

Ontario Curriculum Standards

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The Ontario Curriculum

Kindergarten

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Language

1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts

Specific Expectations

1.4 sustain interactions in different contexts (e.g., with materials, with other children, with adults)

Resources:

Ashaware Alphabet:

<https://www.ashaware.com/subjects/Alphabet/alphabet-details.html>

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

2. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours

Specific Expectations

2.3 demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks (e.g., choose learning tasks independently; try something new; persevere with tasks)

Resources:

Ashaware Alphabet:

<https://www.ashaware.com/subjects/Alphabet/alphabet-details.html>

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

5. demonstrate an understanding of the diversity among individuals and families and within schools and the wider community

Specific Expectations

5.2 talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others (e.g., traditions, cultural events, myths, Canadian symbols, everyday experiences)

Resources:

Ashaware Alphabet:

<https://www.ashaware.com/subjects/Alphabet/alphabet-details.html>

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts

Specific Expectations

9.1 use reading behaviours to make sense of familiar and unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships)

Resources:

Ashaware Alphabet:

<https://www.ashaware.com/subjects/Alphabet/alphabet-details.html>

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

11. demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators

Specific Expectations

11.1 demonstrate an interest in reading (e.g., expect to find meaning in pictures and text; choose to look at reading materials; respond to texts read by the educator team; reread familiar text; confidently make attempts at reading)

Resources:

Ashaware Alphabet:

<https://www.ashaware.com/subjects/Alphabet/alphabet-details.html>

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

11.2 identify personal preferences in reading materials (e.g., choose fiction and non-fiction books, magazines, posters, or computerized interactive texts that they enjoy) in different contexts (e.g., educator team read-alouds, shared experiences in reading books, independent reading time)

Resources:

Ashaware Alphabet:

<https://www.ashaware.com/subjects/Alphabet/alphabet-details.html>

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

11.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., start at the beginning of the book; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages)

Resources:

Ashaware Alphabet:

<https://www.ashaware.com/subjects/Alphabet/alphabet-details.html>

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

11.4 respond to a variety of materials that have been read aloud to them (e.g., paint, draw, or construct models of characters or settings)

Resources:

Ashaware Alphabet:

<https://www.ashaware.com/subjects/Alphabet/alphabet-details.html>

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

11.5 make predictions regarding an unfamiliar text that is read by and with the educator team, using prior experience, knowledge of familiar texts, and general knowledge of the world around them (e.g., use the cover pictures and/or title to determine the topic and/or text form)

Resources:

Ashaware Alphabet:

<https://www.ashaware.com/subjects/Alphabet/alphabet-details.html>

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

11.6 use prior knowledge to make connections (e.g., to new experiences, to other books, to events in the world) to help them understand a diverse range of materials read by and with the educator team

Resources:

Ashaware Alphabet:

<https://www.ashaware.com/subjects/Alphabet/alphabet-details.html>

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

11.7 use illustrations to support comprehension of texts that are read by and with the educator(s)

Resources:

Ashaware Alphabet:

<https://www.ashaware.com/subjects/Alphabet/alphabet-details.html>

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

11.8 demonstrate knowledge of most letters of the alphabet in different contexts (e.g., use a variety of capital and lower-case manipulative letters in letter play; identify letters by name on signs and labels in chart stories, in poems, in big books, on traffic signs; identify the sound that is represented by a letter; identify a word that begins with the letter)

Resources:

Ashaware Alphabet:

<https://www.ashaware.com/subjects/Alphabet/alphabet-details.html>

11.10 retell information from non-fiction materials that have been read by and with the educator team in a variety of contexts (e.g., read-alouds, shared reading experiences), using pictures and/or props

Resources:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Math

15. demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships

Specific Expectations

15.1 investigate (e.g., using a number line, a hundreds carpet, a board game with numbered squares) the idea that a number's position in the counting sequence determines its magnitude (e.g., the quantity is greater when counting forward and less when counting backward)

