report on Racism" (Toronto, Ontario: n.p., 1992); R. Patrick Solomon, *Black Resistance in High School: Forging a Separatist Culture* (Albany, New York: State University of New York, 1992); David Wood, *How Children Think and Learn* (Oxford, England: Basil Blackwell Ltd., 1988).
8. For example, researchers identify learning styles that include sensing, thinking, watching, and doing. Individuals use combinations of styles and prefer some combinations. See Rita Dunn, "Survey of Research on Learning Styles", *Educational Leadership* (March 1989), pp. 50-58; Bernice McCarthy, "Using the 4MAT System to Bring Learning Styles to Schools", *Educational Leadership* (October 1990), pp. 31-37; J. M. Jenkins, C. A. Letteri, and P. Rosenlund, *Learning Style Profile Handbook* (Reston, Virginia: National Association of Secondary School Principals, 1990).
9. For example, researcher and theorist Howard Gardner has identified seven kinds of intelligence (verbal, mathematical, visual/spatial, interpersonal, intrapersonal, musical, and kinesthetic). See Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*, 2nd ed. (New York, New York: Basic Books, 1993).

Part One: The Principles of Education for Grades 1 to 9

The principles of education outlined in this section must guide school programs and practices so that all students may be able to achieve the outcomes of the Common Curriculum.

As stated earlier, it is important that we respond to change in a framework that recognizes the strengths of the past. It is therefore relevant to point out that many of the principles outlined below are not new and have been at the basis of our educational practices for some time. In keeping with the particular goals and emphases of the Common Curriculum, however, they are described here from a perspective that shows their relevance for outcomes-based learning and an integrated approach to teaching and learning. Some of the principles described derive directly from these two approaches.

LEARNING

1. Learning involves developing values as well as knowledge and skills.

When people talk about values, they are talking about the things that are important to them – the beliefs that guide their behaviour and give meaning and purpose to their lives. Our personal values influence our attitudes and decisions, and affect our relationships with other people. The values of a society shape the values of individuals and are in turn shaped by them. The values of a society inevitably influence its laws, customs, and institutions.

Children and young people develop their values and attitudes through exposure to certain beliefs and behaviours as they are brought up. They are strongly influenced by parents, siblings, peers, the school, and the media. Although schools do not play the primary role in developing children's values, they communicate a strong message about values both through the curriculum and through the attitudes and behaviour that are demonstrated and encouraged. Teachers, in particular, must remember that they are role models for students and can have great influence on their attitudes and behaviour.

The curriculum itself cannot be neutral about values. This statement has particular implications for our schools, in which the student population represents a variety of races and cultures. The curriculum in our schools cannot ignore this diversity by focusing exclusively on the traditions and perspectives of a dominant group; it must draw from a wide range of beliefs, experiences, backgrounds, and viewpoints so that all students are included

The values that are at the heart of the curriculum described in this document . . . should help all students to develop a positive sense of self and respect and concern for others, as well as a sense of belonging in the community, a sense of social responsibility, a commitment to democracy and human rights, and a love of learning.

and recognized, and are able to relate to learning experiences in a meaningful way. The values that are at the heart of the curriculum described in this document reinforce democratic rights and responsibilities and are common to many faiths and cultures. They are based on a fundamental belief in the worth of all persons, a recognition of the interdependence of human beings and the environment, and a belief in the inherent value of all forms of life in nature. They should help all students to develop a positive sense of self and respect and concern for others, as well as a sense of belonging in the community, a sense of social responsibility, a commitment to democracy and human rights, and a love of learning. It is important to note that these values will not be developed in isolation but will form an integral part of students' learning as they explore various areas of knowledge and relate them to problems and issues in everyday life.

2. Students learn in different ways and at different rates.

Each student is a unique individual who has his or her own particular ways of learning. The need to serve a range of different learning styles presents teachers with a complex and demanding challenge; they must keep track of each student's progress and adjust their teaching methods to meet individual needs. It is necessary to give all students the time and the resources they need to achieve the expected outcomes.

3. Students learn by asking questions and making connections.

Learning is an active process that involves a constant search for meaning. We find meaning in the experiences of daily life by looking, listening, investigating and experimenting, and connecting what we discover to what we already know. The curriculum should encourage this kind of constant inquiry and help students to see the connections among people, things, events, processes, and ideas.

4. Learning requires effort and self-discipline.

Although people often learn through talking and working with others, all students are responsible for their own learning. Students need to understand that in all areas of life there is a direct connection between disciplined effort and achievement. They need to realize that consistent effort will help them to achieve their goals and bring them satisfaction, enjoyment, and increased self-esteem.

5. Students must see the relevance of what they are learning.

Students will see their learning as relevant by making connections between school work and their own experiences, pursuits, and goals. Since there will be times when the relevance of a learning activity might not be readily apparent to some students (for example, some students might not see attention to grammar as relevant), teachers will need to point out connections, whenever appropriate, between what is being learned and its application and usefulness in daily life. A lifelong love of learning develops from seeing how learning contributes to one's life and from having confidence in one's ability to learn effectively.

TEACHING

1. Teachers must address the range of knowledge, skills, and values found among students.

Learning builds on existing knowledge, skills, and values. Teachers must, therefore, continually take into account the variety of knowledge bases, abilities, and values that children from different backgrounds bring to school.

Teachers must also recognize that the values and attitudes of students and the beliefs students develop about themselves and others are greatly influenced by the classroom and school environments. Teachers must recognize their own biases and encourage students to consider different points of view on issues. In considering diverse points of view, students should recognize and question their own and others' biases.

2. Teachers must use a variety of methods to meet the different learning needs of students.

Teachers must draw on a variety of teaching strategies to meet the needs of all students in the class. Every classroom will have students from different backgrounds and with various abilities, interests, and learning styles; many classrooms will include students with special needs.

Hands-on activities should be emphasized, since it is particularly important for students to learn by doing. Class, small-group, and individual learning activities will all be part of the teacher's repertoire. While all students will undoubtedly benefit, both socially and intellectually, from the experience of working in small groups, they must also be given opportunities to develop the ability to learn and work on their own.

3. Teaching methods must encourage students to ask questions and make connections.

People learn best when they are encouraged to be curious about their world. Teachers must, therefore, help students to ask relevant questions and to look for the answers in appropriate ways. Students also need help to see the connections among the ideas they come across in different areas of their program, particularly ideas that relate to the family, their peers, the community, the environment, and society. All teaching should be based on a view of life as an integrated whole, in which people, things, events, processes, and ideas are interrelated.

All teaching should be based on a view of life as an integrated whole, in which people, things, events, processes, and ideas are interrelated.

4. Teachers must have high expectations for all students.

Students learn best when they are encouraged to stretch themselves beyond their current levels of skill and understanding. Teachers must encourage students to set high standards for themselves and to take greater responsibility for their own learning and progress. They can do this by having high expectations for all students and by taking into consideration their various abilities and ways of understanding. Teachers need to provide opportunities for students to reflect on how they have learned, what they have learned, and what they need to learn.

5. Teaching must occur in contexts that link school work to everyday life.

Because learning involves not only the development of knowledge but also its use in meaningful contexts, teaching students to apply knowledge in real-life situations is one of the great challenges schools face. Learning experiences that contribute to achieving the outcomes of the Common Curriculum should occur in a variety of contexts, including the home, the school, the workplace, and the community. These contexts provide rich sources of information and experience, as well as opportunities to apply what is learned in a variety of situations.

CURRICULUM

1. The curriculum must reflect the diversity of Canadian society.

Curriculum must present an accurate picture of the world in which students live and will work. Students' self-image and their attitudes to others are affected both by what is taught and by how it is taught. Students are entitled to have their personal experiences and their racial and ethnocultural heritage valued, and to live in a society that upholds the rights of the individual. Students will also learn that their society is enriched and strengthened by its diversity.

2. Curriculum must be adaptable to accommodate the strengths, needs, and backgrounds of individual students.

Curriculum must respond to students' varying strengths and abilities, as well as changing needs and circumstances. In fact, some degree of flexibility must be built into every program, or it will soon become obsolete. Teachers' assessment of student progress will indicate the kinds of adjustments that will be needed to meet the particular needs of individuals or groups as they work towards achieving the common outcomes.

A flexible curriculum allows and encourages the use of varied content and a range of teaching and learning methods and resources so that students can develop their personal strengths and pursue their own particular interests.

while achieving the outcomes. As well, a flexible curriculum allows participation in community activities and provides opportunities for people beyond the classroom to contribute to the school program.

3. The curriculum must guide students to make connections through constant inquiry.

Curriculum must enable students to develop inquiry skills and to use them to identify and explore the connections among different areas of learning and between school work and their own lives. The curriculum must therefore emphasize such activities as exploring and analysing ideas and problems, and creating and assessing solutions.

4. All of the activities and experiences that contribute to students' achieving the outcomes must be considered part of the curriculum.

The ways in which people in the school behave towards each other and work together in the course of school activities contribute to learning and are therefore part of the school curriculum. Principals and school staff must continually review all classroom practices and school procedures (including disciplinary procedures), activities, and programs to ensure that they are based on principles of antiracism and equity and that they support the outcomes and help all students to achieve them.

School-related experiences that take place outside the classroom or school – for example, in the course of after-school activities, school trips, fund-raising and community activities, or workplace experiences – should also be seen as part of the curriculum. Principals, school staff, and community members need to work together to ensure that, as far as possible, this wider learning environment also contributes to students' development of the expected knowledge, skills, and values.

5. Curriculum must demonstrate connections among people, ideas, events, and processes to prepare students for a changing world.

In the world in which students will have to work and function, different areas of knowledge and different components of reality are found together and are connected in many complicated ways. Integrated programs are built on these connections and continually focus students' attention on them as they explore various issues and problems. Over time, students develop the habit of seeing these connections in reality and of using this perception and knowledge in analysing issues and seeking solutions to problems. In short, an integrated curriculum and active, inquiry-oriented learning allow students to become creative, adaptable, and independent thinkers who are able to solve problems in a wide variety of situations and to assess their solutions in a global framework. It is this kind of resourcefulness that students will need in order to deal with the challenges of the future with confidence.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The collection of data about student achievement, using a variety of means and procedures.

1. **Assessment must involve the use of a wide variety of methods so that the evaluation of students' achievement is as accurate as possible.**

No single assessment method could do justice to the breadth, depth, and complexity of the learning outcomes of the Common Curriculum. Assessment methods must take into account all aspects of the expected outcomes and be appropriate for the age and maturity of the students. The use of a variety of methods will help teachers address students' diverse backgrounds, learning styles, and needs, and will give students more opportunities to demonstrate their progress.

Assessment must be ongoing, and the methods used must allow both the "process" and the "product" of learning to be assessed. An essential part of the "process" being assessed is students' progress in assessing their own work and that of their peers. Students' ability to assess and revise plans for a project is useful in many different areas and is essential for success in the workplace. As well, the ability to assess the work of a partner or colleague to enable the person to make revisions or improvements is an important teamwork skill increasingly valued by employers.

2. **Assessment, evaluation, and reporting are the responsibility of the teacher, who must consider the needs of individual students and work closely with them and their families.**

Evaluation is a complicated process that requires the professional judgement, knowledge, and skills of the teacher. Teachers must match their assessment methods to the particular learning activity that is being evaluated. In addition, they must take into account each student's cultural, linguistic, and socio-economic background, as well as his or her individual needs and abilities. It is important that teachers involve students and parents in making decisions about student progress and programs, and that they be able to recognize biased assessment tools.

Evaluation must be collaborative. It must involve the individual student, his or her family, and any others who make a contribution to the student's instructional program. In particular, teachers must ensure that all these participants are involved in interpreting the information obtained through assessment and making decisions about the student's progress and program.

3. **Assessment, evaluation, and reporting are continuous and essential parts of curriculum and effective classroom practice.**

Assessment is essential to enable teachers to evaluate how well their programs and methods are working and to guide them in making the ongoing changes needed to enable all students to achieve the expected outcomes.

Testing: One means of collecting assessment data. (A test measures achievement at a specific point in time.)

Evaluation: The making of judgements or decisions on the basis of the data collected in the assessment process.

To ensure that the *assessment data* (the information on student achievement gathered through assessment procedures) are reliable and that they provide enough information to allow a judgement to be made, teachers must give all students frequent opportunities to demonstrate their level of performance. To ensure that the assessment data are valid (that is, that they measure what they are intended to measure), assessment criteria must be based on clearly stated outcomes and levels of achievement.

4. Reporting must describe the student's progress towards achieving the outcomes and must include plans for improving the student's performance.

Reporting includes interpreting and sharing what students have achieved. When reporting, teachers must ensure that the student, the family, and others involved in the student's learning understand the purposes of the evaluation and the assessment criteria and methods that were used. Teachers must also explain clearly what follow-up measures will be taken to improve the student's performance and the program's effectiveness. For example, if a student is having difficulty attaining particular outcomes, alternative teaching, learning, and assessment methods, as well as resources, must be provided. If necessary, additional support programs must also be considered.

Both written reports and discussions with students and parents or guardians should be used in reporting. Reporting must be ongoing and related to outcomes and standards.

A student's progress through the grades will be determined by his or her success in achieving the expected outcomes. When a student is experiencing difficulty in attaining the outcomes at the expected levels, the teacher, in consultation with the student and his or her parents, will determine what program modifications will be most helpful and beneficial to the student. Modifications to a student's program must be made in such a way that the expectations for the student's achievement are not lowered. The relevant question to be asked is: What is needed to enable the student to achieve the outcomes and experience success?

5. The evaluation of programs should lead to their improvement and should focus on their effectiveness in preparing students for life and work.

School boards and schools must continually work towards improving their programs. The effectiveness of programs should be monitored regularly through local reviews, conducted by schools and boards, and through provincial reviews.

In order to judge the overall effectiveness of programs, teachers and principals will compare students' results to provincial standards and the results of provincial reviews. This process will ensure that achievement is monitored and reported as objectively as possible. The information obtained will be used to improve programs and promote high standards in all areas of learning and teaching.

Part Two: Outcomes-Based Learning

A commitment to outcomes-based learning is central to the Common Curriculum.

KEY FEATURES OF THE APPROACH

Students do not attain the outcomes through a set of prescribed learning experiences in one program area or in one grade; they attain them through a wide range of experiences encountered over several grades.

Outcomes-based learning is founded on the belief that all students can learn and achieve certain results, and that the responsibility of schools is to enable them to do so.

In outcomes-based learning, curriculum refers to the varied experiences by means of which students achieve a set of defined outcomes. Students do not attain the outcomes through a set of prescribed learning experiences in one program area or in one grade; they attain them through a wide range of experiences encountered over several grades. These experiences, moreover, will include varied content drawn from all program areas. It should thus be clear that there is an essential link between outcomes-based learning and an integrated curriculum.

The focus on outcomes requires that teachers assess individual students' progress continually and that they use appropriate resources and strategies to facilitate and improve each student's learning. In addition, it is essential that all students have a clear understanding of the outcomes – of what they are expected to know, be able to do, and value at particular stages in their learning. Teachers can ensure that students have this understanding by discussing their progress with them at frequent intervals.

For many teachers, the shift to an outcomes-based curriculum will not represent a radical change, since they have always focused on what students should be able to do as a result of their learning. For these teachers, the change is more one of perspective than of direction. The chart below identifies some significant differences between learning described in terms of outcomes and learning described in terms of objectives.

Objectives	Outcomes
<ul style="list-style-type: none">• focus on what the teacher will do• describe the intent of teaching• focus on opportunities provided for learning• involve estimating the amount that can be learned in a given period of time	<ul style="list-style-type: none">• focus on what the student will do• describe the results of learning• emphasize how learning is used, especially how it can be applied in new areas• require flexible allocation of time

THE OUTCOMES

Rationale

The essential outcomes outlined in this section – and the specific outcomes described in Part Three – represent a high but realistic expectation of achievement for Ontario students. The outcomes in this document are intended to enable all students to function effectively in everyday life and to see themselves as lifelong learners who are able to:

- understand the relationship between their education and future opportunities and participate actively in their education;
- take the initiative in solving problems by formulating questions, defining tasks, and developing and applying solutions;
- apply their learning in a variety of ways;
- learn independently and with others and contribute positively as team members and leaders;
- value diversity and demonstrate respect for people of all races and cultures;
- affirm and act on values that promote the common welfare of society and that are based on their personal, religious, and ethical beliefs, as well as cultural traditions;
- gain satisfaction from learning and self-confidence from a variety of accomplishments.

Criteria

Certain basic criteria were used in developing the outcomes. It was decided that all outcomes must:

1. *be appropriate for the age groups of the students involved.* The outcomes are within the abilities of students in Grades 1 to 9.
2. *promote the development of broadly applicable and functional skills.* The outcomes emphasize learning that is applicable in many situations and contexts, that will improve students' ability to make personal decisions and life and work choices, and that provide the foundations for employability. Such adaptable functional skills are also the best preparation for the future.
3. *promote a love of learning and an understanding of the need to continue learning throughout life.* The outcomes emphasize learning that is basic to the human experience and that stimulates students' interest in the world and in life's rich possibilities. They also stress creative thinking and the need to continue learning and acquiring new skills in keeping with changing needs and circumstances.

4. contribute to students' personal development and overall enjoyment of life. The outcomes emphasize experiences that develop a positive sense of self, which is essential for success in and enjoyment of both life and learning. The knowledge, skills, and values students develop sharpen and expand their awareness of the world around them and so provide the basis for a fuller life.
5. contribute to students' development of values and attitudes. The outcomes stress both personal and social values. For example, they emphasize respect and concern for self, for others, and for the environment, and encourage students to recognize their responsibilities as individuals, as members of Canadian society, and as members of the global community.

The Ten Essential Outcomes

The Common Curriculum identifies ten essential outcomes that guide the school program to the end of Grade 9. These outcomes are outlined below. Each essential outcome includes a numbered statement and several lettered statements. The lettered statements elaborate on the numbered statement and describe, in more specific terms, the kinds of knowledge, skills, and values students are expected to develop by the end of Grade 9.

It should be noted that the outcomes are not listed in order of priority; all are considered essential. They are, moreover, interconnected and apply to all program areas.

By the end of Grade 9, students will:

1. communicate effectively;

- a. demonstrate literacy and numeracy skills, including the ability to use appropriate conventions, symbols, and systems;
- b. use the language, models, and symbols of all program areas effectively and appropriately;
- c. demonstrate sensitivity to the effect of language, symbols, and communication methods on audiences and on human activities in general;
- d. use a variety of forms, media, and languages to communicate ideas, experiences, and feelings.

Model: A simplified representation of an object or idea. Models can be concrete (e.g., a wind tunnel, a base-ten block) or conceptual (e.g., a particle model, a four-step problem-solving model).

Students must develop the ability to read, write, speak, and listen using established conventions (e.g., rules of grammar, spelling, punctuation). As they explore language in various contexts, students will come to understand that such rules and conventions are not insignificant details but essential means of communication; they are used to convey meaning and enable us to communicate with clarity and precision. Students will also explore the use of non-verbal signals in communication (e.g., stance, gesture, clothing) and the various media and techniques used in the arts.

Proper use of the language, conventions, and symbols of the various subjects is also important. Mathematics, for example, is a universal language. Its symbols, which are used to represent abstract ideas and operations (e.g., numbers, the addition and multiplication signs), are widely understood. Students learn to use these symbols along with everyday language to clarify their mathematical thinking and communicate it to others. The communication of mathematical ideas is an important part of such diverse subjects as science, technology, the arts, and social studies.

2. solve problems and make responsible decisions using critical and creative thinking;

- a. raise questions and pursue creative solutions using a variety of strategies;
- b. conduct an inquiry with integrity and discipline;
- c. use a variety of services and resources in the school, the community, and the broader society to gather and evaluate information;
- d. evaluate their problem-solving strategies and determine ways of improving them.

The ability to solve problems and make responsible decisions is essential for functioning effectively as a learner, a family member, an employer or employee, and a citizen. Problem solving is a fundamental process in mathematics, science, and technology. Every subject area, moreover, has its own problem-solving and decision-making strategies. Students need to learn to apply these strategies in their daily lives. They must also know how to obtain information and assistance from a variety of sources.

3. use technology effectively;

- a. use a wide range of processes, techniques, tools, and materials to gather information, solve problems, create and evaluate products, and communicate results;
- b. use technology safely and ethically at school, at home, and in the workplace;
- c. demonstrate the ability and willingness to evaluate the influence of technological developments on people, communities, and the environment.

Using technology involves the use of various processes, techniques, tools, and materials to gather information, solve problems, create and evaluate products, and communicate results. Students need to be able to use technological devices such as computers and to apply established and new technologies in all program areas and in daily life.

Students must also learn to use technology responsibly and wisely. For example, technology often makes possible a number of solutions to a given problem; these must be evaluated in terms of both their effectiveness and their consequences for people and the environment.

- System: An ecological, social, or economic unit of organization made up of interdependent parts (e.g., digestive system, transportation system, system of government, solar system).**
- 4. demonstrate an understanding of the world as a set of related systems;**
 - a. use appropriate ideas, models, and theories to investigate and describe the natural and human-made worlds;
 - b. evaluate the interdependence of local, national, and global communities and their dependence on the environment;
 - c. describe the contributions to today's world of men and women of many races, historical periods, and cultures;
 - d. analyse the causes and effects of power relationships within groups in their immediate environment, the larger society, and the international community.

Our bodies, societies, and the world itself operate as a set of interconnected systems. For example, our bodies include digestive and nervous systems; societies include governmental and legal systems; earth is part of the solar system, the movements of which affect many aspects of life, including food production and navigation. Students explore these systems and their workings through learning experiences and projects in which subject areas are interrelated. For example, the study of the solar system would involve information, concepts, and investigation methods drawn from science, geography, mathematics, social studies, and history.

- 5. apply the skills needed to work and get along with other people;**
 - a. work collaboratively and effectively with others on a common task;
 - b. demonstrate understanding of the ways in which individuals' family background, language, and culture influence their ideas and behaviour;
 - c. resolve conflicts in peaceful, co-operative, and equitable ways.

The ability to interact effectively with others is important in the home, the school, the workplace, and the community. In addition, students need to recognize and respect the fundamental worth of all people, particularly in view of Canada's diverse population. Students develop these skills and values in all program areas as they work together on collaborative tasks. Various aspects of human relationships are explored in literature and Personal and Social Studies: Self and Society. All program areas offer opportunities to consider the accomplishments of men and women of diverse backgrounds.

- 6. participate as responsible citizens in the life of the local, national, and global communities;**
 - a. contribute constructively to the life of the classroom, the school, and the community;
 - b. pursue excellence and originality in their own work and support these qualities in the work of others;
 - c. identify the rights and responsibilities of citizens of Canada and demonstrate commitment to Canadian citizenship;
 - d. demonstrate concern and care for the environment.

All program areas, particularly Personal and Social Studies: Self and Society, provide the groundwork for responsible citizenship in a democratic society. By participating, as contributing members, in the life of the home, the classroom, the school, and the local community, students learn and practise the skills they will need for responsible participation in the larger society. Students learn the roles, rights, and responsibilities of citizens in Canada, including the responsibility of identifying and challenging inequities and improving the environment.

- 7. explore educational and career opportunities;**
 - a. demonstrate awareness of their personal values, strengths, abilities, and aspirations and an understanding of how these will influence their future choices and opportunities;
 - b. demonstrate awareness of the available range of personal and career opportunities;
 - c. demonstrate understanding of the relationship between educational achievement and career opportunities;
 - d. demonstrate knowledge of a variety of workplaces and the roles, skills, and abilities of people who work in them.

All program areas help students to explore a variety of career opportunities and to become aware of the qualifications needed to pursue them. Students learn about various kinds of jobs and places of employment. They also learn to define their interests and assess their strengths and abilities, and to use this information as a basis for making informed decisions about the goals and educational programs they should pursue after Grade 9.

- 8. apply aesthetic judgement in everyday life;**
 - a. demonstrate awareness of aesthetic values in their everyday life;
 - b. describe aesthetic qualities in natural and human-made objects and materials, and in the relationships among them;
 - c. apply aesthetic criteria in producing and evaluating work in a variety of media;
 - d. describe and evaluate their feelings and thoughts about the natural world, their own work, and the work of others.

Aesthetic judgements are often concerned with evidence that skill and discernment were used in creating a work or product. The criteria on which these judgements are made are for the most part based in specific cultures and times. Students must recognize that aesthetic criteria can be viewed and applied in many different ways, and that aesthetic judgements are made not only about works of art but about a wide variety of other works or products. For example, the judgement that a scientific theory is elegant, that a building has pleasing proportions, or that a piece of writing is beautiful is an aesthetic judgement. The ability to make such judgements and the ability to apply aesthetic criteria in selecting, designing, producing, and evaluating works and products are important skills for both life and work. These skills are developed through every program area, but particularly through the Arts.

9. make wise and safe choices for healthy living;

- a. use self-knowledge as a basis for decision making;
- b. demonstrate the ability to reflect on their experiences and learn from them;
- c. make informed choices that will contribute to their physical, mental, emotional, and spiritual well-being;
- d. demonstrate the ability to respond to change in a positive manner.

In our complex world, making sound decisions about healthy living requires that one be well informed about such topics as nutrition, physical fitness, sexuality, personal safety, disease prevention, and substance abuse. Students will explore these topics in all program areas, but particularly in Personal and Social Studies: Self and Society and in Mathematics, Science, and Technology. In addition, all program areas help students to develop a positive sense of self, to make responsible personal choices, and to reflect on results.

10. use the skills of learning to learn more effectively.

- a. set appropriate goals for their learning, make realistic plans, and keep track of and evaluate their progress;
- b. clarify their ideas by reflecting on their own thinking and the responses of others;
- c. describe the connections among various ideas and concepts.

The ability to learn effectively throughout one's life is essential to success in a changing world. All program areas enable students to learn and practise skills that will make them independent learners. In order to learn effectively, students must be able to assess their learning needs, to set themselves appropriate goals, to access and analyse information, to apply what they have learned in various contexts, and to evaluate their progress. They must also become aware of how they learn and be able to explore and assess various learning methods.

IMPLICATIONS FOR PROGRAM PLANNING AND DEVELOPMENT

School-board and school administrators will need to examine all relevant aspects of their programs, and make modifications as necessary, to ensure that the programs reflect the shift to outcomes-based learning. The following points are particularly relevant for program planning at the school level:

- All aspects of program planning, including decisions concerning teaching and assessment strategies, must focus on helping students attain the outcomes. All students must be provided with the particular learning experiences they will need to achieve the outcomes.
- All those involved in education – students, teachers, parents, and members of the community – must work together to help students attain the outcomes. Although teachers, principals, and supervisory officers have the prime responsibility for ensuring that students achieve the expected results, all partners in education have an essential contribution to make.
- The outcomes and the means used to measure students' achievement should be clearly communicated to students, teachers, parents, and the community at the beginning of each year or program.
- As a general rule, learning activities, themes, and units of study should contribute to the achievement of appropriate combinations of related outcomes. Teachers should not plan to have students attain the outcomes singly or sequentially.
- Learning activities and assessment strategies should be developed by teachers in consultation with students, parents, and the community, to ensure that they are responsive to the needs of students and the local community.
- The depth, breadth, and pace of learning must be adapted to the needs of students. Adaptations may need to be made in learning activities, the time and resources allocated to them, the teaching and learning strategies, the assessment and evaluation methods, and often the content.
- The curriculum should include learning activities that take place in the classroom, the school, and the community.
- Evaluation must focus on students' performance in relation to the outcomes and standards rather than on their performance in relation to the achievement of their peers. The use of a “bell curve” to determine an acceptable distribution of student marks within a class is not applicable in outcomes-based learning.

Part Three: Program Areas and Specific Learning Outcomes

The emphasis must be on designing programs that make connections within and among program areas and that enable students to connect what they learn in school with their own experiences and with the activities and issues of everyday life.

GENERAL INTRODUCTION

Since the Common Curriculum emphasizes connections among ideas, people, and things in the world, its expected outcomes are organized into broad program areas rather than subjects such as history or mathematics. However, the traditional subjects are included in these program areas, which stress the connections among them.

The four program areas used in this document are:

- the Arts
- Language
- Mathematics, Science, and Technology
- Personal and Social Studies: Self and Society

These program areas represent one way of organizing programs to achieve the stated outcomes. School boards and schools are free to organize their programs in other ways to meet students' needs and respond to local circumstances. The emphasis, however, must be on designing programs that make connections within and among program areas and that enable students to connect what they learn in school with their own experiences and with the activities and issues of everyday life.

All students are expected to achieve all the specific outcomes described for the four program areas. For this reason, all program areas must receive attention in each year of the student's education. This requirement does not mean that an equal number of hours must be allocated to each area; rather, program areas should be integrated to achieve a balanced curriculum.

BASIC STEPS IN PROGRAM PLANNING

Program planning is a complex process that requires not only the professional expertise of teachers, but also the particular contributions of students and their parents. The following steps in program planning are designed to ensure that programs accomplish their aim – that is, enable all students to achieve the outcomes – and that they take full advantage of the contributions that each of the key players can make at various stages of planning and implementation.

- Teachers review the expected outcomes and standards of the program.
- Teachers assess their students' needs, interests, abilities, and learning styles. A variety of sources of information should be used, including:
 - records of students' achievement;
 - portfolios of students' work;
 - teachers' comments on students' independent work as well as on their contributions to group work (these comments should be based on observation of the student at work as well as on evaluation of work);
 - discussions with students and parents.
- Teachers consult with other staff (guidance counsellors, teacher-librarians, special education teachers, teacher assistants) and the wider community, as necessary.
- Teachers work together to select appropriate content and resources and to develop appropriate teaching and assessment methods.
- Teachers discuss the outcomes and standards, as well as the various teaching, learning, and assessment methods that will be used, with students and their parents. Teachers make appropriate revisions on the basis of the responses they receive from students and parents.
- Drawing on their analysis of students' needs, abilities, and learning styles (see point 2 in this list), teachers discuss with each student potential difficulties and ways of avoiding them in order to ensure that all students can work towards the expected outcomes.
- Teachers advise parents on how they can help their children achieve the outcomes.
- Teachers plan their assessment, evaluation, and reporting strategies. They make plans for assessing each student's progress on an ongoing basis and for making appropriate changes in their teaching approaches to improve students' performance, as needed. They also make plans for reporting regularly to the students and parents on students' progress and on measures that will be taken to improve students' performance.

At the conclusion of the program, teachers should evaluate its effectiveness in enabling all students to achieve the outcomes. Feedback from students and parents should form part of the evaluation. Recommendations for changes should be implemented as part of an ongoing process of program improvement.

INTEGRATED LEARNING

An integrated curriculum and active, inquiry-oriented learning allow students to become creative, adaptable, and independent thinkers who are able to solve problems in a wide variety of situations and to assess their solutions in a global framework.

To live successfully in today's and tomorrow's world, all Canadians need qualities that will help them to understand and respond constructively to change. One of the most important of these qualities is the ability to apply existing skills and knowledge in new ways in order to meet needs and solve problems as they arise. This ability can be developed by encouraging students to practise using their skills and knowledge in one field to learn in another and to relate their learning to real-life situations. An integrated curriculum is one that is designed to develop this ability in students by helping them to see the links between different subject areas and understand that what they learn is meaningful in the context of the world outside the school.¹

Integrated learning occurs when the student makes connections among ideas, concepts, and various elements of reality (people, events, objects, processes, etc.). The goal of an integrated curriculum is to develop students' ability to relate new learning to previous learning and to use ideas and information from many areas of knowledge in seeking solutions to problems.

An integrated approach to teaching and learning must include instruction in the fundamental knowledge and skills of particular subjects – mathematics, for example. Integrated contexts can clarify and reinforce students' understanding of basic concepts by stressing their applications. In all program areas, integrated activities can make knowledge less abstract and more relevant by focusing on its uses.

Connections should be made both within and among program areas. Many of the specific outcomes listed for one program area will be relevant for other program areas, and many of them will be achieved fully only by drawing on several program areas.

Integrated programs must:

- focus on the achievement of the learning outcomes;
- make connections that are significant and natural – connections should not be forced;
- emphasize connections between learning experiences and students' backgrounds, daily lives, and future plans;
- draw on a wide range of resources, including community resources. Extensive use of the library resource centre and technological education facilities should be encouraged;²

- include a range of knowledge and skills from various subject areas. Programs should draw on the expertise of all teachers in the school;
- include a variety of integrated activities that enable students to apply the fundamental knowledge and skills of the various subject areas;
- focus on the knowledge and skills of a particular subject area, as needed and appropriate. Students must master the fundamental knowledge and skills of various subjects in order to be able to apply them in problem solving.

A Range of Approaches to Integration

Parallel Content

Related content is taught in two or more subjects during the same period of time. (*It should be pointed out that this is only an introductory approach to integration.*)

Example:

A Grade 9 English teacher plans to teach a unit on *The Diary of Anne Frank* as one means of achieving several of the specific outcomes for Language. A Grade 9 history teacher in the same school plans a unit of study on the Holocaust to achieve some of the specific outcomes for Personal and Social Studies: Self and Society. In the course of a discussion session on *Policies and Outcomes, Grades 1–9*, they discover that some of these specific outcomes (L31, P7, P17) are linked to the same essential outcomes:

- 4d. [students will] analyse the causes and effects of power relationships within groups in their immediate environment, the larger society, and the international community;
- 5b. [students will] demonstrate understanding of the ways in which individuals' family background, language, and culture influence their ideas and behaviour.

The teachers decide to teach the units during the same two-week period.

Teaching-learning implications:

This form of integration requires minimal co-ordinated planning on the part of the two teachers. The student may be able to make the connections, without special help from the teachers.

Content Connections

Connections are made among similar subjects, most likely within the same program area.

Example:

The Grade 5 teaching team is planning to work on three outcomes in Mathematics, Science, and Technology:

- M12 [students will] identify the different forces operating in a variety of situations;
- M18 [students will] analyse the interrelationships of the parts of different systems and the people who work in them;
- M24 [students will] describe cyclical occurrences and their effects on students' lives and on the natural world, and develop timelines to track and record them.

The teachers decide to work together on an integrated unit exploring the movements of the earth, sun, and moon; the relationships among them; and their relationships to cyclical occurrences on earth. Included in the plans is a field trip to a nearby observatory.

Teaching-learning implications:

This form of integration requires teachers to plan together to integrate material from mathematics, science, and technology. Students develop knowledge and skills related to particular subjects and apply these in other contexts. Their understanding of and interest in the topic is enhanced by seeing the connections among the knowledge and skills of mathematics, science, and technology.

Concept Connections

A concept is explored using the content and processes of several program areas.

Example:

The teachers of Grades 1 to 3 decide that, at the same time that students are working towards the attainment of specific outcomes from the four program areas, they should also focus on the following essential outcomes:

- 1b. [students will] use the language, models, and symbols of all program areas effectively and appropriately;
- 3a. [students will] use a wide range of processes, techniques, tools, and materials to gather information, solve problems, create and evaluate products, and communicate results;

- 5a. [students will] work collaboratively and effectively with others on a common task;
- 10c. [students will] describe the connections among various ideas and concepts.

The teachers decide to design a unit on the concept of size. Students explore this concept using ideas and activities from several program areas. Activities include: writing pattern books about things larger and smaller than themselves; creating or drawing shapes as small and as large as they can; comparing measurements of a set distance using large and small non-standard units of measurement.

Teaching-learning implications:

Teachers work together to develop the unit. In exploring the concept of size, students acquire and apply a range of knowledge and skills. Activities emphasize group problem solving and inquiry across program areas.

Cross-curricular Connections

Students identify issues to explore, frame questions, and undertake tasks, applying relevant knowledge and skills from any and all program areas.

Example:

Essential outcome 5c (“[students will] resolve conflicts in peaceful, co-operative, and equitable ways”) is an important one for students; they see peer conflicts, youth gangs, and racism as issues of high relevance. Working in small groups, students contact local youth agencies, police, and owners of small businesses to get their points of view on these issues. Teachers help the students to develop a focus for exploring the issues. Connections are made with various socio-economic problems and their effects on people, conflicts in society, international conflicts, and essential outcome 4d (“[students will] analyse the causes and effects of power relationships within groups in their immediate environment, the larger society, and the international community”).

Teaching-learning implications:

The unit is planned by the students and teachers together. All the teachers contribute to all aspects of the study – that is, they do not represent a particular program area. The issues studied have special significance for students.

SPECIFIC OUTCOMES

The specific learning outcomes describe in detail the knowledge, skills, and values that contribute to achieving the essential learning outcomes. The specific outcomes for Grades 3, 6, and 9 indicate a progression of knowledge, skills, and values; that is, wherever appropriate, the outcomes for Grades 6 and 9 include and build on the knowledge, skills, and values contained in the outcomes of the previous grade(s). It is very important, therefore, that teachers of all grades be familiar with *all* the outcomes.

To clarify the outcomes and help teachers devise appropriate learning activities, examples of relevant topics, activities, and resources are included with many of the specific learning outcomes. These examples are intended to make the teacher's task in the classroom easier; they are neither exhaustive nor definitive.

Many of the topics referred to in the outcomes can be related to several program areas or disciplines. For example, media literacy, information technology, and global and equity issues can be explored through any or all of the program areas. At the same time, some topics have greater relevance for some program areas than for others; for this reason, as well as for the sake of convenience, many topics that have broad applications have been described in detail in only one program area. To ensure that they are aware of all outcomes relevant to their program area, teachers should, therefore, read the explanations and specific outcomes in all program areas, keeping in mind that the outcomes given in each program area have applications in all the other program areas. In addition, the exploration of topics through several program areas will help teachers to work together on program development.

The numbers that are given after each specific outcome refer to the essential outcomes (see pages 25-29).

The Arts

The arts speak to our emotions, imagination, and intellect, and throw new light on our experiences. From a wider perspective, the arts offer a picture of what people have felt, thought, and valued over the ages, enabling us to see that people in the past expressed ideas and feelings similar to our own. The arts also show us that, while people of diverse races and cultures have unique ways of expressing themselves, people of all backgrounds have many similar interests, concerns, and ways of seeing things. The study of the arts can therefore help students develop a sense of connection with the past and with people of various races and cultures, and can broaden their knowledge and understanding of human achievement.

All of the arts – dance, drama, music, and the visual arts – are valuable means of expression and communication. It is therefore important for students to develop the ability to explore and express their ideas effectively in each of the arts. In making and presenting art works, students develop their ability to communicate and gain understanding of how and why works of art are created.

Through their work in the arts, students encounter both theoretical and practical problems that require them to come up with solutions and to make decisions. Students thus develop their creative and critical-thinking skills, and experience a sense of achievement and fulfilment through study of the arts. In addition, the skills and aesthetic judgement that students develop through study of the arts can be applied in many other areas of life, enriching their understanding and enjoyment of a wide variety of experiences.

It is important that schools offer a balanced arts program that includes all the arts. Within this framework, each of the arts can be studied in depth, and aspects of the study of each art can also be integrated with the study of the other arts and other curriculum areas. Through study of all the arts, students can learn to see the interrelationships among the different arts.

A variety of ministry curriculum documents are available to help teachers and others involved in curriculum development to design programs that provide all the material students will need to achieve the expected outcomes.

Specific learning outcomes in the Arts program area are organized under the following four broad topics:

- Understanding Form in the Arts
- Exploring Meaning in the Arts
- Understanding the Function of the Arts
- Experiencing the Creative Process in the Arts

Understanding Form in the Arts

The word “form” refers to the structure of a work of art such as a ballet, a play, a rap, or a painting, or, in the case of a student work, the structure of a dramatization, a musical or dance composition, or a three-dimensional construction. The final form of a work is the result of all the decisions made by the artist in an effort to express what he or she intends to communicate.

When artists create works, they make use of the materials, techniques, and elements of their particular discipline. In striving for coherence between idea and form and between form and function, they apply principles of composition that are common to all the arts – for example, balance, unity, and variety. In studying form, students should develop the ability to identify various aspects of a work of art and ways in which those aspects contribute to the structure of the whole work. By analysing how they, their peers, and professional artists of diverse backgrounds structure their works, students gain a deeper understanding of ways in which aspects of the form of a work contribute to its effectiveness. Students should also learn to use their understanding of form in one art to understand form in another.

By the end of Grade 3, students will:

- A1 – identify some aspects of a work of art and describe how they contribute to the effect of the work (*e.g., describe how space, shape, rhythm, line, texture, or conventions of display or performance are used*); 8b 8c

By the end of Grade 6, students will also:

- explain how a number of aspects of a work of art function together to make a meaningful whole (*e.g., explain how the tempo, rhythm, and melody work together to express a mood in a musical selection; how space, language, tone, and gesture are used to convey a point of view in a role drama*); 8b 8c

By the end of Grade 9, students will also:

- analyse a work of art to determine how specific aspects of it contribute to its overall effectiveness (*e.g., analyse a dance composition to determine how ideas and feelings are conveyed by the use of space, shape, level, energy, and movement pattern*); 8b 8c

- A2 – use appropriate terms to discuss design ideas and techniques in their own and others’ works of art (*e.g., refer to space, level, and direction in dance; staying in role, mime, tableau, and soundscape in drama; rhythm, beat, and tempo in music; shape, texture, and colour in visual images*); 1b

- identify a variety of styles, techniques, and media in works of art (*e.g., realist, naturalist, expressionist, abstract, and non-objective styles in the visual arts; ballet and jazz, folk, and modern dance; repetition and contrast in reggae or rap, or in a musical or dance composition in ABA form*); 1b 8b

- analyse their own works and the works of others to determine the impact of decisions about style, techniques, and media (*e.g., discuss the reasons for their own decisions and evaluate the effects of these decisions on the form of their finished work; identify decisions made in works by their peers and professional artists, and explain how these affect the work*); 1b 2d 6b 8c 8d

By the end of Grade 3, students will:

- A3 – identify similar design ideas, materials, and techniques in works of art and artefacts from diverse cultures (e.g., *talk about or demonstrate movement patterns in traditional dances; the construction and use of wind, percussion, or stringed instruments in a variety of cultures; the use of natural materials such as stone, bone, clay, or wood to make implements, containers, masks*); 4c 8b 10c

- A4 – identify aspects of form in works of art (e.g., *rhythm*) that have counterparts in daily life (e.g., *the rhythms of nature: heartbeats, movements of people and animals, life cycles, seasons*); 8a 8b

- A5 – identify some technologies that can be used in creating works of art (e.g., *mechanical and construction technology – sculpture, kinetic art works; cinematography – film and video art; electronics – music; computers – graphic design, animation, music*); 2c 3a

- A6 – identify aspects of natural and human-made materials and objects that appeal to the senses (e.g., *pleasing line, shape, sound, movement, and colour in animals, plants, and landforms; pleasing design in manufactured items*); 4a 8b

- A7 – identify school activities that provide opportunities for arts experiences (e.g., *displays, exhibits, performances*). 2c 10c

By the end of Grade 6, students will also:

- identify differences among works of art used for similar purposes in a variety of cultures (e.g., *works for celebrations: the “Green Corn Dance” of the Six Nations; the traditional dances of early European settlers; music for weddings, parades, religious festivals*); 4c 8b

- identify and give examples of aesthetic qualities in the world around them (e.g., *make rubbings to record the textures of a variety of surfaces; record on tape the patterns of sound in a forest or city; draw patterns observed in plant forms; write about or paint the “tonal colour” produced by musical instruments*); 8a 8b

- explain how technology can affect the ways and places in which artists work, as well as the art works themselves (e.g., *with the use of electronic media, such as the synthesizer, much contemporary music is composed and performed differently from earlier music, and also sounds different; film and videotape enable us to preserve and study dance and drama performances*); 2a 3c 7b 7d

- describe aesthetic qualities of things they perceive in the world around them (e.g., *harmony, balance, variety, unity, and rhythm perceived in everyday sights, sounds, shapes, textures*); 4a 8b

- identify aspects of each of the arts that are unique to those arts (e.g., *media and techniques that are used in a specific art form*). 1b 4a

By the end of Grade 9, students will also:

- suggest factors that might have influenced the development of unique art forms in diverse cultures (e.g., *available materials; dominant beliefs, conventions, traditions*); 2a 5b

- use their artistic skills and aesthetic judgement in other school activities (e.g., *create effective displays; use their knowledge of artistic form and media when organizing and presenting a project; select, create, arrange, and/or perform music to enhance an event*); 6a 8a 8c

- assess the effect of past and present technological advances on artists, their work, and the places in which they work (e.g., *the responses of composers and performers to various changes to musical instruments; the influence of photography and electronic image-making on design in visual arts, drama, dance; the making of rock videos*); 2a 3c 7b 7d

- analyse the ways in which different works of art speak to the senses and evoke responses (e.g., *identify aesthetic qualities in visual images, sounds, scents, shapes, and textures that evoke particular feelings and ideas*); 2a 8b 8d

- explain what the arts have in common (e.g., *use of pattern, contrast, principles of composition*). 4a 8b

Exploring Meaning in the Arts

Students should learn to describe the effect of a work of art and to interpret and reflect on the ideas and feelings it communicates. They should also learn to assess the effectiveness of the media, techniques, and technological devices used to produce a work. In considering both their own responses to works of art and the responses of others, students develop their analytical skills. In exploring ways of conveying ideas and feelings in their own works of art and in those of others, they also strengthen their ability to communicate.

By the end of Grade 3, students will:

- A8 – communicate their responses to works of art, including live performances, films, and videos (*e.g., describe what they like about the works and what they wonder about*); 1c 8d

- A9 – communicate their understanding of the ideas and social conditions presented in different works of art (*e.g., “restate” a theme using words, pictures, tableaux, songs, instrumental compositions*); 1a 1d 4a 8d

- A10 – describe differences in style in works of art from a variety of countries, cultures, and historical periods (*e.g., dance forms from Central America, India, and Britain*); 1b 4c

- A11 – give examples of the messages communicated in different types of commercial and other art works (*e.g., messages conveyed by billboards, commercial jingles, hymns, national anthems*). 1c

By the end of Grade 6, students will also:

- communicate a personal and critical response to works of art (*e.g., explain why they like specific works*); 1c 8c 8d

- offer evidence that works of art can communicate ideas and reflect social, political, and cultural conditions (*e.g., give examples of works that arouse specific emotions or sympathies, or that reinforce or challenge various values or beliefs or such forms of discrimination as racism or antisemitism*); 1a 4a 8d

- identify and describe similarities and differences in style among works of art from a variety of countries, cultures, and historical periods (*e.g., compare images of horses in prehistoric cave paintings with those in Chinese scrolls; compare landscapes by French impressionists with those by Canada’s Group of Seven*); 1b 4c

- identify various art materials and media that are used to convey messages in advertisements and other forms of commercial art (*e.g., music, visual images, movement, videotape, paint*). 1c 4a

By the end of Grade 9, students will also:

- describe their sensory, emotional, and intellectual responses to works of art, and explain how these responses contribute to their understanding of the works; 1c 8d

- identify and describe ways in which specific works of art can affect people’s attitudes to social, political, and cultural conditions, and can influence their actions (*e.g., describe how devices such as imagery and contrast evoke a variety of responses, such as sympathy, outrage, surprise*); 1c 4a 8c

- identify and describe aspects of style that are unique to works of art from a variety of countries, cultures, and historical periods (*e.g., stylized animal images in totems of Canadian Northwest Coast indigenous people; jazz music from the southern United States; Gregorian chants from medieval Europe*); 1b 4c 5b

- explain how a variety of art materials and media convey meaning in various forms of commercial art (*e.g., describe how images are presented in advertisements to achieve a specific effect; explain how some messages are conveyed directly and some are implied; identify biases and their impacts; identify the groups whose values are represented*). 1c 2a 4a

Understanding the Function of the Arts

In studying works of art, students should consider not only artistic forms and themes, but also the function of specific works and of the arts in general. For the artist, a work of art functions as a means of expression and communication. For the viewer or listener, a work of art evokes a complex response since it appeals to the senses, the emotions, and the intellect at the same time. Works of art enrich our experience, help us to see familiar things in a new way, and give us insight into different places, times, and cultures.

In addition to functioning as means of expressing and communicating ideas and feelings, the arts have long been used to entertain, to document significant events, to define cultures, to inspire thought and action, and to change the way people think and behave. The arts also offer a variety of employment opportunities; many men and women in Canada and around the world work as independent artists or as members of a collective or a performing company, and cultural industries provide employment in production, promotion, and distribution. As students come to understand various functions and uses of the arts, they not only increase their ability to appreciate individual works, but also learn about a wide range of careers.

Students should be aware that bias and stereotyping may occur in art works and in the art world, and they should be able to identify them and their impacts.