Resources:

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

15.2 investigate some concepts of quantity and equality through identifying and comparing sets with more, fewer, or the same number of objects (e.g., find out which of two cups contains more or fewer beans [i.e., the concept of one-to-one correspondence]; investigate the ideas of more, less, or the same, using concrete materials such as counters or five and ten frames; recognize that the last number counted represents the number of objects in the set [i.e., the concept of cardinality])

Resources:

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

15.3 make use of one-to-one correspondence in counting objects and matching groups of objects

Resources:

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

15.4 demonstrate an understanding of the counting concepts of stable order (i.e., the concept that the counting sequence is always the same – 1 is followed by 2, 2 by 3, and so on) and of order irrelevance (i.e., the concept that the number of objects in a set will be the same regardless of which object is used to begin the counting)

Resources:

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

15.10 investigate addition and subtraction in everyday experiences and routines through the use of modelling strategies and manipulatives (e.g., join two sets of objects, one containing a greater number than the other, and count all the objects; separate out the smaller number of objects and determine how many remain) and counting strategies (e.g., use a counting sequence to determine how many objects there are altogether; count backward from the largest number to determine how many objects remain)

Resources:

Ashaware Numbers:

<https://www.ashaware.com/subjects/Numbers/numbers-details.html>

The Ontario Curriculum

GRADE 1

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Math

Number

Section	Specific Expectations
<i>Number Sense</i>	
By the end of Grade 1, students will: - demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	<i>Whole Numbers</i>
	Read and represent whole numbers up to and including 50, and describe various ways they are used in everyday life Resource: Ashaware Numbers: https://www.ashaware.com/subjects/Numbers/numbers-details.html
	Estimate the number of objects in collections of up to 50 and verify their estimates by counting Resource: Ashaware Numbers: https://www.ashaware.com/subjects/Numbers/numbers-details.html
	Count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies Resource: Ashaware Numbers: https://www.ashaware.com/subjects/Numbers/numbers-details.html
	Use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations Resource: Ashaware Numbers: https://www.ashaware.com/subjects/Numbers/numbers-details.html

Language Arts

Oral Communication

Section	Specific Expectations
<p><i>Listening to Understand</i></p> <p>By the end of Grade 1, students will:</p> <p>-listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<p>Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral text, initially with support and direction</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Demonstrate an understanding of the information and ideas of oral texts by retelling the story or restating the information, including the main idea</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>

Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Identify words or phrases that indicate whether an oral text is fact or fiction, initially with support or direction

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Begin to identify some of the presentation strategies used in oral text and explain how they influence the audience

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Begin to identify some of the presentation strategies used in oral text and explain how they influence the audience

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Reflecting on Oral Communication Skills and Strategies

<p>By the end of Grade 1, students will:</p> <p>-reflect on and identify their strengths as listeners and speakers, areas of improvement and the strategies they found most helpful in oral communication situations</p>	<p>Begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>

Reading

Section	Specific Expectations
<i>Reading for Meaning</i>	
<p>By the end of Grade 1, students will:</p> <p>-read and demonstrate an understanding of a variety of literary, graphic, and informational text, using a range of strategies to construct meaning</p>	<p>Read a few different types of literary texts and informational texts</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Identify a few different purposes for reading and choose reading materials appropriate for those purposes</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction</p> <p>Resource:</p>

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Extend understanding of texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, and to the world around them

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Identify the main idea and a few elements of texts, initially with support and direction

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Express personal thoughts and feelings about what has been read

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Understanding Form and Style

By the end of Grade 1, students will:

- recognize a variety of text forms, text feature, and stylistic elements and demonstrate understanding of how they help communicate meaning

Identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story, graphic texts such as a calendar, and informational texts such as a simple “All about _____” book

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Identify some text features and explain how they help readers understand texts