By the end of Grade 3, students will:

- A12 – describe ways in which works of art affect people's emotions and help them understand their own experiences and abilities; 1c 7c 8d 10b

By the end of Grade 6, students will also:

- describe ways in which works of art can affect people's behaviour (e.g., *identify ways in which the form, content, or style of a given work might arouse people's concern about a social or an environmental issue and inspire them to act*); 1c 4d 8d

By the end of Grade 9, students will also:

- explain how creating, studying, and appreciating works of art can enrich people's lives (e.g., *by increasing people's technical skill and understanding of how works are produced; by helping them develop self-awareness and insight into the human condition; by providing satisfaction and enjoyment*); 7c 8c 8d 10a 10b

- A13 – identify knowledge and skills they have gained through experiences in each of the arts (e.g., *describe what they discovered while creating, performing, listening, or viewing; how they solved various artistic problems*); 7a 7c 8d 10a 10b

- use skills developed through experiences in the arts in other program areas (e.g., *use observation and drawing skills in the study of plant and animal forms or the design of a machine*) and describe the benefits gained from developing skills in the arts; 7a 7c 8d 10a 10c

- use knowledge and skills developed in arts activities to explore, create, and communicate in many curriculum areas (e.g., *gain insights into historical events from a variety of perspectives through working in role in drama; draw on skills in dance to demonstrate scientific concepts, such as the conservation of energy; use musical instruments to explore the physics of sound*); 2a 8c

By the end of Grade 3, students will:

- A14 – name some places in their community where they can learn about and experience the arts (*e.g., theatres, museums, galleries, artists' studios, craft shops*), and demonstrate appropriate behaviour when attending such places; 2c 5a 6a
- A15 – identify ways in which various people contribute to the cultural life of their community (*e.g., by creating art works, working at or visiting cultural centres or museums, or participating in community festivals*); 4c 7d
- A16 – identify occupations in the arts that affect their own lives (*e.g., creator of images in their picture books or electronic games; producer of commercials they watch; architect of buildings they live in or visit; occupations of workers in community arts organizations*); 7b 7d
- A17 – identify contributions made by people of a variety of races and cultures to Canada's cultural heritage (*e.g., the painting, sculpture, music, and dance of Aboriginal peoples; the folk art of various groups; traditional ethnic or religious celebrations*); 4c 5b

By the end of Grade 6, students will also:

- identify places in other communities where they can learn about and experience the arts of a wide variety of cultures (*e.g., arts centres, galleries, arts businesses, cultural centres in provincial parks*), and explain why certain types of behaviour are appropriate at such places; 2c 4c 5a 6a
- identify skills that enable them and others to contribute to the cultural life of their community (*e.g., skills in organizing or performing*); 7a 10c
- identify and describe occupations in the arts and in related areas (*e.g., toy designer, illustrator, composer, conductor, dancer, actor, director, set or costume designer, sound technician, teacher, interior decorator, landscaper*); 7b 7d
- give examples of works of art that represent and reflect specific cultural traditions (*e.g., myths and legends from oral traditions; music and dance that originated in seasonal celebrations; art, architecture, and music of different religious or ethnic groups; quilts as artefacts of a communal way of life*); 1c 4c 5b

By the end of Grade 9, students will also:

- know how to make use of arts facilities and services (*e.g., find an appropriate place for a school concert; invite an artist to visit the classroom*), and explain the benefits of observing some conventions of audience behaviour (*e.g., gaining knowledge about a production by reading the program beforehand; talking with the artist at the opening of an exhibition*); 2c 5a 6a
- use their knowledge and skills in the arts to contribute to the cultural life of their community; 1d 6a 8c
- assess their own potential for a career in which they would use artistic abilities, and plan for future studies (*e.g., evaluate their strengths and interests, and select the most appropriate courses to develop these further; identify assumptions about occupations in the arts, including stereotypes*); 7a 7b 7c 10a
- give examples of Canadian works of art that shape our sense of cultural identity (*e.g., works about Canadian subjects by such artists as Kenojuak, Daphne Odjig, Michel Tremblay, Robert Desrosiers, Glenn Gould, Emily Carr, R. Murray Schafer*); 1c 4c 5b

By the end of Grade 3, students will:

- A18 – identify depictions of conflict or struggle in their own and others' works of art (*e.g., conflicts in the animal world, battles with the elements, or human conflicts presented in works in the different arts*); 1c 4d 10c
- A19 – demonstrate the ability to work with others on creative projects, including the ability to express their own views and listen to the views of others (*e.g., collaborate on improvisational dramas, murals, or dance or musical compositions; offer and accept help and encouragement*); 5a 6a
- A20 – describe their own progress and express appreciation of their own and others' works of art. 6b 8d 10b

By the end of Grade 6, students will also:

- identify problems such as stereotyping and prejudice presented in specific works of art (*e.g., representations of gender roles, races, cultures, occupations, and lifestyles*); 1c 4d 8d
- explain the reasons for their ideas and opinions about the arts, show respect for others' ideas, and use problem-solving skills in creating and presenting works of art; 2a 5a 6a 10b
- identify aspects of their own and others' art works that contribute to the effectiveness of the works (*e.g., interesting use of themes, techniques, technology; aspects of a work that arouse curiosity or strong feelings*). 1c 6b 8c

By the end of Grade 9, students will also:

- analyse and assess the effects of specific works of art that raise questions about stereotyping and prejudice (*e.g., discuss the effect of such works on their own and others' values, beliefs, and behaviour*); 1c 4d 8d
- demonstrate self-knowledge in participating in arts activities, as well as the ability to reflect on others' views expressed in their art works and in their responses to art; 6a 10b
- identify a wide range of skills and personal qualities used in creating and appreciating works of art (*e.g., intuition; responsiveness; concentration of physical and intellectual energy; ability to reflect*). 1b 3a 5a 8c 10b

Experiencing the Creative Process in the Arts

Students should create works of their own so that they may learn how and why works of art are produced. By using the materials and techniques appropriate to the different arts, students learn to connect theory and practice, and they develop a deeper understanding of their own achievements and the achievements of artists whose works they are studying.

By the end of Grade 3, students will:

- A21 – use a variety of materials to create and perform works of art (*e.g., natural materials, found objects or sounds, musical instruments of their own invention*); 1d 2a 3a
- A22 – experiment with techniques that are specific to each of the arts (*e.g., explore movement patterns and ways of controlling direction, speed, and level in dance; create or reinterpret stories through tableaux and mime in drama*); 1c 1d 2a
- A23 – use symbols to represent sounds; 1b
- A24 – follow basic conventions when organizing classroom performances and displays (*e.g., mount and label art works for display, advertise exhibitions and performances, prepare programs, organize seating*); 1a 1b
- A25 – identify ways in which the body is used as a medium of artistic expression (*e.g., use of the five senses to identify aesthetic qualities, the voice as a musical instrument, and the whole body in drama and dance*); 8b 10c

By the end of Grade 6, students will also:

- produce and perform works of art, using the forms, materials, and skills appropriate to the different arts; 1d 2a 3a 8c
- use techniques specific to each of the arts to express ideas and feelings (*e.g., explore different themes, such as “peace”, “friendship”, or “conflict”, through instrumental music, songs, spoken texts, or visual imagery*); 1b 8c
- translate various kinds of symbols (*e.g., musical notation, computer graphics*) into sounds; 1b
- follow the conventions of performance and presentation in organizing classroom productions and exhibitions (*e.g., develop appropriate stage sets; organize events so that they flow smoothly*); 1b 1d 8c
- demonstrate awareness that the body must be properly cared for so that they can maintain the level of fitness needed for participation in arts activities; 9c 10c

By the end of Grade 9, students will also:

- select appropriate materials and use them effectively to produce or perform works in the arts (*e.g., use heavily textured clay to model a porcupine, or wire to express the grace of a deer*); 1d 2a 3a 8c
- select and use appropriate techniques to communicate in the arts through polished work; 1d 8c
- translate sounds into symbols and symbols into sounds; 1b
- use the conventions of performance and presentation effectively when planning, organizing, presenting, and evaluating productions and exhibitions (*e.g., locate and reserve facilities, publicize the events, write reviews*); 1a 1b 1d 8c 10a
- treat the body with care and respect (*e.g., do warm-up and stretching exercises before practices, rehearsals, and performances, and cool down afterwards; develop relaxation routines*); 9c 10c

By the end of Grade 3, students will:

- A26 – use some types of technology in creative activities in the arts (e.g., *use photography, videos, or their own computer graphics to explore image making; make and use stringed, percussion, or wind instruments; use projection devices and audiotapes to create effective settings for arts events*); 2a 3a 8c

- A27 – use tools and materials properly and safely in arts activities; 3b 9b

- A28 – use arts projects to explore environmental topics; 1b 1d 2a 6d

- A29 – use their personal and cultural experiences as subject matter in their art works (e.g., *include material related to their interests, concerns, and beliefs*). 1b 1d

By the end of Grade 6, students will also:

- use various types of technology in creative activities in the arts (e.g., *create computer graphics and animation; devise simple lighting arrangements or projections to enhance dance or drama works; use sound tracks produced by themselves or their group*); 2a 3a 8c

- use and store tools and materials properly and safely in arts activities (e.g., *use appropriate techniques in applying liquid media, assembling constructions, and handling musical instruments*); 3b 9b 9c

- create art works (e.g., *theme music, tableaux, dance sequences, photo montages*) that express their thoughts on environmental issues; 1d 2a 6d

- explore their own and others' personal and cultural experiences in their art works (e.g., *create a mural that shows celebrations from a variety of cultures; use stories from many cultures as bases for dance compositions, mime sequences, or songs*). 4c 5b

By the end of Grade 9, students will also:

- use technology to plan and produce works in the different arts (e.g., *use computer programs, electronic instrumentation, and recording equipment to compose, notate, perform, and record music; create video or film documentaries; use conventional or computer technology to create animation*); 1d 2a 3a 8c

- use, maintain, and store the materials, tools, and equipment used in each of the arts with care and attention to safety; 3b 9b 9c

- create more complex art works that explore environmental concerns in greater depth (e.g., *create a painting, a dance drama, a picture book, a multi-media production*); 1d 2a 6d 8c

- identify material from many cultures that is relevant to their own experience and incorporate aspects of it in their art works (e.g., *use melodic or rhythmic patterns adapted from the music or dance of various cultures in their compositions; design costumes modelled on those from a particular period in the history of another country*). 5b

Language

Language is central to our emotional, intellectual, and social development. The ability to use language effectively is essential for learning and communicating within and outside the school and for learning throughout life. The aim of Ontario's language programs is to equip all students with the full range of literacy skills they will need to think, learn, and communicate in all areas of school life and life outside the school.

It is important to note that literacy skills now include specific skills related to understanding, analysing, and using the wide range of media that are increasingly part of our daily lives.

Principles of Language Learning

- All language skills – listening, speaking, reading, writing, viewing, and representing – are equally important. They are interconnected, and the student's progress in one area influences and is influenced by development in the other areas.
- Students are most likely to develop language competence, as well as thinking and social skills, when they have opportunities to use language to communicate for real purposes and in real situations, both in the academic context of the classroom and in the broader community.
- Students are more likely to learn appropriate and correct language use in speech and in writing through extensive practice in reading and writing than through the study of rules in isolation. The study of the uses and conventions of language, including those relating to grammar, spelling, and punctuation, should increase gradually as students develop their language skills.
- All students pass through the same stages in developing their language skills, but may differ in their pace and ways of learning. A certain minimum fluency is required before students are able to reflect critically on their own language use.
- Language, culture, and identity are closely linked. A program that recognizes, respects, and values students' racial, cultural, and linguistic backgrounds, as well as varieties of language, helps them develop a positive sense of self and motivates them to learn. All students need opportunities to think critically about the social values and status assigned to different languages by various groups in our society and to explore issues of bias and stereotyping related to language and culture.
- First-language literacy is important for second-language learning. It helps students to grasp key concepts more easily and influences general academic achievement.

- Knowledge of a second language strengthens first-language skills. It also helps students to understand the role of language and culture in society and to appreciate the value of other languages and cultures.

The Role of Literature and Media Texts in Language Development

Literature – in both its oral and written forms – plays a primary role in developing language and literacy skills, as well as values.

Poetry, drama, and the many varieties of prose provide a rich source of language models and ideas for students' own writing, and at the same time demonstrate the power of language and its many possible uses. Literature also helps students to examine and understand their personal experiences and introduces them to new experiences. Works by women and men from various places, historical periods, and racial and cultural backgrounds acquaint students with a range of traditions, values, and attitudes and allow them to see things from many different points of view. Literature, in short, nurtures students' emotional and moral development, stimulates their imagination and curiosity, and fosters a love of language that encourages and facilitates lifelong learning.

Literature can be transmitted orally as well as in writing. The oral tradition is an integral part of many cultures represented in Canada, including Aboriginal cultures. Oral literature should, therefore, form part of the school language program.

Media texts are a major source of information about the world for many of us, and they have power to influence our thinking and behaviour. It is therefore essential for students to develop the ability to interpret and evaluate information presented visually and orally and to use the various media to communicate their own ideas and points of view. Media literacy involves not only the skills of reading and writing, but also the skills of viewing or interpreting visual messages and of communicating through a range of media.

The Role of First- and Second-Language Learning in Language Development

Language programs must acknowledge the social, cultural, and linguistic experiences students already have when they start school. Young people in Ontario have a variety of first languages; it is important, therefore, that both parents and educators understand the role that a person's first language plays in the development of literacy at school. The student's competence in the first language is the foundation on which literacy in the language of instruction and other languages is built.

Becoming literate in more than one language is of benefit in a variety of ways. Those who learn other languages improve their ability to read, write, and think, learn to appreciate the need for expressing themselves clearly,

**Media texts: Printed,
visual, or oral materials
transmitted through a variety
of mass communication
media (e.g., newspapers,
films, radio and television
programs, CD-ROMs).**

Ontario Language Programs

Language of Instruction Programs	Support Programs in Language of Instruction	Programs in International Languages**	Classical Language Programs (Secondary)
To ensure language development and literacy	To support language development and literacy	<ul style="list-style-type: none"> • French as a Second Language (FSL) <ul style="list-style-type: none"> - core - extended - immersion • Native as a Second Language (NSL) <ul style="list-style-type: none"> - core - immersion* 	<p>To develop multilingualism</p>
To ensure language development and literacy	<ul style="list-style-type: none"> • English as a Second Language/English Skills Development (ESL/ESD) 	<p>The provision of programs is determined at the local level. Currently programs offered include:</p> <ul style="list-style-type: none"> • Arabic • Armenian • Ashanti • Cantonese • Cree • Farsi • German • Greek • Hebrew • Hindi • Italian • Japanese • Korean • Latvian • Lithuanian • Macedonian • Others (as determined at local level) 	<p>To develop understanding of the classical world and its contributions to western society</p>
To ensure language development and literacy	<ul style="list-style-type: none"> • Français Langue des signes québécois (LSQ) <ul style="list-style-type: none"> (Minority language context – French system) 	<ul style="list-style-type: none"> • Actualisation linguistique en français/ Perfectionnement du français (ALF/PDF) 	<p>Programs include:</p> <ul style="list-style-type: none"> • Classical Greek • Latin • Mandarin • Ojibwe • Punjabi • Filipino • Polish • Portuguese • Russian • Serbo-Croatian • Somali • Spanish • Swahili • Tamil • Urdu • Ukrainian • Vietnamese

* NSL programs in some First Nations schools.

** International Languages – Elementary (formerly “Heritage Languages”); International Languages – Secondary (see the curriculum guidelines *International Languages, Intermediate and Senior Divisions, Part A: Policy and Program Considerations, 1990* and *International Languages, Intermediate and Senior Divisions, Part B: Program Development, 1990*).

and find it easier to learn additional languages. Society also benefits: the study of various languages promotes understanding among cultures and develops multilingual citizens who can help Canada and Ontario compete in world markets.

Outcomes are identified for the language of instruction (English or français) and for second and additional languages. In addition to outcomes, this document provides program interpretations for ESL students (see Appendix A). The ministry policy document *Provincial Standards, Language, Grades 1–9* is based on the language outcomes described in this section of *Policies and Outcomes, Grades 1–9*, and is an essential companion document.

Language of Instruction Programs

Language and communication skills are essential to every aspect of learning and must, therefore, be a focus in all areas of the curriculum and in all grades. The emphasis in Grades 1 to 3 will be on developing fluency in reading and writing and the ability to use the conventions of language, including grammar, spelling, and punctuation.³

Language skills include listening, speaking, reading, writing, viewing, and representing. In addition, students need to develop the specific language skills used in learning – for academic, personal, and other purposes.

Although the outcomes for the skills are grouped into separate categories here, it should be emphasized that all the language skills influence and support each other. It is therefore expected that in the classroom students will develop the different language skills both through language and literacy programs and through integrated learning activities across all program areas.⁴

Specific learning outcomes for programs in the language of instruction have been grouped into the following five categories:

- Listening and Speaking
- Reading
- Writing
- Viewing and Representing
- Language for Learning

It should be noted that *Provincial Standards, Language, Grades 1–9* uses the same categories and organizational structure as those presented here. That document supports and complements the language outcomes described here and is intended to be used in conjunction with *Policies and Outcomes, Grades 1–9*.

A variety of ministry curriculum documents are available to help teachers and others involved in curriculum development to design programs that provide all the material students will need to achieve the outcomes.

Listening and Speaking

The knowledge, skills, and values related to listening and speaking – commonly referred to as “talk” – are described in this section with one set of outcomes. Students need to develop skills that enable them to think creatively and critically, and to communicate both in everyday activities and in more formal situations. Because of the importance of talk in learning and in the development of literacy, students need to develop the specific language skills used for learning; for example, they must learn to “make sense” of information given to them orally by relating it to previous knowledge and experience, and to select the items of information they need from a body of oral text. They must learn to communicate effectively for specific purposes – to give an oral report on a project, for example. They must also reflect on and talk about their language learning.

In schools and classes where American Sign Language (ASL) or Langue des signes québécois (LSQ) is a language of instruction, “listening” and “speaking” skills will be replaced by the skills of interpreting signs, signing, and other modes of communication appropriate for students who are deaf or hard of hearing.

By the end of Grade 3, students will:

- L1 – retell stories told and/or read aloud, and use some basic language forms (*e.g., personal anecdotes, questions, directions*) to communicate; 1c 1d
- L2 – follow instructions and respond to routine questions and directions; 1a 1b
- L3 – follow the basic conversational rules for group work and cooperative play (*e.g., taking turns, referring to “we”, “us”, “our”*); 1c 5a
- L4 – listen and speak in order to learn and exchange ideas at work and at play; 1c 1d 5a
- L5 – use gestures, tone of voice, and some basic oral language structures to communicate (*e.g., in group activities, social situations*). 1a 1c

By the end of Grade 6, students will also:

- use more complex language forms and functions (*e.g., oral accounts, detailed oral instructions*) to communicate; 1c 1d
- consistently respond to more complex instructions, questions, and directions; 1a 1b
- show sensitivity to the needs, rights, and feelings of others in the use of language during group work; 1c 5a
- use language to learn and communicate ideas in social interaction and group activities (*e.g., during classroom social activities, while working on a collaborative task with a partner or a group*); 1c 1d 5a 5b 5c
- use gestures and tone of voice to communicate in more complex oral forms (*e.g., reports on books or field trips, accounts of personal experience*). 1a 1c

By the end of Grade 9, students will also:

- restate meaning and supporting details in narratives, oral reports, and conversations, using bias-free language; 1c 1d
- respond consistently and appropriately to increasingly complex instructions and a variety of questions and directions; 1a 1b
- use language appropriate to the situation and the needs or expectations of listeners (*e.g., formal versus informal language*); 1c 1d
- use language effectively to communicate their ideas, clarify their points of view, and respond to the views of others (*e.g., by debating, discussing*); 1a 1b
- adapt vocabulary, sentence structure, and rate of speech to suit the audience and purpose. 1a 1c

Reading

Reading is the process of comprehending and interpreting a text.⁵ This process involves understanding the relationship of print to speech and using language knowledge and personal experience, as well as various strategies used in reading, to make sense of the written text. By reading often and reading a wide range of texts, students develop the ability to read increasingly complex and varied materials and to do so with deeper understanding and appreciation. Reading materials need to reflect a multidimensional portrayal of people of both genders and of a wide variety of racial and ethnocultural origins.

The learning outcomes listed here focus on reading both as a skill in itself and as a tool for learning in all areas of the curriculum.⁶

By the end of Grade 3, students will:

L6

- read a variety of materials independently for information and pleasure, drawing conclusions about the meaning and supporting them with details from the text or from personal experience; 1a 1b

L7

- identify different forms of literature (*e.g., poems, stories, plays*) and describe them in their own words; 1a 1b

L8

- use some strategies to read and respond to texts (*e.g., use context and familiar vocabulary to make sense of a passage containing unfamiliar words, raise questions about topics of interest*); 1a 1b 2a

L9

- apply reading strategies to improve their understanding of a text (*e.g., reread, continue to read to obtain further information*); 1a 2a 10b

L10

- use a range of strategies to recognize and pronounce frequently used words, pronounceable units in unfamiliar words, sound-letter combinations (phonics), or a combination of these; 1a 1b 2a

By the end of Grade 6, students will also:

- read a wider range of more complex and abstract materials independently, and compare information and ideas from several sources, including personal experiences; 1a 1b 1c
- identify and describe the characteristics of a range of forms used in literature (*e.g., poems, stories, plays, novels*); 1b 4a

- use a variety of strategies to read and respond to texts (*e.g., identify main idea and supporting details, recall and explain a sequence of events*); 1a 1b 2a

- apply a variety of reading strategies to improve their understanding of a text (*e.g., reread, apply a variety of word-analysis techniques, continue to read to obtain further information*); 1a 2a 10b

- use the rules of English spelling consistently and correctly to recognize and pronounce a wide range of words, identifying root words, prefixes, and suffixes, and consulting a dictionary to confirm pronunciation or determine meaning; 1a 1b 2a

By the end of Grade 9, students will also:

- read a wide range of materials for a variety of purposes, using different thinking skills (*e.g., analysing, synthesizing, interpreting*) to achieve the purpose for reading; 1a 1b 1c 2a
- identify and interpret a range of literary and stylistic devices (*e.g., figures of speech, symbols*); 1a 1b 8b

- use more complex strategies in reading texts and produce more demanding forms of responses (*e.g., analyses of texts, dramatizations*); 1a 1b 2a

- apply a wide variety of reading strategies to improve their understanding of a text; 1a 2a 10b

- use a wide variety of strategies in reading for different purposes (*e.g., skim and scan to locate important details, identify and select key ideas to study specific information*); 1a 1b 2a

By the end of Grade 3, students will:

- L11 – use standard features of texts to determine content, locate topics, and obtain information (e.g., *title, table of contents, pictures, illustrations, maps, graphs, charts, index, glossary*); 1a 1b
- L12 – identify common elements of grammar (e.g., *prepositions, clauses, pronouns*), simple punctuation, and other features of the text (e.g., *uppercase and lowercase letters, apostrophes, quotation marks*) and use them as aids in determining meaning. 1a 1c

By the end of Grade 6, students will also:

- use a wide range of features of texts to verify and reinforce their understanding of material (e.g., *charts, graphics, captions, headings, matrices*); 1a 1b 2a
- identify more complex elements of grammar and punctuation and use them to determine meaning. 1a 1c

By the end of Grade 9, students will also:

- explain how different features of texts help the author achieve particular purposes (e.g., *in informational and instructional material*); 1a 4a 8b
- identify, in a wide variety of texts, the full range of grammatical forms and stylistic conventions and use them to determine meaning. 1a 1c

Writing

People use writing to express themselves, to reflect on their thoughts and feelings, and to communicate with others for a variety of purposes.

Writing is a complex process that involves a range of skills and tasks. In undertaking a piece of writing, students must select and organize their thoughts and ideas, adapt form and style to their audience and purpose for writing, and use standard written forms and other conventions of language. The writing process has broadly identifiable stages: prewriting, drafting, revising, editing, and publishing.* These phases, however, do not necessarily occur in rigid sequence; the writer may have to double back several times from a later stage to an earlier one to rethink and rework material. To become skilled in the process, students need frequent opportunities to write for various purposes and audiences.⁷

It is important to keep in mind that the use of technological devices such as computers and word processors has a significant impact on the writing process.

By the end of Grade 3, students will:

- L13 – use a variety of forms and organizational approaches to communicate information and describe feelings (*e.g., write letters, notes, lists, stories, cartoons, scripts, using beginning, middle, and end; paragraphs; chapters; report and note forms*); 1a 1c 1d
- L14 – demonstrate some awareness of audience by incorporating explanatory material in their writing (*e.g., details of character and setting, charts*); 1a 1b 1c
- L15 – use the stages of the writing process** and seek advice and information from other sources (*e.g., peers, teachers, dictionaries, computers*) when recording ideas, revising, and editing; 1a 1d 3a 4a

By the end of Grade 6, students will also:

- write to communicate information and describe feelings, using a form and organizational approach appropriate to the purpose and audience (*e.g., narration, poetry, synopses, lists*); 1c 1d
- adapt the style and content of their writing to meet the needs of a variety of readers; 1a 1b 1c 1d
- use the stages of the writing process more independently, and seek advice and information in order to produce a final product that is clear and concise; 1a 1d 3a 4a

By the end of Grade 9, students will also:

- demonstrate familiarity with a range of forms and use them effectively for a variety of purposes (*e.g., narration, exposition, poetry, scripts, electronic multi-media, technical reports, reports of scientific experiments*); 1a 1b 1c 1d 2a
- adapt the content, style, voice, and sentence structure of their writing to suit the purpose and the audience; 1a 1b 1c 1d
- use the stages of the writing process to produce writing of high quality, drawing on a variety of resources (*e.g., dictionaries, models, computers, mentors in the community*); 1a 1b 1c 1d 3a 4a 10a

* Publishing refers to the production of a finished copy of student writing for a wide audience. (For example, such copies may be bound in book form and catalogued in the school library.)

** Stages of writing include prewriting, drafting, revising, editing, and publishing.

By the end of Grade 3, students will:

- L16 – experiment with the use of material from other media to enhance their writing (*e.g., computer clip-art, illustrations, pictures, photos, videos*); 1c 1d 3a 8a 8c
- L17 – use a variety of types of sentences (*e.g., simple, compound*) and sentence connectors (*e.g., “and”, “or”, “but”*); 1a
- L18 – identify words and components of words and describe ways in which they can be combined to make other words (*e.g., prefixes, suffixes*); 1a
- L19 – use some simple conventions of writing consistently (*e.g., capitals, punctuation, spelling*) and produce legible copy. 1a

By the end of Grade 6, students will also:

- use ideas and material from a variety of media to enhance their writing (*e.g., charts, computer graphics, video clips, advertisements, models*); 1c 1d 3a 8a 8c
- use a wider range of language structures and patterns (*e.g., complex sentences, paragraphs*); 1a
- increase their knowledge of words and the ways in which they are formed and connected (*e.g., by exploring word games, poetry*); 1a
- use a variety of resources (*e.g., a dictionary, word processor, peers, the teacher*) to check spelling and points of grammar. 1a 3a 5a

By the end of Grade 9, students will also:

- use a sophisticated range of ideas and materials from other media to enhance their writing in keeping with its purpose and audience (*e.g., diagrams, graphics, different fonts or styles of type*); 1c 1d 3a 3b 8a 8c
- use appropriate language structures to express ideas clearly and correctly in writing; 1a
- use their knowledge of how words are formed to spell difficult and/or unfamiliar words (*e.g., in note taking*); 1a 10c
- demonstrate, in their final copy, that they can use the conventions of writing (*e.g., spelling, grammar, punctuation, elements of organization*) with consistent accuracy and correctness. 1a 3a

Viewing and Representing

Viewing skills enable students to interpret and critically examine messages in media texts; representing skills enable them to use their understanding of such forms to create their own works. Like reading, viewing is an active process in which the viewer uses understanding of the relationships among visual elements, print, and speech, as well as knowledge of the media and personal experience, to make sense of what is viewed. The works viewed and created can take such diverse forms as illustrations, paintings, drama, films, television programs, and computer drawings.

By the end of Grade 3, students will:

- L20 – use a range of media texts for entertainment and information (*e.g., videos, computer programs, stories, magazines*); 1c 2a 2c 3a
- L21 – produce messages or reports for different audiences, selecting the best form for a particular audience from a variety of possible forms (*e.g., videos, posters, illustrations*); 1c 1d
- L22 – describe the main characteristics that distinguish personal forms of communication (*e.g., letters, telephone conversations*) from forms of communication intended for a mass audience (*e.g., television programs, magazine advertisements*); 1c 4a
- L23 – distinguish between real and imaginary material in media texts (*e.g., live-action coverage and news versus fictional material*); 1c 4a

By the end of Grade 6, students will also:

- use a wider range of media texts for entertainment and information; 1c 1d 2a 2c 3a
- use a wider range of forms in their own productions (*e.g., videos, documentary films, advertisements, plays, dances*); 1d 3a 8c
- identify and analyse the ways in which program content and commercials in television are geared to the target audience (*e.g., “the soaps” target a female audience and advertise cosmetics and household cleaners; cartoon shows target children and advertise toys*); 2a 3a 3c 4a
- describe how different elements in media texts (*e.g., dialogue, music, colour, setting*) help to create atmosphere and shape meaning; 1c 4a 8b 8c 8d

By the end of Grade 9, students will also:

- use an extensive range of media texts as sources of information; 1c 1d 2a 2c 3a
- use a wide variety of forms and the techniques associated with them in their productions (*e.g., clips, long shots, music, illustrations, photo essays, sculptures*); 1d 3a 4a 8c
- identify the sources of revenue for various types of television programs (*e.g., corporations sponsor sports programs; toy manufacturers sponsor children’s programs*) and discuss the consequences of sponsorship for program content (*e.g., children’s programs have to illustrate the values and attitudes of the majority of parents*); 2a 3a 3c 4a
- compare the ways in which different media present the same topic or story (*e.g., compare magazine, newspaper, radio, and television coverage of the same news story*); 1c 3c 4a

By the end of Grade 3, students will:

- L24 – describe what they have viewed, ask questions about what they saw, and show respect for the opinions of others; 1a 2a 5b
- L25 – identify some ways of organizing material in media texts (*e.g., using the structure of beginning, middle, and end; titles; scenes and acts; commercial breaks*); 1a 1b 4a
- L26 – identify and describe different stereotypes in the media (*e.g., "good guy/bad guy", all-knowing adults, mischievous young children, stereotypes of Aboriginal peoples, stereotypes related to disabilities and age*); 1c 4a 4c 4d
- L27 – identify different types of texts and some of their characteristics (*e.g., news broadcast, drama, advertisements*). 1b 1c 8b

By the end of Grade 6, students will also:

- ask questions about the intended message of a media text and state opinions about the content (*e.g., accuracy, relevance, bias*) and form; 1c 2a 4a 8c 10b
- identify a range of ways of organizing and presenting material in media texts (*e.g., using flashbacks, an anchor or host to introduce people and stories*); 1a 1b 4a
- compare their own experiences with those attributed to their age group in the media (*e.g., by considering attitudes and roles assigned to girls and boys of various social classes and races; relationships with peers and families; school experience; values*); 1c 4a 4d
- identify the characteristics of a variety of types of texts (*e.g., sitcom, western, documentary film, TV commercial*) and give reasons for their viewing preferences. 1c 4a 8b 8c

By the end of Grade 9, students will also:

- identify implicit as well as explicit messages and biases in media texts, and critically examine the reactions of others to a range of media texts; 1c 4a 8b 10b
- choose an appropriate medium and form, and create plans (*e.g., storyboard, scenarios*) for an individual or group production; 1d 4a 5a
- identify issues associated with gender and with social, racial, and cultural stereotyping in the media (*e.g., by considering numbers and roles of men and women; numbers and social status of individuals of various racial and cultural backgrounds and social classes; the power attributed to adults and children; the choice of details or topics emphasized in a particular news story*); 1c 4a 4c 4d
- evaluate the effectiveness of different elements used in media texts (*e.g., colour, music, dance, graphics*) and give reasons for their judgements. 1c 4a 8b 8c

Language for Learning

Language is an essential tool for thinking and learning. It is important, therefore, that learning activities in all program areas be designed to help students develop the language skills they need to think, learn, and communicate effectively.

At first, students use language mainly to communicate their needs. As they grow and develop, they use more complex forms of language for learning and thinking. Students develop the ability to use language for learning and thinking by obtaining information, interpreting it, and talking about their interpretation with others. To see information as meaningful, students need to connect it to their own experience. They also need to talk and write about it in their own words to clarify and deepen their understanding.⁸

As students progress through their schooling, they use language to think about increasingly complex ideas and to talk, write, and think about learning and language itself.⁹ In thinking about language and building an understanding of how it works, students learn to appreciate its many uses and the importance of developing effective language skills.

In a diverse society such as ours, it is particularly important for students and teachers to be aware that language and attitudes towards various languages play a role in shaping and expressing personal and cultural identity. Teachers and school staff must ensure that the classroom and the school are places where each individual's language and cultural experience are valued.¹⁰ The texts and other materials students work with should reflect the cultural diversity of the students and their communities in a bias-free manner.

By the end of Grade 3, students will:

- L28 – describe how language helps us to think and learn (*e.g., by considering its role in acquiring information; in expressing ideas, needs, goals or aspirations*); 10b 10c

- L29 – use language for personal and academic purposes (*e.g., to write, read, learn, defend a position, present a point of view*); 1a 1c

- L30 – use standard forms of language in speech and writing; 1a 1d

By the end of Grade 6, students will also:

- describe the different ways in which reading, writing, listening, speaking, viewing, and representing help us to think and learn; 10b 10c

- identify, describe, and explain connections among ideas, cultures, or subjects, using a variety of forms of communication (*e.g., discussions, simulations, photo essays, interactive computer presentations*); 1c 4c 10c

- identify different types of written and spoken language and explain their purpose (*e.g., narration, exposition*); 1a 4a 10c

By the end of Grade 9, students will also:

- use language to refine their ideas and solve problems (*e.g., to clarify, predict, summarize, analyse, synthesize*); 1b 2a 10c

- identify ways in which language skills can help them achieve their career aspirations (*e.g., by enabling them to: communicate effectively in letters, interviews, written submissions; acquire relevant information quickly; learn effectively in a variety of situations*); 2c 7a 7b 7c

- identify and compare the distinguishing characteristics of spoken and written language; 1b 10c

By the end of Grade 3, students will:

- L31 – share ideas, experiences, and information with others in a variety of ways (*e.g., orally, in writing, through pictures, through story telling*); 1d 3a
- L32 – make connections between events, characters, and experiences described in stories and their own and other people's experiences (*e.g., through talk, games*); 5b 10c
- L33 – identify some forms of expression that are unfair to particular individuals and cultures (*e.g., that show bias, rely on stereotypes*) and identify and use bias-free forms; 1b 1c 4d
- L34 – ask questions about occupations in which language plays a major role (*e.g., researcher, writer, receptionist, teacher, proofreader*). 2a 7a 7b 7c 7d

By the end of Grade 6, students will also:

- communicate with others in a variety of ways in order to broaden their experiences and perspectives (*e.g., through art exhibits, stories, participation in cultural events*); 1d 5b
- use different forms of communication to express their thoughts and feelings, explain their actions, and affirm their identity (*e.g., through reading, writing, representing*); 1d 10b
- identify examples of stereotyping or bias that they meet in their daily lives and develop positive ways to counter them; 1b 1c 4d
- identify the role of language in a variety of occupations (*e.g., speech writer, editor, teacher, secretary*). 7a 7b 7c 7d

By the end of Grade 9, students will also:

- communicate with people from a variety of cultures and communities to explore similarities and differences between their own and other cultures; 1c 1d 5b
- form their own opinions about what they see and hear, and communicate these opinions in bias-free language; 1c 5b 10c
- develop and encourage language that is free from bias and stereotyping (*e.g., through dramatizations of social situations*); 1b 1c 4d
- relate their own interests, aptitudes, and ability in language to educational and career opportunities. 7a 7b 7c 7d

English as a Second Language/English Skills Development

In schools in which English is the language of instruction, programs in English as a second language and English skills development (ESL/ESD) are intended for students whose first language is not English or who do not have adequate command of English and therefore need special support.

Students enrolled in ESL programs are newcomers to the language; those in ESD programs may speak a variety of English or they may be ESL students who need special help to develop their language and literacy skills. The aim of these programs is to ensure that students develop the language proficiency needed to achieve all the outcomes described in this document.

Native students, especially those in Northern Ontario, may also be candidates for ESL or ESD support, depending on whether their first language is a Native language or English. For further assistance and information on language programs for Native students, teachers should refer to *People of Native Ancestry: A Resource Guide for the Primary and Junior Divisions, 1975*.

Although students learn at different rates, research indicates that those who arrive with little or no command of the school's language of instruction need about two years of exposure to the language to communicate effectively in social situations. They need much longer – between five and seven years – to be able to use the language to deal with complex ideas and to perform on the level of first-language speakers. In the meantime, they need a variety of language-learning experiences and special support services.¹¹

The ESL Program Interpretations given in Appendix A outline four general stages of proficiency and are intended to facilitate the development of programs for ESL students. Such programs must be designed to enable ESL students to participate as quickly and as fully as possible in all program areas and to achieve the expected outcomes.¹²

In developing programs to help students reach the highest stage of proficiency possible, boards and schools will need to take account of a variety of factors that affect students' achievement. These include:

- the goals of the program and the time allocated to it (i.e., the time allocated to the total program as well as that allocated within a given grade level);
- the students' age, level of social and cognitive development, previous education, and level of literacy in their first language;
- the students' previous exposure to second or additional languages;
- the students' opportunities to use English outside the school;
- the learning materials available and the level of support provided by the school and the community.

A variety of ministry curriculum documents are available to help teachers and others involved in curriculum development to design programs that provide all the material that students need to achieve the outcomes. The 1988 curriculum guideline *English As a Second Language and English Skills Development* is a particularly important resource for planning ESL and ESD courses and support programs. As stated earlier in this section, the ESL Program Interpretations given in this document (see Appendix A, page 98) have been designed to help teachers develop appropriate programs for ESL students.

Community

The word community can describe a group of people who live together in one locality or geographical area; this is what we mean when we speak of the local community. Community may also refer to a group of people who have certain characteristics, beliefs, experiences, or interests in common – for example, culture, religion, history, language, or occupation. The local community always contains a variety of communities of this second type.

Second and Additional Language Programs

In addition to programs in the language of instruction of the school, Ontario schools provide other types of language programs to meet the needs of students from a variety of backgrounds. These programs allow students to develop competence in second and additional languages. Study of these languages enhances students' overall skill in learning and using languages, expands career opportunities, and promotes cultural understanding. Second and additional language programs include:

- national official language programs: French as a second language (FSL) in English schools and *anglais* in French schools;
- programs in Native as a second language (NSL), designed primarily for Native students but also available to other students who wish to learn Native languages;
- international language programs for students who wish to learn or maintain a language that is neither English nor French;
- programs in classical languages (these are offered beginning in Grade 10 and are not dealt with in this document).

French as a Second Language (Core, Extended, Immersion)

Programs in French as a second language (core, extended, and immersion) enable students in English-language schools to learn the other official language and to acquire some understanding of French culture and people. Core French programs must begin no later than Grade 4, and all FSL programs must satisfy the time requirements outlined in the policy document *Transition Years*. In extended and immersion French programs, French is used as the language of instruction in all program areas.

Research has shown that the amount of time provided for instruction is a significant factor in second-language learning. For this reason, outcomes have been developed for core, extended, and immersion programs, all of which have specified time requirements. The minimum instructional time required by the end of Grade 9 for core programs is 720 hours; for extended programs, 1,500 hours; for immersion programs, 4,160 hours.¹³

Native as a Second Language

NSL programs are offered primarily to help Native students retain or learn their ancestral language and to develop a better understanding of their culture. Such learning experiences can help Native students to develop a positive sense of identity. Non-Native students may also enrol in NSL courses in order to learn a Native language and to better understand and appreciate Native cultures. The time allocation for NSL programs should approximate that of FSL core programs wherever possible.

Some students speak only a Native language when they arrive at school. If possible, these students should be taught in their ancestral language until they are ready for second-language instruction in English or French.¹⁴ Instruction in their first language not only will help such students adapt to the school environment, but will be of benefit to them in learning a second language.

International Languages

International languages are languages other than English and French. Schools offer these programs for a variety of reasons. Some students may wish to learn their ancestral language or to improve their skills in their first language; others may simply wish to learn another language and find out about another culture.

International language programs at the elementary level are offered through continuing education within or outside the school day. Communities choose the languages to be offered and school boards design programs with varying starting points and levels of intensity. The outcomes for second and additional language programs may be used as a resource in developing international language programs. In making decisions about such programs, it may be useful to remember that, at the secondary level, international language programs are offered for credit towards the Ontario Secondary School Graduation Diploma, beginning in Grade 10.

A variety of ministry curriculum documents are available to help teachers and others involved in curriculum development to design programs that provide all the material students will need to achieve the expected outcomes.

Outcomes for Second and Additional Language Programs

The outcomes given here describe the language knowledge and skills, as well as related values, that students enrolled in core, extended, and immersion programs are expected to acquire by the end of Grade 9. The outcomes apply to FSL programs but may be used as a resource for NSL programs and all international language programs.

When developing programs for specific languages, school boards must, first of all, consider the prevalence of the language in the community: is the language a majority or a minority language? In addition, they must take into account the variable factors that can affect students' performance (see the list on page 60). For extended and immersion programs, school boards

could include additional outcomes from the outcomes described under Language of Instruction Programs (see page 50). For programs that exceed the time allocations specified for the three types of programs, school boards may need to develop additional outcomes.

Since the starting points of second and additional language programs are usually decided by local school boards, the latter are responsible for formulating specific outcomes for grades below Grade 9.

Specific learning outcomes for second and additional language programs have been grouped into the following categories:

- Language for Communication
 - Listening
 - Speaking
 - Reading
 - Writing
 - Viewing and Representing
- Language for Learning
- Language for Personal Growth and Cultural Understanding

These outcomes apply to FSL programs (core, extended, and immersion), but may be used as a resource for NSL and international language programs.

Language for Communication: Listening

	Students in core programs will:	Students in extended programs will:	Students in immersion programs will:
S1	<ul style="list-style-type: none">– demonstrate understanding of key information in short oral texts dealing with familiar topics (<i>e.g., in conversations, directions, stories, poems, songs</i>); 1a 1c	<ul style="list-style-type: none">– demonstrate understanding of key information and supporting details in oral texts (<i>e.g., in conversations, recorded stories, poems, plays, reports</i>); 1a 1c	<ul style="list-style-type: none">– demonstrate understanding of a variety of oral texts (<i>e.g., conversations, reports, debates, interviews</i>); 1a 1c
S2	<ul style="list-style-type: none">– demonstrate ability to make sense of oral texts by using verbal (<i>e.g., tone of voice, familiar words</i>) and non-verbal information (<i>e.g., gestures, body language</i>); 1a 1b 1c	<ul style="list-style-type: none">– demonstrate ability to make sense of oral texts by using verbal (<i>e.g., familiar words and structures, asides and interjections</i>) and non-verbal information as well as previous knowledge; 1a 1b 1c	<ul style="list-style-type: none">– demonstrate ability to make sense of oral texts by using verbal (<i>e.g., conventional as well as less commonly used structures</i>) and non-verbal information as well as previous knowledge; 1a 1b 1c
S3	<ul style="list-style-type: none">– distinguish common word elements and sound patterns that convey meaning (<i>e.g., prefixes and suffixes, patterns of intonation</i>). 1a 1b 5b	<ul style="list-style-type: none">– distinguish common word elements and sound patterns that convey meaning even when the language is spoken in different accents and at different rates. 1a 1b 1c 5b	<ul style="list-style-type: none">– distinguish a variety of elements of the language (<i>e.g., idiomatic expressions</i>) and understand the meaning conveyed even when the language is spoken in different accents and at different rates. 1a 1b 1c 5b

Language for Communication: Speaking

Students in core programs will:

- S4 – express in simple language ideas, feelings, and opinions on familiar topics (*e.g., in conversations, oral presentations, dramatizations*); 1a 1b 1d
- S5 – adjust speech, to some degree, to suit the situation (*e.g., use colloquial speech in conversing with peers and more formal speech in addressing the teacher*); 1a 1b 1c 5b
- S6 – communicate briefly in familiar situations, even at the risk of error, by using verbal (*e.g., partial sentences, approximations of words, direct requests for assistance in English*) and non-verbal strategies (*e.g., gestures, body language*); 1a 1b 1c
- S7 – use simple language to communicate for various purposes during group activities (*e.g., to question, indicate agreement*); 1a 1b 1c 1d 5a 5b 5c
- S8 – use familiar vocabulary and simple grammatical structures, generally with appropriate intonation and pronunciation but with some errors. 1a 1b 1c

Students in extended programs will:

- express clearly ideas, feelings, and opinions for a variety of purposes (*e.g., to describe, discuss, narrate, compare*); 1a 1b 1d
- use both formal and colloquial speech appropriately, in keeping with the audience and the situation, with some assistance; 1a 1b 1c 5b
- communicate orally, even at the risk of error, by using verbal (*e.g., paraphrases, descriptions*) and non-verbal strategies; 1a 1b 1c
- use language to communicate for various purposes during group activities (*e.g., to question, summarize, clarify, encourage*); 1a 1b 1c 1d 5a 5b 5c
- use familiar and some newly acquired vocabulary and a variety of grammatical structures, generally with appropriate intonation and pronunciation but with some errors. 1a 1b 1c

Students in immersion programs will:

- express clearly and easily ideas, feelings, and opinions for a variety of purposes (*e.g., to analyse, criticize, persuade, hypothesize*); 1a 1b 1d
- use both formal and colloquial speech appropriately, in keeping with the audience and the situation; 1a 1b 1c 5b
- communicate orally, even at the risk of error, by using a variety of verbal (*e.g., alternative phrasings, circumlocution*) and non-verbal strategies; 1a 1b 1c
- use language to communicate on a range of topics and for a variety of purposes during group activities; 1a 1b 1c 1d 5a 5b 5c
- use varied vocabulary and grammatical structures with appropriate intonation and pronunciation, with occasional errors. 1a 1b 1c

Language for Communication: Reading

	Students in core programs will:	Students in extended programs will:	Students in immersion programs will:
S9	– read simple texts on familiar topics (<i>e.g., stories, poems, advertisements</i>) and demonstrate understanding of main ideas and supporting details; 1a 1b 1c	– read a range of texts (<i>e.g., books, magazines, newspapers, instructional materials</i>) and demonstrate understanding of main ideas and supporting details; 1a 1b 1c	– read and demonstrate understanding of a wide variety of texts (<i>e.g., books, magazines, newspapers, instructional materials</i>); 1a 1b 1c
S10	– read short texts as part of an assignment, and occasionally choose and read for enjoyment and information short texts in the language; 1c 8a 8d	– choose independently and read for enjoyment and information longer and more demanding texts in the language; 1c 8a 8d	– choose independently and read for enjoyment and information a wide variety of texts in the language; 1c 8a 8d
S11	– use basic reading strategies to make sense of written texts (<i>e.g., use phonetic and contextual cues</i>) and respond as requested; 1a 1b 2a 10b	– use more complex reading strategies to read in the language (<i>e.g., adjust manner of reading, compare information from different sources</i>) and respond in a variety of ways; 1a 1b 2a 10b	– read in the language with ease and respond in a variety of ways; 1a 1b 2a 10b
S12	– demonstrate some understanding of how words, common grammatical structures, and punctuation convey meaning in written texts. 1a 1b 1c	– demonstrate understanding of how vocabulary, common grammatical structures, punctuation, and stylistic devices are used to create meaning and special effects in written texts. 1a 1b 1c	– explain the many ways in which vocabulary, grammatical structures, punctuation, and stylistic devices can be used to create meaning and special effects in written texts. 1a 1b 1c

Language for Communication: Writing

Students in core programs will:

- S13 – write short texts (*e.g., dialogues, poems, advertisements*) in simple language on familiar topics; 1a 1b 1c 1d
- S14 – adjust the language in their writing to suit the intended audience (*e.g., use colloquial language in writing dialogues and more formal language in writing letters*); 1a 1b 1c 1d
- S15 – use the stages of the writing process with extensive guidance; 1a 1b 1c 1d 3a 5a
- S16 – use familiar vocabulary, simple grammatical structures, and appropriate punctuation, with some errors. 1a 1b 1c

Students in extended programs will:

- write a range of texts (*e.g., stories, poems, letters, reports, compositions*) to express ideas, feelings, and opinions; 1a 1b 1c 1d
- adjust the language and form and, to some extent, the style of their writing to suit the intended audience and purpose; 1a 1b 1c 1d
- use the stages of the writing process, as well as available references and technologies, and seek feedback on their writing; 1a 1b 1c 1d 3a 5a
- use familiar and some newly acquired vocabulary, and appropriate grammatical structures and punctuation, with some errors. 1a 1b 1c

Students in immersion programs will:

- write a wide variety of texts (*e.g., stories, poems, reports, essays, scripts, journal entries*) to express ideas, feelings, and opinions; 1a 1b 1c 1d
- adjust the language, form, and style of their writing to suit the intended audience and purpose; 1a 1b 1c 1d
- use the stages of the writing process and a variety of reference materials and technologies, and seek feedback on their writing; 1a 1b 1c 1d 3a 5a
- use varied vocabulary and grammatical structures, as well as appropriate punctuation, with some errors. 1a 1b 1c

Language for Communication: Viewing and Representing

Students in core programs will:

- S17 – identify key messages in simple media texts on familiar topics; 1a 1b 1c 1d 2c 3a
- S18 – view media texts in the language for academic purposes or for enjoyment, making occasional connections to personal experience; 1c 2c 3a 4a 8a 8b
- S19 – select an appropriate medium and produce simple texts for a specified purpose and audience (*e.g., posters, dramatizations*), working individually or in groups; 1b 1d 4a 5a 6b 8a 8b 8c
- S20 – identify and use basic features of media texts (*e.g., titles, music, graphics*) to interpret such texts, to produce simple texts, and to detect bias. 1c 2c 4a 8a 8b 8c

Students in extended programs will:

- identify key messages and supporting details in media texts; 1a 1b 1c 1d 2c 3a
- select and view media texts for enjoyment and information, and respond to such texts in ways that involve general knowledge, personal experience, and knowledge of media; 1c 2c 3a 4a 8a 8b
- select an appropriate medium, and plan and produce texts for specified purposes and audiences (*e.g., photo essays, advertisements, videos*), working individually or in groups; 1b 1d 4a 5a 6b 8a 8b 8c
- identify and use various features of media texts (*e.g., plot structure, special effects, characters*) to interpret and produce such texts and to detect bias. 1c 2c 4a 8a 8b 8c

Students in immersion programs will:

- identify and explain key messages and supporting details in a variety of media texts; 1a 1b 1c 1d 2c 3a
- select and view a variety of media texts for enjoyment and information, and express a variety of responses that involve general knowledge, personal experience, and knowledge of media; 1c 2c 3a 4a 8a 8b
- plan and produce a variety of texts using appropriate media for different purposes and audiences (*e.g., slide shows, computer graphics, documentary films*), working individually or in groups; 1b 1d 4a 5a 6b 8a 8b 8c
- use various features of media texts (*e.g., pace, timing*) to interpret and produce a variety of such texts and to detect bias. 1c 2c 4a 8a 8b 8c

Language for Learning

Students in core programs will:

- S21 – use previously-acquired language-learning techniques and strategies to learn another language (*e.g., use information about words with common origins and about prefixes and suffixes*); 1c 10a 10b 10c
- S22 – describe and use basic conventions of the language (*e.g., elements of grammar, spelling, punctuation, phonology*), and compare these conventions with those of other languages. 1a 10c

Students in extended programs will:

- use the language to find, analyse, and summarize information related to various areas of study; 1c 10a 10b 10c
- compare conventions of the language (*e.g., verb tenses, ways of indicating gender, question forms*) with parallel conventions in other languages. 1a 10c

Students in immersion programs will:

- use the language for many purposes (*e.g., to solve problems, to play a variety of roles in group activities, to convey a personal point of view*) and reflect on these various uses of language; 1c 10a 10b 10c
- compare and analyse various aspects of their first, second, or third language. 1a 10c

Language for Personal Growth and Cultural Understanding

Students in core programs will:

- S23 – demonstrate awareness of the need to use language with sensitivity when talking about their and others' culture, community, and linguistic heritage; 1b 1c 1d 5b
- S24 – identify countries and regions where the language is spoken and describe some well-known contributions of individuals from these countries and regions to Canada and the world; 4c 8b
- S25 – identify some well-known historical or artistic traditions of the countries and regions where the language is spoken, and demonstrate awareness of some major contemporary issues or cultural activities in these countries or regions; 4c 8a 8c
- S26 – demonstrate some understanding of the importance of second-language learning for personal growth and career opportunities in Canada and in a global society. 7a 7b 7c 7d 9c

Students in extended programs will:

- use simple language with sensitivity to describe and explore their and others' culture, community, and linguistic heritage; 1b 1c 1d 5b
- identify countries and regions where the language is spoken and describe a variety of contributions of individuals from these countries and regions to Canada and the world; 4c 8b
- describe some well-known historical or artistic traditions of the countries and regions where the language is spoken, and discuss contemporary social, political, and cultural issues in these countries or regions; 4c 8a 8b
- demonstrate understanding of the importance of second-language learning for personal growth and career opportunities in Canada and in a global society. 7a 7b 7c 7d 9c

Students in immersion programs will:

- form opinions based on a critical evaluation of the ideas and information they have obtained through their listening, reading, and viewing, and express these opinions using bias-free language; 1b 1c 1d 2b 5b
- identify countries and regions where the language is spoken and discuss a variety of contributions of individuals from these countries and regions to Canada and the world; 4c 8b
- describe major historical and artistic traditions of the countries and regions where the language is spoken, and participate in related cultural activities and discussions of social and political issues; 4c 6c 8a 8b
- demonstrate understanding of the importance of second-language learning for personal growth and career opportunities in Canada and in a global society. 7a 7b 7c 7d 9c

Mathematics, Science, and Technology

Mathematics, science, and technology are related disciplines that enable us to understand and live in harmony with the natural world and to contribute to the responsible development of the human-made world. Programs developed from the specific learning outcomes in this area will help students to see the many connections among mathematics, science, and technology, particularly as they are applied in everyday life. Connections can also be made with other program areas.

Mathematics is used in many fields – in the arts and social sciences, as well as in science and technology. For example, the ability to use statistics is important in social planning; a knowledge of geometrical principles is useful in the visual arts, music, and graphic design; and measurement is an important skill in the design and building industries. We use mathematics in many kinds of work and in our daily life.

Applying mathematical principles to problem solving and to other activities will help students to develop the knowledge and skills they will need in a technological society. Six strands of mathematics are outlined in the ministry's policy document *Provincial Standards, Mathematics, Grades 1–9*. They are: problem solving and inquiry; number sense and numeration; geometry and spatial sense; measurement; patterning and algebra; and data management and probability. As students work towards the attainment of the mathematics standards, they will do calculations, both mentally and on paper, and will use tools such as blocks, tiles, measuring instruments, calculators, and computers. They will learn how to choose the appropriate methods to complete different tasks. They will have practice in using mathematical language, models, and symbols correctly, and will learn to display, communicate, and interpret numerical and algebraic information in texts, tables, graphs, and symbols.

Science is both a body of knowledge and theory about the natural world and a set of principles or methods for investigating and explaining aspects of this world. These theories and methods are constantly being re-evaluated as new information becomes available. Students will become aware that scientific accomplishment, both in the past and in the present, is a result of the efforts of women and men from diverse races and cultures to meet human needs and to understand how the world works. Students will also have opportunities to see that scientific study can inspire a sense of wonder and respect for life and the environment.

The science curriculum includes life science, earth and space science, physical science, and the study of the nature of science and of environmental issues. It provides all students with skills and information about the natural world that they can use in everyday life, and it prepares them to participate in a society in which science plays an important part. Students must be able to use scientific language, models, symbols, methods, and equipment in their work. They must also realize that scientific investigation has ethical

implications. It often involves making decisions that have consequences for the environment and the welfare of humankind, and it has been misused, to the detriment of specific racial and cultural groups. It must therefore be conducted in a responsible manner.

In technological education, students develop the ability to use a variety of methods and processes to solve problems. They develop skills in design and fabrication and the use of tools (including the computer), acquire understanding of various technological systems such as manufacturing and agriculture, and learn to evaluate the impact of technology on people and the environment.

Technological education is important for learning in many subject areas and is appropriate at all grade levels. Younger students learn about technology by exploring through play. In later grades, students use technology to solve problems. Activities should involve real-life applications in all subject areas.

One of the purposes of the Common Curriculum is to enable students to make informed career decisions. This is particularly important in the fields of mathematics, science, and technology, in which women and some racial and ethnocultural groups have not traditionally been encouraged to take an interest. As a result of their studies in this program area, all students will be aware of the work and career opportunities in mathematics, science, and technology, and will be able to assess these opportunities in relation to their own abilities and to develop strategies to counter occupational stereotypes. Students will also become familiar with the changes the new technologies have brought about in the workplace, both through their studies and through opportunities to observe people at work in the community.

A variety of ministry curriculum documents are available to help teachers and others involved in curriculum development to design programs that provide all the material students will need to achieve the expected outcomes.

Specific learning outcomes in the Mathematics, Science, and Technology program area are organized under the following five broad topics:

- Models, Theories, and Fundamentals
- Systems, Structures, and Their Functions
- Interrelationships and Change
- Inquiring, Reasoning, and Reporting
- Perspectives

Models, Theories, and Fundamentals

The central ideas and organizing principles of mathematics, science, and technology are among the theories, models, and ideas that are fundamental to our understanding of the world. As students explore and use fundamental ideas and principles in different program areas, they develop the ability to see their application to many situations and contexts in everyday life.

By the end of Grade 3, students will:

- M1* – identify, extend, and create patterns and use these patterns to build models and solve everyday problems (*e.g., use geo blocks and boards, number patterns; identify the pattern in the symmetrically arranged petals of a flower; build a block tower*); 2a
- M2* – investigate the attributes of two- and three-dimensional figures by constructing models of them (*e.g., make diagrams; use computer simulations; build structures with blocks*); 2a 2b 3a
- M3* – describe the results of sliding, flipping, and turning a variety of objects and shapes, using their knowledge of spatial relationships and the effects of motion geometry (*e.g., describe the effects of flipping two-dimensional figures on a grid – a motion that changes the position of the figures, but not their size or shape*); 1b 2a 3a
- M4* – use simple grid applications in conducting investigations and playing games (*e.g., in playing bingo; in reading school and community maps*); 1a 2a 4a

By the end of Grade 6, students will also:

- investigate and explain the relationships among patterns in mathematics and in natural and human-made environments (*e.g., examine common multiples or geometric shapes in two and three dimensions, the spiral of a shell, the design of a bridge*); 2a 4a 8a 8b
- describe, make models of, and construct two- and three-dimensional figures and make comparisons among them (*e.g., squares, rectangles, cubes, spheres*); 1a 1b 2b 3a
- use their knowledge of motion geometry to identify the properties of figures and to create patterns and designs (*e.g., investigate and use tiling patterns, shapes in nature, patterns in art, clothing designs, and logos*); 1b 2a 3a 4a 8a 8b
- use co-ordinate systems to describe locations of points and figures (*e.g., in making line graphs; in making and reading maps*); 1a 1b 4a

By the end of Grade 9, students will also:

- use algebraic notation and modeling in solving problems (*e.g., use a balance or tiles or inspection in solving equations*); 1a 1b 2a
- use the properties of two- and three-dimensional figures in a variety of applications in mathematics, science, and technology (*e.g., find the volume of irregular solids; fabricate solid objects; determine the pitch of a roof*); 1a 2b 3a
- solve problems in transformational geometry (*e.g., problems involving slides, flips, and turns on a co-ordinate system, gear systems in simple machines*); 1b 2a 3a
- use co-ordinate geometry to describe, interpret, and represent relationships defined by equations and formulae (*e.g., to extrapolate from and interpolate into data obtained by experiment*); 1a 1b 2b 4a

* For outcomes marked with an asterisk, see *Provincial Standards, Mathematics, Grades 1-9*, as follows:

M1, see “Patterning and Algebra”;
M2, M3, M4, see “Geometry and Spatial Sense”.

By the end of Grade 3, students will:

- M5 – identify common objects and living things, sort and classify them, and place them in series, using their own and established criteria (e.g., *classify objects by size, shape, flexibility, odour, colour, hardness; classify living things by coverings, movement, protective devices*); 1b

- M6 – identify, describe, and demonstrate the uses of manipulative materials, tools, and equipment (e.g., *magnifiers are used to see small things, hammers to insert nails, base-10 blocks to represent place value*); 1b 2b 3a

- M7* – apply the concept of place value and use whole numbers and simple fractions in a variety of practical applications, including problem solving and estimation (e.g., *to estimate the number of blocks in a box*); 1a 1b 2a

- M8* – perform accurately the basic operations of addition, subtraction, multiplication, and division of whole numbers (e.g., *do simple mental calculations; use the multiplication tables correctly to 5 x 5*); 1a 2a

- M9* – estimate, measure, and record temperature, time, distance, length, perimeter, area, capacity and volume, mass, and amounts of money, using non-standard and standard (SI metric) units of measurement; 1a 1b 2a

By the end of Grade 6, students will also:

- investigate the relationship between the form, shape, colour, texture, strength, and structure of a thing and its function/purpose (e.g., *determine features of a bridge that give it strength, features of living things that enable them to survive in particular habitats*); 1b 2b 8a

- use tools and materials in investigating and explaining natural and human-made phenomena (e.g., *design and build structures, using mathematical principles such as symmetry and patterning; identify unknown substances, using appropriate tools and techniques*); 1b 2b 3a 4a 8b

- demonstrate understanding of fractions and decimals and use them in a variety of practical applications, including problem solving and estimation (e.g., *for measuring in scientific and technological investigations*); 1a 1b 2a 10c

- select appropriate calculation methods (e.g., *mental calculation, use of a calculator, pencil-and-paper computations, manipulation of concrete materials*) to solve problems with whole numbers, fractions, and decimals; 1a 2a 3a

- estimate, measure and/or calculate, and record temperature, time, length, perimeter, area, capacity and volume, mass, amounts of money, distance, and speed, using appropriate units of measurement; 1a 1b 2b

By the end of Grade 9, students will also:

- describe the properties of living and non-living things and relate them to form and function in natural and human-made environments (e.g., *compare the physical and chemical properties of matter, the functional and aesthetic qualities of objects, various classification systems; explain why natural and synthetic materials are used for different purposes*); 1b 2b 4a 8b

- use a broad range of ideas, skills, materials, and equipment in conducting investigations and completing design projects (e.g., *in designing packaging for a product; in testing a product; in investigating cell theory or energy use*); 1b 2b 3a

- demonstrate understanding of percents, integers, ratios and rates, powers, and square roots, and use them in a variety of practical applications, including problem solving and estimation (e.g., *for design projects, personal financial planning*); 1a 1b 2a 10c

- evaluate the effectiveness of various calculation methods (e.g., *mental calculation, estimation, use of a calculator or computer*) for solving different types of problems; 1a 2a 2d

- identify, develop, and apply procedures for a variety of measurement activities, using concrete materials and appropriate units of measurement (e.g., *for measuring liquids and solids; for determining the relationship among speed/velocity, distance/displacement, and time or among mass/weight, volume, and density*); 1a 1b 2b

* For outcomes marked with an asterisk, see *Provincial Standards, Mathematics, Grades 1-9*, as follows:

M7, M8, see “Number Sense and Numeration”; M9, see “Measurement”.

By the end of Grade 3, students will:

- M10 – identify everyday examples of energy use (*e.g., a toy car moving; a light bulb giving off light and heat; wind moving leaves*); 1b 2b 4a
- M11 – investigate devices that make use of the properties of various forms of energy (*e.g., mirrors, kaleidoscopes, musical instruments, wind-up toys*); 1b 2b 3a
- M12 – identify ways in which pushes and pulls change how something is moved (*e.g., doors, bicycles, hockey pucks*); 2a 3a
- M13 – describe living and non-living things and make comparisons among them (*e.g., make charts, write descriptions, and draw pictures showing the similarities and differences among animals and plants or among plastic, steel, and other materials*). 1b 2a

By the end of Grade 6, students will also:

- describe the characteristics of one or more forms of energy (*e.g., electrical, sound, light, magnetic, heat, mechanical energy*) and use practical examples to demonstrate how energy is transformed (*e.g., conversion of energy in using a bicycle*); 1b 2b 4a
- investigate some properties of light and sound (*e.g., use prisms to illustrate dispersion, lenses and prisms to illustrate light transmission; experiment with changes in pitch in musical instruments*); 1b 2b 3a
- identify the different forces (*e.g., magnetism, gravity, friction*) operating in a variety of situations (*e.g., forces associated with the use of levers and pulleys to move objects, the operation of electromagnets, playground slides*); 2a 3a 4a
- investigate the microscopic structure of matter and living things (*e.g., use magnifiers and microscopes to examine crystals, pond water, body parts of insects*). 1b 2a 2b 3a

By the end of Grade 9, students will also:

- describe and evaluate ways in which humans use available natural resources as sources of energy (*e.g., identify renewable and non-renewable sources of energy and determine if different uses of energy are wise or unwise*); 1b 2b 4a
- show how sources of light and properties of light, including composition and refraction, are used in everyday situations (*e.g., converging and diverging lenses used in eye glasses, cameras*); 1b 2b 3a 10c
- measure different forces using standard and non-standard units and explain the interrelationship of force, work, and energy (*e.g., construct and calibrate a simple force meter; use a spring balance to investigate the relationship between mass and the force of gravity/weight*); 1b 2b 3a 4a
- use the particle theory of matter and simple cell theory in conducting various investigations to explain the properties of matter and the characteristics of living things (*e.g., explain changes of state, properties of materials, simple atomic structure; compare plant and animal cells and describe their differences*). 1b 2a 2b 3a 4a

Systems, Structures, and Their Functions

Through exploration of the interconnected systems and structures that make up the world, students develop an understanding of the world as a whole.

By the end of Grade 3, students will:

- M14 – compare the design features of a number of everyday items, and indicate which of these features allow people to use each item most effectively (*e.g., types of clothing, playground equipment, games from diverse cultures, magnifiers, Velcro shoe fasteners*); 2a 3a

- M15 – safely use tools and materials in building simple products, structures, and devices (*e.g., use hand tools and materials such as cardboard, Plasticine, and straws to build tongs, castles, boats, model cars*); 3a 3b

- M16 – demonstrate a knowledge of how to build structures and mechanisms by joining similar materials (*e.g., by gluing, nailing, sewing, taping, tying*); 3a 3b

- M17 – design and build a variety of simple structures and machines, using various safe and familiar forms of energy (*e.g., rubber bands, springs, batteries*); 3a 3b

By the end of Grade 6, students will also:

- analyse familiar products, processes, and systems, and explain how the design has been determined by the function (*e.g., an automobile, the postal system, packaging for different products*); 2a 3a

- safely use tools, equipment, and materials in designing and building structures, mechanisms, and systems that include control devices (*e.g., design and build model gliders of different materials and with different wing structures; design and build working models of a drawbridge, hoist, weather vane, thermostat, lift lock*); 3a 3b

- use different materials to build structures, mechanisms, and systems that require a variety of fabrication techniques (*e.g., conveyor systems, lift bridges, computer-controlled models*); 3a 3b

- design and build devices that use different sources of energy, and compare and assess how efficiently they function and use energy (*e.g., build water wheels, windmills; compare and assess the amount and cost of fuel consumed by different devices*); 2a 3a 3b

By the end of Grade 9, students will also:

- analyse the designs of various products, processes, and systems, assess how effectively these products, processes, and systems function and how aesthetically appealing they are, and suggest ways to improve them (*e.g., the relationship between types of clothing produced and climate; the processing of dairy products; the functioning and efficiency of a local transportation system*); 2a 3c 8b 8c

- safely use a variety of materials and industrial-type tools and equipment (*e.g., power saws, lathes, robotic components, computer-assisted design programs*) in designing, building, and testing products, structures, and systems that incorporate control devices for safe and efficient operation (*e.g., produce small engines, pumps, smoke sensors; use concepts of force, stress, tension to test the strength of a model bridge*); 3a 3b

- from a range of materials and fabrication strategies, select and use appropriate ones to produce a specific product (*e.g., consider requirements for strength, lightness, appearance, and insulation in determining shapes*); 1b 2a 3a 3b

- design, build, test, and evaluate devices that use different sources of energy, and suggest alternative sources of energy (*e.g., experiment with solar, wind, and water power; evaluate the efficiency of simple machines*); 2a 3a 3b

By the end of Grade 3, students will:

M18 – identify the parts and purposes of various systems and the people who work in them (*e.g., systems for agricultural production, food processing, assembly-line production*); 1b 2c 7b 7d

M19 – identify different parts of the human body, describe the functions of these parts, and identify behaviour that contributes to good health (*e.g., teeth require dental care so that they will not get cavities; the body needs good nutrition for energy and growth, appropriate clothing to help maintain body temperature*); 1b 9a 9c

M20 – describe their basic requirements for food, clothing, and shelter (*e.g., describe food requirements with reference to Canada's Food Guide to Healthy Eating published by Health and Welfare Canada; types of clothing or building materials required by the climate and culture*); 2c 3a 9c

M21 – compare and contrast basic characteristics of living things (*e.g., all living things require water and nutrients; most animals can move, while most plants do not; the human qualities attributed to animals in stories are not always realistic*); 1b 2c 4a

M22 – describe similarities and differences among individuals in a family or population (*e.g., height of people, coloration of puppies, taste of fruit*). 1b

By the end of Grade 6, students will also:

– analyse the interrelationships of the parts of different systems and the people who work in them (*e.g., plants in the environment; structures and operations in banking, manufacturing, or communication systems*); 1b 2c 4a 7b 7d

– identify systems of the human body (*e.g., circulatory, digestive, reproductive systems*), explain their functions, and identify behaviour that contributes to healthy living; 1b 9a 9c

– research the sources of their own food, water, clothing, and shelter (*e.g., investigate plants and animals as sources of various products; determine the countries of origin of items they use*); 2a 2c 3a 9c

– use demonstrations and experiments to determine the needs of living things (*e.g., experiment with seed germination; observe local wildlife*); 1b 2b

– distinguish between inherited similarities and learned or acquired similarities and explain the difference (*e.g., inherited similarities such as eye colour versus learned or acquired similarities such as language skills, carpentry skills*). 1b 4a

By the end of Grade 9, students will also:

– evaluate the operation of different systems/organizations to determine how efficiently and effectively they perform their intended function/role (*e.g., the health-care system; production and use of electrical energy*); 1b 2c 4a 4b 7b 7d

– explain the connections among the systems within the human body and describe the effects on the body's systems of different lifestyle choices (*e.g., the impact of fitness and nutritional decisions on digestion, respiration, and the aging process*); 1b 9a 9c 10c

– explain the effects of their use of food, shelter, and clothing materials from different sources on regional, national, and global environments and societies (*e.g., explain the impact of food imports on Canadian farming, the impact of a demand for wood products on sensitive habitats*); 2a 2c 3a 4b 9d

– use investigations and experiments to discover the structure and function of living things (*e.g., how water passes through cell membranes; what factors affect photosynthesis in plants*); 1b 2b 4a

– use examples to explain the need for one or two parents for reproduction of living things and for selection of traits through sexual reproduction (*e.g., rooting of stems, production of seeds, selective breeding in agriculture*). 1b 2c 4a

Interrelationships and Change

The natural and human-made environments are interconnected in many complex ways; for example, any human activity can have a variety of complex and far-reaching effects on the environment. Being aware of this interdependency helps students see how mathematics, science, and technology relate to social, economic, political, and environmental issues and concerns. Students learn about relationships and change as they investigate causes and effects and explore the concepts of pattern, interconnection, balance, and variety.

By the end of Grade 3, students will:

- M23 – identify some changes in themselves, other people, and the world around them (*e.g., the pattern of a shadow; seasons and weather; animal adaptations to seasons; their own growth; the effects of wear and use on objects*); 4a 9d

- M24 – identify recurring events and patterns in their lives (*e.g., signs of spring, summer, fall, and winter; activity/rest cycles; lighting of the streets; eating patterns*); 1b 2c 9d

- M25 – investigate and describe simple cause-and-effect relationships (*e.g., the effect of symmetry on the stability of structures; the result of leaving toys outdoors for extended periods; the effect of establishing safety rules*); 1b 2b 3a 4a

- M26 – investigate the features of plants and animals that help them to survive in their surroundings (*e.g., the webbed feet of frogs, the feathers of birds*); 2c 4a

By the end of Grade 6, students will also:

- predict some changes in themselves, other people, and the world (*e.g., suggest ways in which objects will change on exposure to the elements; predict changes of state; make and use simple weather instruments; trace the ecological history of their community and predict future changes*); 4a 9d

- describe cyclical occurrences and their effects on students' lives and on the natural world, and develop timelines to track and record them (*e.g., the phases of the moon; the earth's movement and its effect on day and night and the seasons; nesting, migration, and hibernation patterns; growth rings on a tree*); 1b 2c 9d

- experiment with some cause-and-effect relationships and describe their findings (*e.g., determine what affects the rate at which a pendulum swings; explore the effects of nutrient deprivation on a plant, the effect of moving the fulcrum of a teeter-totter*); 1b 2b 3a 4a

- explain how differences in some characteristics of individuals of the same species allow them to survive and reproduce when their living conditions change (*e.g., adaptations to surroundings such as protective coloration, body coverings*); 2c 4a

By the end of Grade 9, students will also:

- predict changes and possible consequences of these changes by analysing processes and trends (*e.g., relate changes in rural and urban environments to technological developments; relate physical and chemical changes to the structure of matter; predict some effects of habitat restoration*); 3c 4a 4b 9d

- describe cycles found in the world and in the universe and explain their significance (*e.g., climate changes and their relationship to environmental and societal issues; the cycling of nutrients in nature; the recycling of materials in manufacturing; the movements of the earth, planets, and constellations*); 1b 2c 4a 4b 9d

- describe environmental cause-and-effect relationships that occur on regional and global scales, explain how or why they occur, and suggest possible solutions to environmental problems (*e.g., the impact of pesticides and fertilizers on food chains; the effects of flood-control systems; the effects of the depletion of non-renewable resources*); 1b 2c 3c 4b

- describe how fossil evidence supports the theory that, over time, life forms become different from their ancestors; 2c 4a

By the end of Grade 3, students will:

- M27 – describe how certain technologies affect their lives and change the environment (*e.g., clocks, cars, snow ploughs, buildings, kitchen utensils and appliances*); 2c 3c 9d

- M28 – identify and compare local natural habitats (*e.g., through visits to local natural areas such as fields, woods, wetlands; through identification of local native plants and animals*). 1b 2c 4a

By the end of Grade 6, students will also:

- investigate the influence of technologies on human and natural communities (*e.g., technologies used in agriculture, communications, transportation, diverse occupations in developing countries*); 2c 3c 4d 7b 7d 9d

- describe the features of their local bioregion (that is, an area defined by the particular plants, animals, and geographic features found in it) and investigate local natural habitats. 1b 2c 4a

By the end of Grade 9, students will also:

- assess some of the effects of technologies on environments and societies, indicate whether these effects are positive or negative, describe related ethical issues, and predict the consequences of the continued use of these technologies (*e.g., technologies used in fishing, mining, the production of hydro-electric power, the production of food, genetic engineering, energy conservation*); 2c 3c 4c 7b 7d 9d

- describe some natural functions that occur in their local bioregion and relate these functions to global environmental concerns (*e.g., the water cycle; the diversity of life forms*). 1b 2b 2c 4b 6d

Inquiring, Reasoning, and Reporting

The processes of inquiry and problem solving are basic to the study and use of mathematics, science, and technology. Through activities that require them to think creatively and systematically and communicate effectively, students develop the skills needed to conduct investigations, take the risks required for creative problem solving, and communicate their ideas to others.

Methods of Inquiry

Although different disciplines conduct investigations in different ways, most processes of inquiry include the following basic steps:

- posing and defining the question
- suggesting a strategy or plan
- testing the strategy or plan
- analysing results and proposing future activities
- communicating findings as appropriate

One example of the different ways in which an inquiry process is described in each of mathematics, science, and technology is outlined below.

The mathematics problem-solving model includes the following steps:	The scientific method includes the following steps:	The technology design process includes the following steps:
<ul style="list-style-type: none">– understand the problem– make a plan– carry out the plan– look back over the work done– communicate the solution	<ul style="list-style-type: none">– ask the question– develop a hypothesis (propose an answer)– test the hypothesis by devising and conducting experiments– draw conclusions from the observations– confirm and revise the hypothesis– communicate the findings	<ul style="list-style-type: none">– develop a focus– develop a framework– develop a product– implement a plan– reflect on the process and product– present the result

By the end of Grade 3, students will:

M29* – be able to follow the steps in a standard method of inquiry (*e.g., design a fair test to determine which of two magnets is more powerful, which of several brands of paper towel absorbs the most water*); 1b 2a 4a

M30* – ask questions about the world around them and look for answers to these questions, working both alone and with others (*e.g., Why do some balloons float in air? How many leaves are there on a plant? What building materials are most suitable for a particular structure?*); 1b 2a 2c 3a 3b 5a

M31 – use some procedures to ensure objectivity and honesty in conducting an investigation (*e.g., establish controls that provide a fair method of comparing the performance of toys; use number sense to judge whether the cost of various items is reasonable*); 2a 2b

M32* – begin to demonstrate attention to accuracy, thoroughness, persistence, and creativity in conducting an investigation (*e.g., recording observations accurately, continuing to modify ideas in an investigation when the first attempt fails*); 2b 6b

By the end of Grade 6, students will also:

– use different methods of inquiry to solve a variety of problems in mathematics, science, and technology; 1b 2a 2b 4a

– investigate phenomena in their immediate environment and beyond and communicate their findings, working both alone and with others (*e.g., do a field study on the effects of television on buying habits; explore ways to improve the design of a particular tool*); 1b 1d 2b 2c 3a 5a

– use procedures to detect biases, stereotyping, gaps, and distortions in conducting an investigation (*e.g., use controls in tests of designs, in trials to verify advertising claims, in probability experiments*); 2b

– conduct investigations with accuracy, thoroughness, persistence, creativity, and honesty; 2b 6b

By the end of Grade 9, students will also:

– use a variety of methods of inquiry, including methods they have designed themselves, and evaluate their effectiveness in solving various problems (*e.g., in designing and fabricating a product, in investigating factors that affect cell function*); 1b 2a 2b 2d 4a

– use a variety of methods, technical devices, and processes to conduct inquiries at regional and global levels and to communicate their findings, working both alone and with others (*e.g., consult books, journals, and electronic databases*); 1b 1d 3a 10c

– explain why honesty and integrity are important to investigations in mathematics, science, and technology, and demonstrate these qualities in conducting investigations (*e.g., explain how improper testing of drugs or consumer products can harm people and animals, how biased or improper research analysis can result in racist and/or sexist theories*); 2b 2d

– analyse investigations to determine how accuracy, thoroughness, persistence, and creativity contribute to the solution of a problem; 2a 2b 6b

* For outcomes marked with an asterisk, see *Provincial Standards, Mathematics, Grades 1–9*, as follows:

M29, M30, M32, see “Problem Solving and Inquiry”.

By the end of Grade 3, students will:

M33* – identify more than one solution to a problem and show respect for other people's solutions (*e.g., different calculation methods in mathematics; different designs for products*); 2a 6b

M34* – use a variety of methods to gather, analyse, display, and communicate information (*e.g., computer software, audiotapes, displays, charts*); 1d 3a

M35 – use computers to explore simple simulations or models of real or imaginary systems, products, situations, and processes (*e.g., the structure of simple food chains*); 3a 4a

M36* – understand simple ideas related to chance and probability and conduct investigations to explain them (*e.g., "lucky draws", experiments using spinners*). 2a 2b 4a

By the end of Grade 6, students will also:

– examine different explanations of and solutions to a problem, determine their validity, and apply the most appropriate solution (*e.g., different solutions to design problems, mathematical problems; different ways of designing science experiments*); 2a 4c 6b

– use a variety of technologies to gather, analyse, interpret, evaluate, and display data (*e.g., computer graphing programs, multi-media presentations, photographs, videotapes*); 1d 3a

– use computers to explore simulations and models of real or imaginary situations, products, systems, and processes (*e.g., simulation of flight; models of machines, ecosystems, the solar system*); 3a 4a

– investigate how chance and probability operate in a variety of situations and explain their findings (*e.g., a coin toss, a survey, an experiment with the germination of seeds*). 2b 4a

By the end of Grade 9, students will also:

– solve problems in different ways and accept that other people's ways of solving them may be equally valid (*e.g., use several methods for solving the same problem; present the same information in different forms*); 2a 4c 5c 6b

– gather information from various sources, make decisions based on the information, and communicate the decisions, using appropriate methods (*e.g., use a variety of computer software applications, including hyper-media and multi-media, to gather information, analyse and display data, and produce graphics*); 1c 1d 3a

– use computers to assess simulations and models of real or imaginary situations, products, systems, and processes; 3a 4a 10c

– use probability and statistics in a variety of investigations (*e.g., to control variables in investigations; to interpret lottery odds or opinion polls*). 2b 4a 10c

* For outcomes marked with an asterisk, see *Provincial Standards, Mathematics, Grades 1-9*, as follows:

M33, see "Problem Solving and Inquiry";

M34, M36, see "Data Management and Probability".

Perspectives

The habits of mind that contribute to successful participation in mathematics, science, and technology include curiosity, perseverance, objectivity, flexibility, inventiveness, and healthy scepticism. These habits of mind enable learners to see things from various points of view and are useful in a world where people in widely differing circumstances are increasingly dependent on each other.

It is important for teachers to encourage all students, especially those from groups currently underrepresented in mathematics, science, and technology, to cultivate these habits of mind and to develop positive attitudes to studies in mathematics, science, and technology. Students can develop particular interests and be motivated to pursue further learning in this area through activities that promote these habits of mind and through learning about the contributions of people from diverse racial and ethnocultural backgrounds to mathematics, science, and technology.

By the end of Grade 3, students will:

M37* – work constructively with others on projects (*e.g., co-operate and share ideas during group work*); 5a 5b 5c 6a

M38 – use skills and knowledge from mathematics, science, and technology in conducting investigations at school, at home, and in their neighbourhood (*e.g., in a study of a schoolyard, telephones, buildings in their neighbourhood*); 2b 10c

M39 – participate willingly in mathematics, science, and technology activities; 5a 6a

M40 – describe their thoughts and feelings about the aesthetic qualities of natural and human-made objects in the world around them (*e.g., about texture, lustre, colour, function, proportion, harmony*); 8b 8d

By the end of Grade 6, students will also:

– work willingly alone or with others, as required by the project (*e.g., develop agreed-upon rules of group conduct*); 5a 5b 5c 6a 6b

– use skills and knowledge from mathematics, science, and technology in conducting investigations at the community level (*e.g., of a stream, television programs, bicycles*); 2b 10c

– participate actively in mathematics, science, and technology activities; 5a 6a

– describe in some detail the aesthetic qualities they perceive in natural objects, products, processes, and systems; 8b 8d

By the end of Grade 9, students will also:

– explain why collaboration is important to the advancement of knowledge (*e.g., give examples from history of the advancement of ideas through teamwork*); 5a 5b 5c 6a 6b

– use skills and knowledge from mathematics, science, and technology in conducting investigations at the regional, national, and global levels (*e.g., of communications and transportation systems, population trends*); 2b 4b 10c

– contribute constructively to mathematics, science, and technology activities; 5a 6a

– make judgements about the aesthetic qualities they perceive in natural objects, products, processes, and systems, and defend their judgements; 8b 8d

* For outcomes marked with an asterisk, see *Provincial Standards, Mathematics, Grades 1–9*, as follows:
M37, see “Problem Solving and Inquiry”.

By the end of Grade 3, students will:

- M41 – identify the views of children, women, and men from diverse races and cultures whom they encounter during their investigations (*e.g., views of adults, friends, family members, teachers, classmates*); 4c 5b

- M42 – identify ways in which mathematics, science, and technology affect their daily lives; 4a 7a 9b 9c

- M43 – identify and describe objects and products that are used for a similar purpose in different cultures (*e.g., toys, vehicles, bridges*); 2a 3a 4c

- M44 – investigate the needs of living things by caring for them (*e.g., care for animals and plants in the classroom and at home*); 2b 6a

- M45 – describe the effect of people's actions on plants, animals, and the environment, and give examples of individual behaviour that can have a positive effect (*e.g., putting up bird houses; cleaning up litter; caring for pets; shutting off lights*); 6a 6d

By the end of Grade 6, students will also:

- explain how the cultural, professional, and gender-related perspectives of various people may account for different explanations of the world around them (*e.g., views about the natural world of Aboriginal peoples and other groups; views about environmental issues of scientists and business people*); 4c 5b

- identify the contributions to mathematics, science, and technology made by women and men from a variety of backgrounds; 4c 5b

- describe how various forms of technology are used in different cultures (*e.g., cultivation devices, irrigation systems, communication systems*); 3a 4c

- analyse different ways in which humans treat living things (*e.g., discuss trapping, animal use in agriculture, treatment of pets*); 2a 2c 6d

- explain the connections between the way people live and work, technology, and the environment (*e.g., the effects of the use of pesticides, of transportation choices, of waste-management policies, of sources of energy*); 3c 6d 7b 7d

By the end of Grade 9, students will also:

- in conducting investigations, evaluate different points of view before making judgements and choices (*e.g., compare different models used to explain the world, such as scientific, religious, and mythological models*); 4c 5a 5b

- compare and analyse objects, processes, and systems from a variety of cultures (*e.g., games, numeration systems, building designs, methods of food production in different climates*); 3c 4c 5b

- analyse how different technologies are used for similar purposes (*e.g., technologies used for transportation in communities that live on water, on land, in the desert, in the Arctic*); 3a 4b 4c

- evaluate ways in which living things are used/treated by society (*e.g., research and evaluate the treatment of animals in pet stores, zoos, and commercial aquaria; the use of living things in experiments*); 2a 2c 6d

- describe regional, national, and global environmental problems related to the use of technology, and investigate ways of sustaining life in the future (*e.g., global warming; loss of biodiversity; the need for renewable and/or non-polluting sources of energy*); 3c 4b 6d

By the end of Grade 3, students will:

- M46 – identify an environmental issue in the school and, working with others, prepare a plan to deal with it (*e.g., a plan to reduce waste, conserve electricity, plant trees*); 5a 6a 6c 6d
- M47 – discuss ways in which both men and women from various racial and ethnocultural groups use mathematics, science, and technology to solve problems in their life and work (*e.g., tools used in different countries to solve similar problems*). 4a 4c 5b 7d 8d

By the end of Grade 6, students will also:

- identify environmental problems in the school and community, recommend solutions, and communicate the solutions effectively (*e.g., do energy audits; develop alternative transportation or waste-management plans*); 1d 6a 6c 6d
- identify careers in mathematics, science, and technology (*e.g., interact with people working in various fields through classroom visits or learning partnerships*). 7a 7c 7d 10a

By the end of Grade 9, students will also:

- assess environmental problems in the school or community and prepare and implement an action plan to address them (*e.g., plan and organize restoration of a stream or woodlot in co-operation with community groups or government agencies*); 6a 6c 6d
- relate their own interests, aptitudes, and abilities in mathematics, science, and technology to a variety of career and educational opportunities (*e.g., do research to determine the role of mathematics, science, and technology in a variety of careers; discuss barriers that have prevented women and members of certain racial and ethnocultural groups from pursuing careers in the areas of mathematics, science, and technology*). 7a 7c 7d 10a

Personal and Social Studies: Self and Society

The Personal and Social Studies: Self and Society program area combines material from several traditional fields of study, including business studies, family studies, geography, guidance, history, and physical and health education. Aspects of these traditional subjects are also explored in the other program areas.

In this program area, students begin by examining their own interests, abilities, and needs. Important themes include their physical, emotional, and mental development, their relationships with family, peers, and other people, and the need to take responsibility for their own well-being and that of others. The focus then broadens to include study of their society and their possible roles in it, now and in the future. In examining various aspects of society, students learn about the achievements of people in the past and present, and investigate social, political, economic, and environmental systems. They also develop the skills and attitudes they will need to work with others and to live successfully in a technological age.

A variety of ministry curriculum documents are available to help teachers and others involved in curriculum development to design programs that provide all the material students will need to achieve the expected outcomes.

Specific learning outcomes in the Personal and Social Studies: Self and Society program area are organized under the following four broad topics:

- Meaningful Participation: The Individual in Society
- Understanding Diversity and Valuing Equity
- Understanding Natural and Human-Made Systems
- Functioning in the Age of Information

Meaningful Participation: The Individual in Society

To play a meaningful role in society, students need to understand themselves and to become aware of their interests, abilities, and aspirations. They should learn about the wide variety of opportunities that are available to them, as well as the preparation required for various careers, so that they can set goals and determine their needs for further learning. They should also be encouraged to value work of all kinds and to see themselves as part of their community.

In order to take responsibility for their personal well-being, students need to learn how to stay healthy and active and to have positive relationships with others. They should learn, through concrete examples, that individuals of all racial and ethnocultural groups can and do make meaningful contributions to society. They should learn to value human rights and social justice, and be equipped to participate in the development of a more equitable society. They should also be encouraged to accept challenges and take risks, and to learn from both their successes and their failures.

By the end of Grade 3, students will:

- P1 – identify some of their interests and values and some important relationships in their lives (*e.g., create a personal scrapbook that includes material on their activities, interests, friends, family, pets*); 5b 7a 9b
- P2 – identify good nutritional habits and make healthy food choices (*e.g., describe a balanced diet in a variety of cultures*); 2c 9c

- P3 – participate in daily physical activities (*e.g., co-operative games; music, movement, and dance activities; gymnastics; outdoor activities; individual and group activities*); 9c

- P4 – identify and describe their preferred learning activities (*e.g., keep a daily log in which they comment on their preferred activities*); 10a 10b

By the end of Grade 6, students will also:

- identify personal behaviour that is shaped by family values and beliefs and by the influence of peers (*e.g., describe peer pressure; develop a personal profile*); 5b 7a 9b
- describe the benefits of good nutrition and apply nutritional knowledge in their personal lives (*e.g., identify such benefits as increased energy, extended life span; develop personal nutrition plans based on the foods eaten by their family*); 2c 4a 9c
- participate in a variety of daily physical activities and describe some of their benefits; 9a 9b 9c

- use a variety of learning strategies (*e.g., study, research, and organizing skills; skimming; mnemonic devices; peer tutoring*); 10a 10b 10c

By the end of Grade 9, students will also:

- analyse and illustrate the ways in which personal values are reflected in their decisions and sense of identity (*e.g., examine peer pressure and cultural and family influences*); 5b 7a 9a 9b 9c
- distinguish between healthy and unhealthy lifestyles and make choices that contribute to personal well-being (*e.g., compare a nutritious diet to a fad diet; contrast sensible eating habits to overeating or refusing food*); 2c 9a 9b 9c
- participate in a wide range of daily physical activities and assess their benefits (*e.g., dance activities; gymnastics; individual and group activities; fitness and outdoor activities; aquatics activities, where facilities and expertise permit*); 9a 9b 9c
- evaluate the effectiveness of a variety of learning strategies, using self-assessment as well as the assessments of teachers and peers; 10a 10b 10c

By the end of Grade 3, students will:

- P5 – identify the consequences of decisions and actions in daily life (e.g., *identify causes and results in literature from a variety of cultures, and write stories with a similar focus based on personal experiences*); 9a 9b 9c
- P6 – use appropriate social skills in different situations (e.g., *behave appropriately in hallways, at assemblies, on the playground, on field trips; co-operatively develop rules for the classroom*); 5a 6a
- P7 – identify forms of violence and report threats to their safety (e.g., *identify bullying, abuse, racism, sexism, stereotyping; discuss films or group theatrical presentations; role-play appropriate behaviour*); 4d 6a 9c
- P8 – identify ways of preserving personal physical safety related to sexuality (e.g., *identify inappropriate touching, situations in which they may be in danger*); 9b 9c
- P9 – distinguish between the proper and improper use of prescription and non-prescription drugs; 4a 9c
- P10 – follow safety rules and describe ways to obtain emergency help (e.g., *wear safety equipment; obey safety rules when walking or bicycling; describe how and when to contact a block parent, the police, the fire department*); 2c 3b 9b 9c

By the end of Grade 6, students will also:

- apply a problem-solving model (e.g., *a conflict-resolution model*); 2a 2b 2c 2d
- use a variety of social skills and describe their benefits (e.g., *working with others, exercising leadership*); 5a 5b 5c 6a 10a 10b
- use a range of strategies to deal with harassment and with abusive or violent behaviour, and evaluate the effectiveness of the strategies (e.g., *peer mediation, preventative strategies*); 2a 2c 2d 4d 5c 9b 9c
- identify aspects of sexuality that are relevant to them, including those that affect self-esteem and relationships with others (e.g., *describe changes at puberty, the male and female reproductive systems; role-play to find solutions to real-life problems*); 4a 4d 9a 9b 9c
- explain different consequences of taking harmful and beneficial drugs or other substances (e.g., *effects of second-hand smoke; physical and social effects of abuse of alcohol; side effects of some common prescription drugs*); 4a 9c
- describe and apply safety procedures for activities in the home, school, and community (e.g., *describe and use first-aid procedures; create improvisations to demonstrate safety procedures to younger children*); 2c 3b 9c

By the end of Grade 9, students will also:

- evaluate the effectiveness of various problem-solving models in specific situations (e.g., *in examining career possibilities; in dealing with family and peers; in dealing with sexual and racial harassment*); 2a 2b 2c 2d 10c
- use a variety of social skills as a regular part of daily life and assess their effectiveness; 2d 5a 5b 5c 10a 10b
- analyse various forms of violence to identify their sources and consequences (e.g., *victims of abuse may harass others, commit date rape or other types of sexual assault, or abuse their children; discrimination based on race, religion, gender, or sexual orientation may be a source of violence*); 2c 4d 5b 9c
- interpret information and analyse issues related to physical, emotional, social, and spiritual aspects of human sexuality (e.g., *discuss contraception, AIDS, sexually transmitted diseases, ethical questions in relationships*); 2c 4a 4d 5b 9a 9b 9c
- analyse issues concerning the use and abuse of alcohol, tobacco, drugs, and other substances (e.g., *foetal alcohol syndrome; impaired driving; increased smoking rates among female adolescents; failure in school*); 4a 9c
- identify and analyse school and workplace safety issues and practices (e.g., *handling of hazardous materials; application of ergonomic principles; improvement of lighting and air quality*); 2a 2c 3b 7d 9a 9c

By the end of Grade 3, students will:

- P11 – identify some of their personal strengths, interests, achievements, and aspirations (e.g., *describe an interest in the outdoors, a desire to excel in music; begin a personal portfolio that includes information about their own achievements and those of their family and people in their community*); 7a 7b 10b
- P12 – describe the various occupations of people in their school and community, and the importance of these types of work; 7b 7d
- P13 – use social skills in small-group work (e.g., *listening, sharing, asking questions*); 5a 5b 5c
- P14 – contribute to school activities connected with an issue of concern (e.g., *help solve a problem concerning classroom waste; promote safety in the schoolyard; challenge racial and sexual harassment; come up with ways to ensure equitable participation of all students*); 2a 2b 2c 2d 5a 6a
- P15 – identify and demonstrate respect for the rights, skills, and interests of others (e.g., *develop a friendship with an older person in the community; work with others in small groups*); 1c 5b
- P16 – describe changes that they have experienced and expect to experience (e.g., *starting school, getting to know a new teacher*). 7c 9b 9d

By the end of Grade 6, students will also:

- describe their abilities, skills, and interests, and analyse them in relation to various jobs (e.g., *continue developing a personal and educational portfolio; relate an ability in drawing to various occupations*); 7a 7b 7c 7d
- describe the characteristics of different types of work situations (e.g., *working with others or alone, as an employee or an employer, or in a job in which technology plays a large role*); 7b 7d
- describe and evaluate a variety of group-work skills (e.g., *offering constructive criticism; organizing; assessing their own skill development and that of peers*); 2a 2d 5a 5b 5c
- identify and analyse the advocacy skills used by community groups in addressing a local issue (e.g., *communication skills, such as letter writing and debating; surveying and research skills; promotional skills*); 1c 4a 4d
- perform an activity that demonstrates awareness of their responsibilities as citizens (e.g., *read to younger students; assist in the library; participate in antiracism and equity programs; participate in programs that partner students and senior citizens*); 5a 6a 6c
- identify connections between the stages in their personal growth and changes in their roles, responsibilities, and interests (e.g., *changes in duties at home and in recreational interests*). 7a 9a 9b 9c 9d

By the end of Grade 9, students will also:

- analyse ways in which all their abilities, interests, and aspirations may be relevant to their future educational and career opportunities (e.g., *begin to develop job-search skills, including résumé writing; begin to plan their future education around their preferred subject areas*); 7a 7b 7c 7d 10a 10b 10c
- analyse the educational paths that lead to various careers, and identify strategies to overcome barriers due to gender, race, class, or disability; 2a 2c 4a 4d 7b 7c 7d
- identify and apply personal qualities and skills that contribute to success in school and in the workplace (e.g., *self-discipline, independence, co-operativeness, perseverance; entrepreneurial skills*); 5a 5b 7a 7c
- use advocacy skills to promote environmental and social awareness and responsible behaviour in the school and community (e.g., *promote smoke-free environments, local wetland preservation; learn about social agencies*); 2a 2c 5a 6a 6d
- participate in a school community-service project and evaluate its contribution (e.g., *undertake habitat restoration; tutor peers; assist senior citizens; raise funds for a cause of their choice*); 2c 2d 5a 6a
- describe the nature of change and its potential for improving life (e.g., *factors causing various changes; strategies for dealing with changes; reasons for resisting some types of change; visions of the future; liberation and resistance movements*). 4a 9d 10c

Understanding Diversity and Valuing Equity

An important aim of education is to enable students to develop the knowledge, skills, and values they will need to help build and preserve an equitable society. Through learning to understand and appreciate their own cultural background, students can develop a positive sense of self. Through working with people from other backgrounds, students can learn to understand others and to respect their views and rights, and can thus develop a sense of social responsibility.

In studying people and events in the past, students can develop a sense of connection with people of diverse racial and ethnocultural groups of other times, as well as an understanding of their achievements and contributions to society. Study of the past provides a context in which to examine current issues and enables students to understand the roots of some social movements and of conflicts related to political and economic issues. It also helps students to understand the ways in which people's lives and attitudes have been, and continue to be, shaped by various aspects of their history and personal background.

By the end of Grade 3, students will:

- P17 – describe the ways in which specific celebrations are observed by people of various ethnocultural and religious backgrounds (*e.g., birthdays, festivals*); 5b

- P18 – identify and describe their rights and responsibilities as members of a family, a school, and a community (*e.g., right to be protected; responsibility to help others and to care for pets*); 6a 6c

- P19 – describe ways in which different people make use of the natural world (*e.g., Aboriginal peoples, rural and urban dwellers*); 4a 4b

By the end of Grade 6, students will also:

- identify similarities and differences found in various cultures in the past and the present (*e.g., attitudes to education, dating, responsibilities, the elderly, religion*); 5b

- identify and give examples of their legal rights and responsibilities (*e.g., right to due process under the law; right to safety; right to belong to a union; responsibility to obey laws and to contribute to their school and community*); 4a 6a 6c

- describe the relationship between people of different types of societies and the natural environment throughout history (*e.g., people of nomadic, agricultural, industrial, and postindustrial societies*); 4a 4b

By the end of Grade 9, students will also:

- demonstrate an understanding of the ways in which their own cultural traditions have shaped them, and an appreciation of their own uniqueness and that of others; 5b

- evaluate the effectiveness of the Canadian system of laws in upholding the principles of fairness and justice for all (*e.g., discuss principles of equity, including employment equity, equality before the law; design a bill of rights and responsibilities; identify ways to reduce inequities*); 4a 6c

- analyse the attitudes of various groups towards the natural environment, and assess the impact of those attitudes (*e.g., views on lumbering held by early settlers, contemporary loggers, Aboriginal peoples, environmentalists*); 4a 4b 4d

By the end of Grade 3, students will:

- P20 – describe how Canadians from various racial and ethnocultural backgrounds have overcome obstacles (e.g., *tell the stories of Terry Fox, Rick Hansen, Silken Laumann, Lincoln Alexander, Jack Miner, Jean Little, Stanley Grizzle*); 4c 6c

- P21 – demonstrate basic knowledge of the geography of their community (e.g., *identify and describe landforms, climate, transportation systems, industries*); 4a

- P22 – describe the contributions of diverse peoples to the community (e.g., *describe what they learned from visiting local historical sites, historical houses, or museums, or from listening to local storytellers*); 4b 4c 6a

- P23 – describe the contributions of various individuals to the history of Canada (e.g., *Laura Secord, Susanna Moodie, Alexander Graham Bell, David Thompson, Pauline Johnson, Rosemary Brown, William Peyton Hubbard, George Erasmus*); 4c

- P24 – describe traditions and contributions of immigrant groups in the school and community (e.g., *foods, clothing, languages, music, games; diversity within groups*); 4c 5b

By the end of Grade 6, students will also:

- describe outstanding accomplishments of individual Canadians from a variety of backgrounds in the past and the present in such fields as science, medicine, the arts, sports, and politics (e.g., *Tom Longboat, Roberta Bondar, Harriet Tubman, Marc Garneau, Reginald Fessenden*); 4c 6c

- compare the physical environments of different regions of Canada and demonstrate a basic knowledge of Canada's political and economic organization (e.g., *describe landforms, climate, resources, imports and exports, transportation; identify provinces, capitals, political leaders*); 4a 4b

- identify and describe the contributions to the development of Ontario and Canada of diverse groups at various times in history (e.g., *describe exploration by Europeans; describe patterns of settlement and land use of Aboriginal, Métis, and European groups*); 4c

- describe significant events in the past and ways in which they have contributed to the development of Canada (e.g., *the establishment of the Red River Settlement; the building of trading posts; the formation of the “underground railroad”; the battle of the Plains of Abraham; early settlement by Europeans*); 4a 4c

- describe the experience of an immigrant (e.g., *reasons for leaving a country; ways of adapting to a new environment; differences between the place of origin and the new home; experiences of racism and other forms of discrimination*); 4a 4b 4d

By the end of Grade 9, students will also:

- analyse and assess the methods used by some individual Canadians in the past and the present to bring about changes in specific political and/or social conditions (e.g., *William Lyon Mackenzie, Adelaide Hoodless, Nellie McClung, Louis Riel, Ovide Mercredi, Thérèse Casgrain, Mary Ann Shad, Jeanne Sauvé*); 4d 6a 6c

- analyse an aspect of Canada's environmental and socio-economic diversity (e.g., *physical landscape, population distribution, economic development, bioregional awareness, political and historical trends*); 4a 4b

- analyse the ways in which diverse groups have contributed to the historical, cultural, and economic development of Canada (e.g., *Aboriginal peoples; people from Europe, Asia, Africa, the Caribbean, South America; labour unions; women's organizations*); 4c 7d

- analyse an issue that relates to Canada's future as a nation (e.g., *English/French relations, Canadian/American relations, Aboriginal rights, Canada's roles in world conflicts*); 4a 4c 4d

- analyse the ways in which immigration has influenced and continues to influence Canadian society (e.g., *its impact on government policy, on the cultural composition of society*); 4a 4c 4d

By the end of Grade 3, students will:

- P25 – identify and describe different opinions on a classroom resource or activity or on a current event (e.g., *views on picture books from the perspectives of people of both genders and of diverse racial and ethnocultural groups*); 2a 2c
- P26 – identify the local, national, and global sources of the products they use (e.g., *check labels of bicycles, toys, furniture; interview members of local businesses and industries*). 4b

By the end of Grade 6, students will also:

- analyse the reasons for the different responses of people to a local issue (e.g., *where a local farm is to be expropriated for a highway, examine the viewpoints of the farmer, a municipal councillor, a commuter*); 2a 2c
- describe a variety of contributions of Canada to the world (e.g., *aerospace research, literature, arts, sports, electronics*). 4b 4c

By the end of Grade 9, students will also:

- present a case for a particular position on a local, national, or global issue, basing the case on research (e.g., *a position on human rights, power and privilege, language preservation, Aboriginal land claims, world hunger, logging, the collapse of the fisheries*); 1a 1b 1c 4a 4b 4d
- assess the role of Canada in international affairs (e.g., *economic position; relationship between government policy and business activity; imports and exports; political alliances; membership in international relief organizations*). 4a 4b 4d

Understanding Natural and Human-Made Systems

People have traditionally tried to make sense of the world by grouping and describing interrelated things in an organized way. Such groupings of interrelated things are known as systems. The world itself may be seen as a large, complex system composed of many smaller interrelated systems. Some of these systems have developed naturally – ecosystems, for example. Others, such as governments, have been developed by people.

By investigating various kinds of systems and the relationships among them, students begin to see the many complex and interdependent aspects of our world in a coherent way. They also examine the many ways in which people's lives are affected by the environmental, social, economic, political, cultural, and technological systems that are a part of their daily lives.

By the end of Grade 3, students will:

- P27 – describe personal experiences of nature that inspire a sense of wonder (*e.g., watching an egg hatch; looking for signs of spring*); 8a 8b

- P28 – identify behaviours that contribute to the maintenance of a healthy body (*e.g., getting enough rest and exercise; eating balanced meals*); 9a 9c

- P29 – determine when it is appropriate to act on their own decisions, when negotiation is possible, and when they must abide by others' decisions (*e.g., discuss factors affecting their freedom of action, such as knowledge and skills, age, safety and health concerns, family rules*); 2a 5c 9d

- P30 – identify and describe businesses in the local community, including co-operatives (*e.g., note differences in size, products, services, number of employees, the work people do*); 4a 4b 7d

By the end of Grade 6, students will also:

- describe the pleasure they experience when visiting natural areas (*e.g., a sense of peace; delight in observing living things*); 8a 8b

- describe the effects of various behaviour choices on body systems and personal fitness and wellness (*e.g., the effects of smoking on the cardiovascular system*); 9a 9c

- analyse different ways in which people in the school work with each other (*e.g., through collaboration, discussion, joint problem solving*); 2b 2c 4d 5a

- identify and describe businesses, including co-operatives, that represent primary, secondary, and tertiary industries (*e.g., primary – fishing, farming, mining, lumbering; secondary – manufacturing; tertiary – retailing, services*); 4a 4b 7d

By the end of Grade 9, students will also:

- engage in, and describe their responses to, recreational activities in natural environments (*e.g., hiking, skiing, or bird watching with others or alone*); 8a 8b

- evaluate the impact of behaviour choices on personal wellness and social services (*e.g., the establishment of programs to prevent sexually transmitted diseases or drug abuse*); 9a 9b 9c

- analyse power relationships in the past and in the present between individuals, groups, or countries (*e.g., between teachers and students; the police and citizens; the United States and Canada; labour unions and businesses; the Canadian government and suffragettes; men and women; white and racial-minority Canadians*); 4a 4d

- analyse different kinds of companies with respect to ownership and structure (*e.g., corporation, co-operative, partnership, sole proprietorship*); 4a 4b 7d

By the end of Grade 3, students will:

P31 – identify and use the qualities required in risk-taking activities (*e.g., willingness to learn from mistakes; ability to see possibilities and assess the degree of risk and the consequences of failure; capacity for creative and critical thinking*); 9a 9b 9c

P32 – describe right and wrong behaviour in making a transaction (*e.g., making a fair trade; knowingly accepting too much change*); 5a 6a

P33 – identify some local institutions and describe their purpose and operation and the kinds of work people do in them (*e.g., library, fire hall, city or town hall, museum, art gallery, community-service agency, recreation centre*); 4a 4b 7d

P34 – identify and describe simple patterns that influence their daily lives (*e.g., traffic patterns; school day and year; the recycling process; the “life cycle” of common objects*); 4a

P35 – identify past and present effects of social and economic factors on them and their family, and predict possible future effects (*e.g., a move to a new school; a death in the family; job loss; winning of a lottery*); 4a 4b 4d

By the end of Grade 6, students will also:

– describe some important characteristics of an entrepreneur (*e.g., define “entrepreneur” and “venture”; compare a number of entrepreneurs and their ventures*); 4a 7d

– identify the ethical issues that apply in a specific transaction (*e.g., paying or being paid for odd jobs*); 5a 6a

– describe the purposes and operation of different institutions in Ontario (*e.g., the provincial government, TVOntario, municipal governments*); 4a 4b

– identify a variety of cycles and patterns in their community or the region (*e.g., population movements; seasonal business activities; agricultural activities*); 4a 4b

– describe the impact of social and economic factors on the school (*e.g., such factors as availability of resource people; school behaviour codes; family involvement in school life; money for learning materials, support staff, buses*); 4a 4b 4d

By the end of Grade 9, students will also:

– plan, implement, and evaluate an entrepreneurial venture (*e.g., a charity food drive, a school cafeteria or store, a garage sale, a snow-shovelling job*); 2a 2b 2c 4a

– analyse the ethical implications in a specific transaction or economic issue (*e.g., buying or selling a used bicycle; raising or lowering taxes on tobacco; limiting resource extraction; challenging or demanding the right to strike; fining polluters; moving a factory to the United States*); 5a 6a

– describe the origins and structure of a public- and a private-sector institution in Canada, and analyse its connections to other institutions and to individuals (*e.g., the federal government, a college or university, a labour union, a financial institution, a school board*); 4a 4b 7d

– analyse the relationship between a global issue and political, social, cultural, economic, and physical patterns (*e.g., the effect of economic factors such as market saturation on the distribution of fast-food outlets; the connection between deforestation and biodiversity; the impact of the World Bank on developing countries*); 4a 4b

– assess the national and global impact of socio-economic and historical factors on individuals and businesses, including co-operatives (*e.g., cycles of recession and prosperity; fluctuations in supply and demand and in the currency exchange rate; free-trade agreements; immigration policies; differences in living standards; the hiring and laying-off of workers*); 4a 4b 4d

By the end of Grade 3, students will:

- P36 – identify and participate in activities in the home and school that help to protect the environment (*e.g., reducing waste by turning lights off, repairing faucets, using both sides of a page; recycling with “blue boxes”*); 4b 6a 6d
- P37 – describe the connections between their community and the natural world (*e.g., dependence on food, water, energy*); 4a 4b 6d
- P38 – identify the basic human physical needs and ways of meeting them (*e.g., food, water, shelter*). 4a 4b 6d

By the end of Grade 6, students will also:

- identify and explain activities that are designed to protect the environment of the community (*e.g., reducing the number of garbage collections; planting trees; restoring streams*); 6a 6d
- analyse ways in which human and natural systems are connected (*e.g., the influence of climate on farming patterns and of waterways on recreational activities*); 4a 4b 6d
- identify regional and national natural resources, and describe how they are harvested or extracted, processed, and used (*e.g., the land and agriculture; forests and the lumber industry*). 4a 4b

By the end of Grade 9, students will also:

- evaluate the responses of Canadian governments and businesses to various global and environmental issues (*e.g., environmental regulations; human rights; sanctions; United Nations peace-keeping activities; North Atlantic Treaty Organization; foreign-aid programs; commitment to sustainable development*); 2c 4a 4b 4d
- analyse the interconnections among natural and human-made aspects of a system or process, and suggest ways in which changes to any aspect will affect the other aspects (*e.g., the relationship among resources, population distribution, and environmental quality*); 4a 4b 4d 6d
- describe interrelationships among the resources, people, and products of the world (*e.g., a shirt sold in Canada may be manufactured in Mexico out of cloth made in Hong Kong from Australian cotton; ways in which these economic processes benefit some people and not others*). 3c 4a 4b

Functioning in the Age of Information

We need many kinds of information to function successfully in both our private and our working lives. New technologies for gathering, storing, processing, and communicating information have given us access to vast amounts of information on almost any topic. By learning to select, evaluate, and communicate information, students develop the skills that will enable them to use the new technologies effectively. By examining the impact of these technologies on the individual and society, students develop the ability to use them responsibly.

By the end of Grade 3, students will:

- P39 – talk and write about their work in their own words (*e.g., describe and discuss what they have learned; decide independently how to organize and express their ideas*); 1a 1b

- P40 – use their knowledge of time measurement to organize their daily activities (*e.g., record activities on a calendar*); 10a

- P41 – use various types of information technology for a variety of purposes within and outside the school (*e.g., use a computer network; publish a story; use a database to record and sort information on students, such as height, eye colour, hobbies, birth date, favourite foods*); 3a

- P42 – distinguish between story and information; 1a 1b 2a

- P43 – use a variety of forms and media to communicate ideas (*e.g., computers, plays, songs, dances, pictures, stories*); 1a 1d 3a 10c

- P44 – make and read concrete, pictorial, and bar graphs and simple charts and diagrams (*e.g., using coloured cubes, make a concrete graph that indicates students' favourite colours*); 1a 1b 1d

By the end of Grade 6, students will also:

- demonstrate understanding of, and describe legal and ethical limits on, the use of information (*e.g., rules about plagiarism, violation of copyright, the right to privacy*); 1b 3b

- take personal responsibility for organizing all their activities (*e.g., record due dates, meetings, homework assignments, special events in a daily planner*); 10a

- use and assess a range of complex technologies for a variety of purposes within and outside the school (*e.g., create a multi-media presentation; communicate with peers in another school, province, or country; use a desktop system to publish a newsletter*); 1a 1b 1c 1d 3a

- distinguish between opinion and fact; 1a 1b 2a

- use a variety of forms and media to communicate ideas and the results of research (*e.g., drama presentations, interviews, newscasts, commercials, audiotapes*); 1a 2b 3a 3b 10c

- use graphic symbols and some of the conventions employed in graphs, charts, models, and diagrams (*e.g., scale for distance*); 1a 1b 1d

By the end of Grade 9, students will also:

- comply with legal and ethical limits on the collection, use, and distribution of information (*e.g., by obeying laws on copyright, access to information, libel*); 1b 3a 3b

- collect, record, and use information to complete daily assignments, keep track of their progress, and plan for the future; 10a 10b

- select appropriate technologies and use them effectively for a variety of purposes within and outside the school (*e.g., use a spreadsheet to draw up a budget; use the Internet to discuss a topic with others; use CD-ROM technology to locate and read magazine articles; use computer-assisted design technology to design a product*); 3a 3b

- evaluate data from a variety of sources for relevance and bias; 1a 1b 2b

- use and assess a wide range of forms and media to report on research (*e.g., written reports, graphic displays, videos, photo essays*); 1d 2b 3a 10c

- make and use a variety of graphs, maps, charts, and diagrams to represent and analyse information (*e.g., bar and line graphs*); 1a 1b 1d 2a

By the end of Grade 3, students will:

P45 – use simple computer simulations or models of real or imaginary situations, products, systems, and processes (*e.g., identify patterns produced through sorting and classifying data; draw a face by combining features selected from a large number of different features*); 3a 3b

P46 – identify ways in which businesses get consumers to notice their products (*e.g., use of logos, celebrity endorsements*); 2c 4a

P47 – identify some familiar technologies used in the home and at school, and describe the ways in which they make daily life better or worse (*e.g., a telephone database, an encyclopaedia on CD-ROM, video games, voice mail, microwave ovens, washing machines, video-cassette recorders*). 3c

By the end of Grade 6, students will also:

– use computer simulations or models to investigate real or imaginary situations, products, systems, and processes; 2a 3a 3b

– identify and use different ways of deciding which product to buy (*e.g., determining the best price, most functional design; using information from consumer reports and from comparison shopping*); 2a 2b 2c

– analyse the impact of different types of information technology on the community and the workplace (*e.g., automated banking machines, electronic mail, universal product codes*). 3c 4a 7d

By the end of Grade 9, students will also:

– use computer simulations or models to assess real or imaginary situations, products, systems, and processes; 2a 2d 3a 3b

– identify and deal with a consumer problem (*e.g., lodge a complaint with the Better Business Bureau; examine and use the Consumer Protection Act*); 2a 2b 2c 6a

– evaluate the impact of information technology on the global community and predict possible future uses and issues (*e.g., eliminating traditional business hours in different time zones; facilitating the gathering of military intelligence; transmitting news through satellites; allowing instant access to international databases; displacing workers; affecting people's health; disseminating political information*). 3c 4a 7d

Notes

1. Ministry of Education and Training, Ontario, *Towards an Integrated Curriculum: A School Resource Guide* (Toronto, Ontario: Ministry of Education and Training, Ontario, 1993), p. 1. See also *Guidance, Intermediate and Senior Divisions* (Toronto, Ontario: Ministry of Education, Ontario, 1984).
2. See Ministry of Education, Ontario, *Partners in Action: The Library Resource Centre in the School Curriculum* (Toronto, Ontario: Ministry of Education, Ontario, 1982).
3. Don Holdaway, *Foundations of Literacy* (Gosford, New South Wales: Ashton Scholastic, 1979).
4. Jerome C. Harste, Virginia A. Woodward, and Carolyn L. Burke, *Language Stories and Literacy Lessons* (Portsmouth, New Hampshire: Heinemann Educational Books, 1984), p. 211, fig. 16.4, "Linguistic Data Pool".
5. The word "text" is used to refer to both print and non-print materials.
6. Catherine E. Snow, "The Theoretical Basis for Relationships Between Language and Literacy in Development", *Journal of Research in Childhood Education* 6, no. 1 (1991), pp. 5-10; Lynda Miller, "The Roles of Language and Learning in the Development of Literacy", *Topics in Language Disorders* 10, no. 2 (1990), pp. 1-24.
7. D. H. Graves, "Blocking and the Young Writer", in *When a Writer Can't Write*, ed. M. Rose (New York, New York: Guilford Press, 1985), pp. 1-18.
8. D. Barnes, *From Communication to Curriculum* (New York, New York: Penguin, 1976).
9. Carol Westby, "Learning to Talk – Talking to Learn: Oral-Literate Language Differences", in *Communication Skills and Classroom Success*, ed. C. Simon (San Diego, California: College-Hill Press, 1985), pp. 181-218.
10. T. Gallagher, "Language Skills and the Development of Social Competence in School-Age Children", *Language, Speech and Hearing Services in the Schools* 24 (October 1993), pp. 199-205.
11. Jim Cummins, "Language Proficiency, Bilingualism and Academic Achievement", chap. 6 in *Bilingualism and Special Education: Issues in Assessment and Pedagogy*, Multilingual Matters 6 (Clevedon, Avon, England: Multilingual Matters Ltd., 1984), pp. 130-51.
12. Jim Cummins, *Empowering Minority Students* (Sacramento, California: California Association for Bilingual Education, 1989).
13. H. H. Stern, "The Time Factor", chap. 2 in *Issues in Early Core French: Selective and Preliminary Review of the Literature, 1975-81*, Research Report 163 (Toronto, Ontario: Toronto Board of Education Research Department, 1982), pp. 28-40; H. H. Stern, *Fundamental Concepts of Language Teaching* (Oxford, England: Oxford University Press, 1983); H. H. Stern, "The Time Factor and Other Aspects in Compact Course Development", *TESL Canadian Journal* 3, no. 1 (1985), pp. 12-27; M. Swain, "Time and Training in Bilingual Education", *Language Learning* 3, no. 1 (1981), pp. 1-15; Ministry of Education, Ontario, *Transition Years, Grades 7, 8, and 9: Policy and Program Requirements* (Toronto, Ontario: Ministry of Education, Ontario, 1992), p. 5.
14. Ministry of Education, Ontario, *People of Native Ancestry: A Resource Guide for the Primary and Junior Divisions* (Toronto, Ontario: Ministry of Education, Ontario, 1975), pp. 28-31.

APPENDIX A. ESL PROGRAM INTERPRETATIONS

ESL Stages of Proficiency: Developing Literacy in the Language of Instruction of the School

- Stage 1: use of English for survival purposes
- Stage 2: use of English in supported and familiar activities and contexts
- Stage 3: independent use of English in most contexts
- Stage 4: facility in English approaching that of first-language speakers

Skills related to listening, speaking, reading, writing, and orientation are described for each stage. The skills outlined in Stage 1 are those expected of the absolute beginner who is learning to use English for practical purposes in a limited number of situations, and who can deal with simple conversations and texts. The student who possesses the skills outlined in Stage 4 can speak and write the language easily and fluently in many situations, including those that involve dealing with abstract ideas. At this point, the student is able to participate fully in the academic program of the school and has a level of literacy approaching that of a first-language speaker.

It is important for all students new to Canadian schools and culture, not only ESL students, to acquire the skills outlined in the “Orientation” category.

Note: The ESL program interpretations have been given codes to make them easier to use. However, they have not been cross-referenced to the outcomes. The codes consist of letters and numbers. The first half of each code consists of the letters *ESL* for English as a second language. The second half of each code consists of a number that indicates the stage of proficiency (1–4), followed by a letter that indicates the skill (*L* for listening, *S* for speaking, *R* for reading, *W* for writing, *O* for orientation), followed by a number that indicates the grade level (3, 6, or 9).

ESL Program Interpretations: Stages of Proficiency – Grade 3

	Stage 1	Stage 2	Stage 3	Stage 4
Listening	Understand basic spoken English (e.g., recognize and respond to familiar words and phrases spoken slowly and clearly; identify key words in instructions, descriptions, narration; respond to short questions, assisted by visual cues). ESL1L3	Understand the English of familiar daily activities (e.g., respond appropriately most of the time to questions and directions; recognize and respond to a wider range of words; identify information, with support). ESL2L3	Understand spoken English in most social contexts, and academic language with contextual support (e.g., follow instructions and identify key information; interpret meaning correctly in conversations; interpret and respond to body language and tone of voice). ESL3L3	Understand spoken English in social and most academic contexts (e.g., comprehend in a variety of situations; draw inferences and interpret messages; distinguish between formal and informal speech; use increasing knowledge of cultural context to understand speech). ESL4L3
Speaking	Use English in social contexts for self-expression and basic communication (e.g., ask and answer short questions; use basic greetings; express likes and dislikes; produce the sounds of English accurately in familiar words). ESL1S3	Speak voluntarily, using learned expressions and simple combinations of phrases (e.g., express likes and dislikes and opinions; participate in discussions; speak English understandable to teachers and peers). ESL2S3	Initiate and participate in conversations and discussions, using a variety of strategies (e.g., clearly express opinions and basic needs, and make requests; initiate, sustain, and conclude conversations; use some conventions of formal speech in some situations). ESL3S3	Use English effectively for personal, social, and academic purposes (e.g., speak with fluency and clarity; use many levels of English; express personal choices and feelings; use language structures appropriately). ESL4S3
Reading	Recognize basic features and elements of written English (e.g., recognize the Roman alphabet; enjoy some picture books in English; recognize familiar words; use phonetic and contextual information to determine meaning). ESL1R3	Read and comprehend some simple texts (e.g., recognize and know the meaning of more words in printed material; use the school library, with assistance; grasp the main idea of a story; use more strategies while reading). ESL2R3	Perform a variety of reading tasks, some independently, some with support (e.g., read texts with familiar words; follow written instructions; select reading material; summarize the essential parts of a story). ESL3R3	Adequately perform age-appropriate reading tasks (e.g., read a variety of material; recall or retell a story; respond to written instructions; respond in various ways to reading material). ESL4R3

	Stage 1	Stage 2	Stage 3	Stage 4
Writing	Begin to use some basic features and conventions of written English (e.g., use the alphabet; write personal information; complete sentences that follow predictable patterns; spell familiar words). ESL1W3	Use some simple writing strategies and structures (e.g., use some steps in the writing process; compose short sentences based on learned phrases; correctly spell commonly used words). ESL2W3	Express simple ideas in writing, with some support (e.g., write in all program areas; use more steps in the writing process; use the conventions of story writing; use verb tenses and spell an increasing number of words correctly). ESL3W3	Write independently, using the conventions of written English appropriately (e.g., use a variety of forms; write original compositions; write competently in all program areas; use the conventions of written communication). ESL4W3
Orientation	Show some signs of understanding and adapting to their new environment (e.g., follow important classroom and school routines; respond appropriately in social situations; know the names of some people in school), while relying on their home language to think and communicate. ESL1O3	Show signs of understanding and adapting to their new environment (e.g., follow school rules and routines; know about and use some community resources; seek new friends; continue to use and respect their own language). ESL2O3	Show increased understanding of and involvement in their new environment (e.g., help others who are new to the school; actively participate in school life; continue to use, take pride in, and respect their own language). ESL3O3	Show increased awareness, understanding, and appreciation of their own cultural heritage and that of others, within the Canadian context (e.g., participate in community activities; recognize similarities between themselves and others and accept and respect differences; know about and take pride in their own heritage and language; show respect for Canadian culture and institutions). ESL4O3

ESL Program Interpretations: Stages of Proficiency – Grade 6

	Stage 1	Stage 2	Stage 3	Stage 4
Listening	Understand basic spoken English (e.g., recognize and respond to familiar words and phrases spoken slowly and clearly; show some understanding of selected poems, songs, and stories, with assistance; recognize and respond to signs of surprise, puzzlement, anger). ESL1L6	Understand the English of familiar daily activities (e.g., recognize and respond to a wider range of words; understand conversations in social contexts; interpret and respond to body language and tone of voice). ESL2L6	Understand spoken English in most social contexts, and academic language with contextual support (e.g., identify main ideas in discussions or presentations; respond to new vocabulary and to questions and directions; distinguish between formal and informal speech). ESL3L6	Understand spoken English in social and most academic contexts (e.g., respond to spoken English in various contexts; take notes; respond appropriately to speakers heard on the telephone or over the public-address system). ESL4L6
Speaking	Use English in social contexts for self-expression and basic communication (e.g., identify names, objects, and actions; express basic needs; use greetings and questions; use familiar words; use simple grammatical structures). ESL1S6	Speak voluntarily, using learned expressions and simple combinations of phrases (e.g., request and supply relevant information; participate in discussions; rephrase ideas; speak English understandable to teachers and peers). ESL2S6	Initiate and participate in conversations and discussions, using a variety of strategies (e.g., clearly express opinions and needs, and make requests; initiate and sustain conversations; use tone of voice, stress, rhythm, and gestures appropriately to help convey meaning). ESL3S6	Use correct English consistently and automatically for most purposes (e.g., use English appropriately to respond in a wide variety of social and academic situations; make oral presentations; use stress and intonation with a facility approaching that of a first-language speaker). ESL4S6
Reading	Read and comprehend simple written English (e.g., read sentences with familiar words; read some English books for enjoyment; respond to comprehension questions; follow some written instructions; recognize some conventions of written English, with assistance). ESL1R6	Read for specific purposes where background knowledge and vocabulary are familiar (e.g., read more complex familiar texts; choose reading material for personal enjoyment; consult resources for projects; use knowledge of conventions of English to read and understand texts). ESL2R6	Perform a variety of reading tasks, some independently, some with support (e.g., read a variety of texts on familiar topics; independently locate and use print and non-print resources; understand main ideas in longer texts; use a wide variety of contextual clues to determine meaning). ESL3R6	Adequately perform age-appropriate reading tasks (e.g., read and understand unfamiliar texts; choose literature for personal enjoyment; locate and use additional resources to complete assignments). ESL4R6

	Stage 1	Stage 2	Stage 3	Stage 4
Writing	Use some simple structures of written English (e.g., copy written material accurately; write short narratives, with assistance; use some common conventions of written communication; use simple grammatical forms, with assistance). ESL1W6	Express basic ideas in writing (e.g., respond to academic questions using graphic organizers, phrases, and short sentences; follow the steps in the writing process, with support; use more complex grammatical structures and spell more words correctly). ESL2W6	Express ideas in writing, using some grade-appropriate conventions of written English (e.g., organize and sequence ideas; use the writing process with increasing confidence; write short, comprehensible texts; use common grammatical structures). ESL3W6	Write independently using many of the conventions of written English appropriately (e.g., communicate ideas and information clearly and coherently; use the writing process independently; write with increasing correctness and confidence). ESL4W6
Orientation	Show some signs of understanding and adapting to their new environment (e.g., follow important school rules and timetables; respond appropriately in social situations), while relying on their home language to think and process information. ESL1O6	Show signs of understanding and adapting to their new environment (e.g., understand and follow school rules and routines; participate in some school activities; seek new friends; show respect for Canadian culture and institutions; continue to use and value their own language and show respect for their own culture). ESL2O6	Show increased understanding of and involvement in their new environment (e.g., help others who are new to the school; participate in all regular class activities; show appreciation of their own language and culture and those of others; begin to find out about their own community and about Canada). ESL3O6	Show increased awareness, understanding, and appreciation of their own cultural heritage and that of others, within the Canadian context (e.g., demonstrate familiarity with surroundings; seek friendships outside their own culture; participate in school and community activities; take an interest in other cultures; demonstrate pride in and knowledge of their own culture and language). ESL4O6

ESL Program Interpretations: Stages of Proficiency – Grade 9

	Stage 1	Stage 2	Stage 3	Stage 4
Listening	Understand basic spoken English (e.g., respond to conversations about familiar topics; follow simple directions; make simple notes; understand short, uncomplicated stories; understand basic greetings, polite expressions). ESL1L9	Understand key information presented in highly supported contexts that give clues to the variety of settings (e.g., record and understand what has been heard in familiar situations with the help of visual cues; understand important subject-specific language; interpret and respond to body language and tone of voice). ESL2L9	Understand spoken English in highly supported social and academic contexts (e.g., understand key ideas in a variety of situations where familiar vocabulary is used in familiar contexts; follow fairly complex discussions; identify different types of speech patterns and respond appropriately). ESL3L9	Understand spoken English in most social and academic contexts (e.g., identify main ideas from complex presentations; take notes; respond appropriately to complex speech patterns). ESL4L9
Speaking	Use English in social contexts for self-expression and basic communication (e.g., seek and respond to information; give directions; participate in discussions, with support; speak understandable English in controlled situations). ESL1S9	Participate voluntarily in social and/or academic discussions, using short phrases and sentences (e.g., express essential needs and significant emotions; provide directions or instructions; recount events; speak understandable English in most social situations). ESL2S9	Initiate and participate in conversations and discussions, using a variety of strategies (e.g., initiate and sustain discussions and conversations; use the expressive capabilities of the voice to help communicate ideas and opinions). ESL3S9	Use standard English consistently for most purposes (e.g., express opinions in discussions; use more complex forms of English correctly; correct own speech). ESL4S9
Reading	Read and comprehend simple written English (e.g., understand a variety of forms that use familiar vocabulary in familiar contexts; recognize main ideas; use word-analysis strategies to understand texts; recognize a number of conventions of written English, with assistance). ESL1R9	Read for specific purposes where background and vocabulary are familiar (e.g., describe different elements of a story; understand a range of types of informational material; analyse a variety of textbooks and resources; use different strategies to expand vocabulary). ESL2R9	Read for specific purposes, with support (e.g., read more willingly in English; locate and evaluate resource materials for research purposes; summarize and analyse information from texts at their grade level, with assistance; use context clues and/or a dictionary to understand texts). ESL3R9	Adequately perform age-appropriate reading tasks (e.g., choose material similar in difficulty to that chosen by peers; make accurate guesses to understand unfamiliar texts; develop and use a wide range of comprehension strategies, such as summarizing, paraphrasing, and inferring). ESL4R9

	Stage 1	Stage 2	Stage 3	Stage 4
Writing	Use some simple structures of written English (e.g., write legibly and copy accurately; use notebook conventions; write short, coherent narratives, with assistance; use some conventions of written communication, with assistance). ESL1W9	Write in a variety of contexts using simple English structures (e.g., organize information around a main idea; use the writing process, with support; use a variety of forms, conventions, and grammatical structures). ESL2W9	Write independently, expressing ideas clearly (e.g., write descriptions and narratives; interpret and respond to questions in academic contexts; use the writing process with increasing confidence). ESL3W9	Write for a variety of purposes, using the conventions of written English appropriately (e.g., communicate ideas clearly and correctly in a wide variety of forms; use a sizeable vocabulary). ESL4W9
Orientation	Show some signs of understanding and adapting to their new environment (e.g., understand and follow important school rules and routines; express essential needs; show respect for the rules of citizenship and for other cultures), while relying on their home language to think and process information. ESL1O9	Show signs of understanding and adapting to their new environment (e.g., use community resources and travel independently; participate in activities; seek new friends; show respect for Canadian culture and institutions; continue to use and value their own language and show respect for their own culture). ESL2O9	Show increased understanding of and involvement in their new environment (e.g., help others who are new to the school; seek assistance and express their needs; participate in school and community life; show appreciation of and respect for different languages and cultures; begin to find out about their own community and about Canada). ESL3O9	Show increased awareness, understanding, and appreciation of their own cultural heritage and that of others, within the Canadian context (e.g., use school and community resources; discuss current events; recognize the rights and responsibilities of living in Canada's diverse society; show pride in and knowledge of their own culture, and interest in and respect for other cultures). ESL4O9

APPENDIX B. MINISTRY OF EDUCATION AND TRAINING POLICY DOCUMENTS RELEVANT FOR GRADES 1 TO 9

The following policy documents contain curriculum requirements that must be addressed in the program for Grades 1 to 9:

- *Antiracism and Ethnocultural Equity in School Boards: Guidelines for Policy Development and Implementation, 1993*
- *Circular 14*
- *Drug Education Policy Framework, 1990*
- *Education About Aids, 1987* (resource document)
- *Ontario Student Record (OSR): Guideline, 1989*
- *The Common Curriculum: Provincial Standards, Language, Grades 1–9, 1995*
- *The Common Curriculum: Provincial Standards, Mathematics, Grades 1–9, 1995*
- *Transition Years, Grades 7, 8, and 9: Policies and Program Requirements, 1992*
- *Violence-Free Schools Policy, 1994*
- “Early Identification of Children’s Learning Needs”. Policy/Program Memorandum No. 11, revised 1982.
- “Education About Religion in the Public Elementary and Secondary Schools”. Policy/Program Memorandum No. 112, January 1, 1991.
- “Heritage Languages Program”. Policy/Program Memorandum No. 7, June 29, 1990.
- “1. Heritage Languages Program;
2. Transitional Use of Languages Other Than English or French”. Policy/Program Memorandum No. 7, revised 1982.
- “Interrelationship of Native-As-a-Second-Language (NSL) and French-As-a-Second-Language (FSL) Programs”. Policy/Program Memorandum No. 110, September 28, 1989.
- “Learning Disabilities”. Policy/Program Memorandum No. 8, revised 1982.
- “Program Policy for Elementary and Secondary Education”. Policy/Program Memorandum No. 115, June 27, 1994.

APPENDIX C. CROSS-REFERENCING AND CODING OF ESSENTIAL AND SPECIFIC OUTCOMES

Purpose of Appendix C

This appendix describes some of the key connections between the essential and specific outcomes in *The Common Curriculum: Policies and Outcomes, Grades 1–9, 1995*.

The appendix also provides a coding system for identifying the essential and specific outcomes in computerized programs.

Essential and Specific Outcomes

This section identifies some of the connections among the specific outcomes of the four

program areas and some of the ways in which they contribute to the achievement of the essential outcomes. This information can help teachers work within and across program areas to develop integrated programming and to enable students to achieve the essential outcomes.

The wording of the essential outcomes is found in Part Two of *Policies and Outcomes, Grades 1–9*, and the wording of the specific outcomes is found in Part Three.

Essential Outcomes and Specific Outcomes for the Four Program Areas

The identifiers for these outcomes are the same as those used to identify the outcomes in the document.

Essential Outcomes	Specific Outcomes		
	Grade 3	Grade 6	Grade 9
1a	A9, A24 • L2, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15, L17, L18, L19, L24, L25, L29, L30 • M4, M7, M8, M9 • P39, P42, P43, P44	A9 • L2, L5, L6, L8, L9, L10, L11, L12, L14, L15, L17, L18, L19, L25, L30 • M2, M4, M7, M8, M9 • P41, P42, P43, P44	A24 • L2, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L14, L15, L17, L18, L19 • M1, M2, M4, M7, M8, M9 • P25, P42, P44
1b	A2, A10, A23, A24, A28, A29 • L2, L6, L7, L8, L10, L11, L14, L25, L27, L33 • M3, M5, M6, M7, M9, M10, M11, M13, M18, M19, M21, M22, M24, M25, M28, M29, M30 • P39, P42, P44	A2, A7, A10, A22, A23, A24 • L2, L6, L7, L8, L10, L11, L14, L25, L33 • M2, M3, M4, M5, M6, M7, M9, M10, M11, M13, M18, M19, M21, M22, M24, M25, M28, M29, M30 • P39, P41, P42, P44	A2, A20, A23, A24 • L2, L4, L6, L7, L8, L10, L13, L14, L15, L28, L30, L33 • M1, M3, M4, M5, M6, M7, M9, M10, M11, M12, M13, M16, M18, M19, M21, M22, M24, M25, M28, M29, M30 • P25, P39, P42, P44
1c	A8, A11, A12, A18, A22 • L1, L3, L4, L5, L12, L13, L14, L16, L20, L21, L22, L23, L27, L29, L33 • P15	A8, A11, A12, A17, A18, A20 • L1, L3, L4, L5, L6, L12, L13, L14, L16, L20, L23, L24, L26, L27, L29, L33 • P14, P41	A8, A9, A11, A17, A18 • L1, L3, L5, L6, L12, L13, L14, L15, L16, L20, L23, L24, L26, L27, L31, L32, L33 • M34 • P25
1d	A9, A21, A22, A28, A29 • L1, L4, L13, L15, L16, L21, L30, L31 • M34 • P43, P44,	A21, A24, A28 • L1, L4, L13, L14, L15, L16, L20, L21, L31, L32 • M30, M34, M46 • P41, P44	A15, A21, A22, A24, A26, A28 • L1, L3, L13, L14, L15, L16, L20, L21, L25, L31 • M30, M34 • P43, P44
2a	A21, A22, A26, A28 • L8, L9, L10, L20, L24, L34 • M1, M2, M3, M4, M7, M8, M9, M12, M13, M14, M29, M30, M31, M33, M36, M43 • P14, P25, P29, P42	A5, A19, A21, A26, A28 • L8, L9, L10, L11, L20, L22, L24 • M1, M3, M7, M8, M12, M13, M14, M17, M20, M29, M33, M44 • P5, P7, P13, P25, P42, P45, P46	A3, A5, A6, A11, A13, A21, A26, A28 • L6, L8, L9, L10, L13, L20, L22, L28 • M1, M3, M7, M8, M13, M14, M16, M17, M20, M29, M32, M33, M44 • P5, P10, P12, P14, P31, P31, P44, P45, P46
2b	M2, M6, M10, M11, M25, M31, M32, M36, M38, M44 • P14	M2, M4, M5, M6, M9, M10, M11, M13, M21, M25, M29, M30, M31, M32, M36, M38 • P5, P29, P43, P46	M2, M5, M6, M9, M10, M11, M12, M13, M21, M28, M29, M31, M32, M36, M38 • P5, P31, P42, P43, P46
2c	A5, A7, A14 • L20 • M18, M20, M21, M24, M26, M27, M28, M30 • P2, P10, P14, P25, P46	A14 • L20 • M18, M20, M24, M26, M27, M28, M30, M44 • P2, P5, P7, P10, P25, P29, P46	A14 • L20, L29 • M18, M20, M22, M24, M25, M26, M27, M28, M44 • P2, P5, P7, P8, P10, P12, P14, P15, P31, P36, P46
2d	P14	P5, P7, P13	A2 • M8, M29, M31 • P5, P6, P15, P45
3a	A5, A21, A26 • L15, L16, L20, L31 • M2, M3, M6, M11, M12, M14, M15, M16, M17, M20, M25, M30, M34, M35, M43 • P41, P43, P45	A21, A26 • L15, L16, L19, L20, L21, L22 • M2, M3, M6, M8, M11, M12, M13, M14, M15, M16, M17, M20, M25, M30, M34, M35, M43 • P41, P43, P45	A20, A21, A26 • L15, L16, L19, L20, L21, L22 • M2, M3, M6, M11, M12, M13, M15, M16, M17, M20, M30, M34, M35, M43 • P39, P41, P43, P45

Essential Outcomes	Specific Outcomes		
	Grade 3	Grade 6	Grade 9
3b	A27 • M15, M16, M17, M30 • P10, P45	A27 • M15, M16, M17 • P10, P39, P43, P45	A27 • L16 • M15, M16, M17 • P10, P39, P41, P45
3c	M27 • P47	A5 • L22 • M27, M45 • P47	A5 • L22, L23 • M14, M23, M25, M27, M42, M45 • P38, P47
4a	A6, A9 • L15, L22, L23, L25, L26 • M4, M10, M21, M23, M25, M26, M28, M29, M35, M36, M42, M47 • P9, P19, P21, P30, P33, P34, P35, P37, P38, P46	A6, A7, A9, A11 • L7, L15, L22, L23, L24, L25, L26, L27, L30 • M1, M3, M4, M6, M10, M12, M18, M22, M23, M25, M26, M28, M29, M35, M36 • P2, P8, P9, P14, P18, P19, P21, P23, P24, P30, P31, P33, P34, P35, P37, P38, P47	A7, A9, A11 • L11, L15, L21, L22, L23, L24, L25, L26, L27 • M4, M5, M10, M12, M13, M18, M21, M22, M23, M24, M26, M29, M35, M36 • P8, P9, P12, P16, P18, P19, P21, P23, P24, P25, P26, P29, P30, P31, P33, P34, P35, P36, P37, P38, P47
4b	P19, P22, P26, P30, P33, P35, P36, P37, P38	P19, P21, P24, P26, P30, P33, P34, P35, P37, P38	M18, M20, M23, M24, M25, M28, M38, M43, M45 • P19, P21, P25, P26, P30, P33, P34, P35, P36, P37, P38
4c	A3, A10, A15, A17 • L26 • M41, M43, M47 • P20, P22, P23, P24	A3, A10, A14, A17, A29 • L29 • M33, M41, M42, M43 • P20, P22, P23, P26	A10, A17 • L26 • M27, M33, M41, M42, M43 • P12, P22, P23, P24
4d	A18 • L26, L33 • P7, P35	A12, A18 • L26, L33 • M27 • P7, P8, P14, P24, P29, P35	A18 • L26, L33 • P7, P8, P12, P19, P20, P23, P24, P25, P26, P29, P35, P36, P37
5a	A14, A19 • L3, L4 • M30, M37, M39, M46 • P6, P13, P14, P32	A14, A19 • L3, L4, L19 • M30, M37, M39 • P6, P13, P15, P29, P32	A14, A20 • L25 • M37, M39, M41 • P6, P13, P14, P15, P32
5b	A17 • L11, L24, L32 • M37, M41, M47 • P1, P13, P15, P17, P24	A17, A29 • L4, L31 • M37, M41, M42 • P1, P6, P13, P17	A3, A10, A17, A29 • L31, L32 • M37, M41, M42 • P1, P6, P7, P8, P13, P17
5c	M37 • P13, P29	L4 • M37 • P6, P7, P13	M33, M37 • P6
6a	A14, A19 • M37, M39, M44, M45, M46 • P6, P7, P14, P18, P22, P32, P36	A14, A19 • M37, M39, M46 • P6, P15, P18, P32, P36	A4, A14, A15, A19 • M37, M39, M46 • P14, P15, P20, P32, P46
6b	A20 • M32, M33	A20 • M32, M33, M37	A2 • M32, M33, M37
6c	M46 • P18, P20	M46 • P15, P18, P20	M46 • P18, P20
6d	A28 • M45, M46 • P36, P37, P38	A28 • M44, M45, M46 • P36, P37	A28 • M28, M44, M45, M46 • P14, P37
7a	A13 • L34 • M42 • P1, P11	A13, A15 • L34 • M47 • P1, P11, P16	A16 • L29, L34 • M47 • P1, P11, P13
7b	A16 • L34 • M18 • P11, P12	A5, A16 • L34 • M18, M27, M45 • P11, P12	A5, A16 • L29, L34 • M18, M27 • P11, P12
7c	A12, A13 • L34 • P16	A13 • L34 • P11	A12, A16 • L29, L34 • M47 • P11, P12, P13
7d	A15, A16 • L34 • M18, M47 • P12, P30, P33	A5, A16 • L34 • M18, M27, M45, M47 • P11, P12, P30, P31, P47	A5 • L34 • M18, M27, M47 • P10, P11, P12, P22, P30, P33, P47
8a	A4 • L16 • P27	A4 • L16 • M1, M3, M5 • P27	A4 • L16 • P27
8b	A1, A3, A4, A6, A25 • L27 • M40 • P27	A1, A2, A3, A4, A6 • L23, L27 • M1, M3, M6, M40 • P27	A1, A6, A7 • L7, L11, L24, L27 • M5, M14, M40 • P27
8c	A1, A26 • L16	A1, A8, A20, A21, A22, A24, A26 • L16, L21, L23, L24, L27	A1, A2, A4, A9, A12, A13, A15, A20, A21, A22, A24, A26, A28 • L16, L21, L27 • M14
8d	A8, A9, A12, A13, A20 • M40, M47	A8, A9, A12, A13, A18 • L23 • M40	A2, A6, A8, A12, A18 • M40
9a	M19 • P5, P28, P31	M19 • P3, P8, P16, P28	M19 • P1, P2, P3, P8, P10, P28
9b	A27 • M42 • P1, P5, P8, P10, P16, P31	A27 • P1, P3, P7, P8, P16	A27 • P1, P2, P3, P8, P28
9c	M19, M20, M42 • P2, P3, P5, P7, P8, P9, P10, P28, P31	A25, A27 • M19, M20 • P2, P3, P7, P8, P9, P10, P16, P28	A25, A27 • M19 • P1, P2, P3, P7, P8, P9, P10, P28
9d	M23, M24, M27 • P16, P29	M23, M24, M27 • P16	M20, M23, M24, M27 • P16
10a	A13 • P4, P40	A13 • M47 • P4, P6, P40	A12, A16, A24 • L15 • M47 • P4, P6, P11, P40
10b	A12, A13, A20 • L9, L28 • P4, P11	A19 • L9, L24, L28, L32 • P4, P6	A12, A19, A20 • L9, L24 • P4, P6, P11, P40
10c	A3, A7, A18, A25 • L28, L32 • M38 • P43	A13, A15, A25 • L28, L29, L30 • M7, M38 • P4, P43	A25 • L18, L28, L30, L32 • M7, M11, M19, M30, M35, M36, M38 • P4, P5, P11, P16, P43

Essential Outcomes and Specific Outcomes for Second and Additional Languages

The outcomes for second and additional languages apply to the end of Grade 9 French only, and they are divided among core, extended, and immersion programs.

The identifiers for these specific outcomes differ slightly from those used in the document; they include a letter that indicates the type of program – *c* for core, *x* for extended, *i* for immersion.

Essential Outcomes	Specific Outcomes
	Grade 9
1a	Sc1, Sc2, Sc3, Sc4, Sc5, Sc6, Sc7, Sc8, Sc9, Sc11, Sc12, Sc13, Sc14, Sc15, Sc16, Sc17, Sc22 • Sx1, Sx2, Sx3, Sx4, Sx5, Sx6, Sx7, Sx8, Sx9, Sx11, Sx12, Sx13, Sx14, Sx15, Sx16, Sx17, Sx22 • Si1, Si2, Si3, Si4, Si5, Si6, Si7, Si8, Si9, Si11, Si12, Si13, Si14, Si15, Si16, Si17, Si22
1b	Sc2, Sc3, Sc4, Sc5, Sc6, Sc7, Sc8, Sc9, Sc11, Sc12, Sc13, Sc14, Sc15, Sc16, Sc17, Sc19, Sc23 • Sx2, Sx3, Sx4, Sx5, Sx6, Sx7, Sx8, Sx9, Sx11, Sx12, Sx13, Sx14, Sx15, Sx16, Sx17, Sx19, Sx23 • Si2, Si3, Si4, Si5, Si6, Si7, Si8, Si9, Si11, Si12, Si13, Si14, Si15, Si16, Si17, Si19, Si23
1c	Sc1, Sc2, Sc5, Sc6, Sc7, Sc8, Sc9, Sc10, Sc12, Sc13, Sc14, Sc15, Sc16, Sc17, Sc18, Sc20, Sc21, Sc23 • Sx1, Sx2, Sx3, Sx5, Sx6, Sx7, Sx8, Sx9, Sx10, Sx12, Sx13, Sx14, Sx15, Sx16, Sx17, Sx18, Sx20, Sx21, Sx23 • Si1, Si2, Si3, Si5, Si6, Si7, Si8, Si9, Si10, Si12, Si13, Si14, Si15, Si16, Si17, Si18, Si20, Si21, Si23
1d	Sc4, Sc7, Sc13, Sc14, Sc15, Sc17, Sc19, Sc23 • Sx4, Sx7, Sx13, Sx14, Sx15, Sx17, Sx19, Sx23 • Si4, Si7, Si13, Si14, Si15, Si17, Si19, Si23
2a	Sc2, Sc11, Sc21 • Sx2, Sx11, Sx21 • Si2, Si11, Si21
2b	Si23
2c	Sc17, Sc18, Sc20 • Sx17, Sx18, Sx20 • Si17, Si18, Si20
3a	Sc15, Sc17, Sc18 • Sx15, Sx17, Sx18 • Si15, Si17, Si18
4a	Sc18, Sc19, Sc20 • Sx18, Sx19, Sx20 • Si18, Si19, Si20
4c	Sc24, Sc25 • Sx24, Sx25 • Si24, Si25
4d	Sc25 • Sx25 • Si25
5a	Sc7, Sc15, Sc19 • Sx7, Sx15, Sx19 • Si7, Si15, Si19
5b	Sc3, Sc5, Sc7, Sc23 • Sx3, Sx5, Sx7, Sx23 • Si3, Si5, Si7, Si23
5c	Sc7 • Sx7 • Si7
6b	Sc19 • Sx19 • Si19
6c	Si25
7a	Sc26 • Sx26 • Si26
7b	Sc26 • Sx26 • Si26
7c	Sc26 • Sx26 • Si26
7d	Sc26 • Sx26 • Si26
8a	Sc10, Sc18, Sc19, Sc20, Sc25 • Sx10, Sx18, Sx19, Sx20, Sx25 • Si10, Si18, Si19, Si20, Si25
8b	Sc18, Sc19, Sc20, Sc24 • Sx18, Sx19, Sx20, Sx24, Sx25 • Si18, Si19, Si20, Si24, Si25
8c	Sc19, Sc20, Sc25 • Sx19, Sx20 • Si19, Si20
8d	Sc10 • Sx10 • Si10
9c	Sc26 • Sx26 • Si26
10a	Sc21 • Sx21 • Si21
10b	Sc11, Sc21 • Sx11, Sx21 • Si11, Si21
10c	Sc21, Sc22 • Sx21, Sx22 • Si21, Si22

Ministry of Education and Training Codes for Computerized Programs

A simple number and letter coding system has been used in the print version of the document to identify the essential and specific outcomes. However, to make possible consistent tracking and reporting of students' achievement across the province, the Ministry of Education and Training has developed a more detailed coding system for electronic versions of *Policies and Outcomes, Grades 1–9* and for computerized programs that might be developed by school boards or software vendors. The codes contain both numbers and letters. The letters may be entered in either upper or lower case. A zero (0) is included before single digit numbers, except when they refer to grade levels.

Codes for the Ten Essential Outcomes

The first part of the code is the number of the essential outcome (01–10). The second part of the code is a letter (*a–d*) that refers to the statements that elaborate on each of the ten essential outcomes. The last part of the code is a letter that indicates the language in which the outcome is written (*e* for English, *f* for French). The language identifier is important for bilingual boards that may wish to create one database for all outcomes in both languages.

Examples:

The code for the *first* essential outcome, elaborating statement *a*, written in *English*, will be *01ae*.

The code for the *fourth* essential outcome, elaborating statement *b*, written in *English*, will be *04be*.

The code for the *fourth* essential outcome, elaborating statement *b*, written in *French*, will be *04bf*.

Codes for the Specific Outcomes

The first part of the code is a number that indicates the grade level of the outcome (3, 6, or 9). The second part of the code is a letter that identifies the program area (*A* for the Arts, *L* for Language of instruction, *M* for Mathematics, Science, and Technology, *P* for Personal and Social Studies: Self and Society). The third part of the code is the number of the specific outcome (01–99). The last part of the code is a letter that indicates the language in which the outcome is written (*e* for English, *f* for French).

Examples:

The code for the *first* outcome, written in *English*, for the *Arts* at the Grade 3 level will be *3A01e*.

The code for the *eleventh* outcome, written in *English*, for *Language of instruction* at the Grade 6 level will be *6L11e*.

Codes for Second and Additional Languages

The first part of the code is a letter that identifies the program area (*S* for Second or Additional Language). The second part of the code is a letter that identifies the type of program (*c* for core, *x* for extended, *i* for immersion). The third part of the code is the number of the specific outcome (01–99). The last part of the code is a letter that indicates the language in which the outcome is written (*e* for English, *f* for French).

Examples:

The code for the *first* outcome, written in *English*, for the *core language program* will be *Sc01e*.

The code for the *twelfth* outcome, written in *English*, for the *immersion language program* will be *Si12e*.

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Aboriginal peoples' groups
adult education groups
alternative schools
business groups
community groups
consultants and co-ordinators' associations
cultural agencies
environmental groups
ethnocultural groups
global education organizations
health and safety organizations
independent educational consultants
labour organizations
middle schools
ministries of the Ontario government
parent groups
parent-teacher organizations
principals' associations
private schools
provincial, regional, and board associations of specific-subject educators
public and separate elementary schools
public and separate school boards
public and separate secondary schools

publishers
religious organizations
student groups
supervisory officers' associations
teacher education institutions
teachers' associations and federations
trustees' associations
universities

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The Ontario School System

Publicly Funded Schools

Religious and linguistic guarantees in the British North America Act, 1867, and the Canadian Charter of Rights and Freedoms, 1982, provide for a variety of types of schools to co-exist within Ontario's publicly funded education system. These include public schools and separate schools. Most separate schools are Roman Catholic, but Protestant separate schools may be found where the majority in the public schools are Roman Catholic. Public schools and separate schools operate in either English or French. All these schools offer programs that use the Ontario curriculum and lead to the Ontario Secondary School Diploma (OSSD).

Public schools (*English and French*)

The public schools uphold the positive societal values which, in general, Canadians¹ regard as essential to the well-being of their society. Public schools may not promote or give primacy to any particular religious faith.²

Roman Catholic separate schools (*English and French*)

The right of existence of Roman Catholic separate schools was guaranteed prior to Confederation and is confirmed in the Constitution of Canada. The teaching of the Roman Catholic religion permeates all programs in these schools. Roman Catholic separate schools are responsible for their own programs in religious education and the learning outcomes related to them.

French-language schools

French-language schools may be either public or separate schools. They may be attended by persons who have a right to education in French as a first language under the Canadian Charter of Rights and Freedoms or who are admitted by an admission committee as defined in the Education Act of Ontario. French-language schools foster a strong sense of cultural and linguistic identity and ties to the pluralistic and dynamic Franco-Ontarian community.³

Other Schools

Schools in First Nations communities and private schools must use the Ontario curriculum in some circumstances.

Schools in First Nations communities

The federal government funds schools in First Nations communities. These schools are locally controlled by the First Nations communities, as of September 1994. If they grant an OSSD, they must follow the Ontario curriculum from Grade 9 through to graduation.

Private schools

Under the Education Act, that part of a private school's secondary program that leads to an OSSD must follow the Ontario curriculum.

1. The word "Canadians" is used to refer to residents from all racial, ethnocultural, and linguistic backgrounds.

2. See Ministry of Education, Ontario, "Education About Religion in the Public Elementary and Secondary Schools", Policy/Program Memorandum No. 112, January 1, 1991 (Toronto, Ontario: Ministry of Education, Ontario), p. 3.

3. See Ministère de l'Éducation et de la Formation, Ontario, *Aménagement linguistique en français. Guide d'élaboration d'une politique d'aménagement linguistique. Paliers élémentaire et secondaire* (Toronto, Ontario: Ministère de l'Éducation et de la Formation, Ontario, 1994).



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