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library->

	<p>details.html</p> <p>Begin to identify some vocal effects, including tone, pace, pitch, and volume, and use their appropriately to help communicate their meaning</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
<i>Reading with Fluency</i>	
<p>By the end of Grade 1, students will:</p> <p>-use knowledge of words and cueing systems to read fluently</p>	<p>Automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p> <hr/> <p>Read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p> <hr/> <p>Read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
<p><i>Reflecting on Reading Skills and Strategies</i></p> <p>Begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading</p> <p>Resource: aware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>	



<p>By the end of Grade 1, students will:</p> <p>-reflect on and identify their strengths as readers, areas of improvement and the strategies they found most helpful before, during, and after reading</p>	<p>Explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
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Writing

Section	Specific Expectations
<i>Developing and Organizing Content</i>	
<p>By the end of Grade 1, students will:</p> <p>-generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<p>Generate ideas about a potential topic, using a variety of strategies and resources</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p> <hr/> <p>Gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>

Media Literacy

Section	Specific Expectations
<i>Understanding Media Texts</i>	
<p>By the end of Grade 1, students will:</p>	<p>Identify the purpose and intended audience of some simple media texts</p>



<p>-demonstrate an understanding of a variety of media texts</p>	<p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Identify overt and implied messages, initially with support and direction, in simple media texts</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Express personal thoughts and feelings about some simple media works</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Describe how different audiences might respond to specific media texts</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Begin to identify, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
<p>Identify, with support and direction, who makes some of the simple media texts with which they are familiar, and why those text are produced</p> <p>Resource: Ashaware Library:</p>	

<https://www.ashaware.com/subjects/Library/library-details.html>

Understanding Media Forms, Conventions, and Techniques

By the end of Grade 1, students will:

- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning

Identify some of the elements and characteristics of a few simple media form

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

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Math

Number

Section	Specific Expectations
<p><i>Number Sense</i></p> <p>By the end of Grade 2, students will:</p> <ul style="list-style-type: none"> - demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life 	<p><i>Whole Numbers</i></p>
	<p>Read, represent, compose, and decompose whole numbers up to and including 200, using a variety of tools and strategies, and describe various ways they are used in everyday life</p> <p>Resource: Ashaware Numbers: https://www.ashaware.com/subjects/Numbers/numbers-details.html</p>
	<p>Estimate the number of objects in collections of up to 200 and verify their estimates by counting</p> <p>Resource: Ashaware Numbers: https://www.ashaware.com/subjects/Numbers/numbers-details.html</p>
<p>Operations</p>	
<p>By the end of Grade 2, students will:</p> <ul style="list-style-type: none"> -use knowledge of numbers and operations to solve mathematical problems encountered in everyday life 	<p>Recall and demonstrate addition facts for numbers up to 20, and related subtraction facts</p> <p>Resource: Ashaware Numbers: https://www.ashaware.com/subjects/Numbers/numbers-details.html</p>

Language Arts

Oral Communication

Section	Specific Expectations
<i>Listening to Understand</i>	
<p>By the end of Grade 2, students will:</p> <p>-listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<p>Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Demonstrate an understanding of the information and ideas of oral texts by retelling the story or restating the information, including the main idea and several interesting details</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>



Extend understanding of oral texts by connecting details in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and direction

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Identify, initially with support and direction, who is speaking in an oral text and demonstrate that the speaker has his or her own point of view

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

	<p>Identify some of the presentation strategies used in oral text and explain how they influence the audience</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
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Reading

Section	Specific Expectations
<i>Reading for Meaning</i>	
<p>By the end of Grade 2, students will:</p> <p>-read and demonstrate an understanding of a variety of literary, graphic, and informational text, using a range of strategies to construct meaning</p>	<p>Read a few different types of literary texts, graphic texts, and informational texts</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Identify several different purposes for reading and choose reading materials appropriate for those purposes</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Identify several reading comprehension strategies and use them before, during, and after reading to understand texts</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details</p> <p>Resource: Ashaware Library:</p>



<https://www.ashaware.com/subjects/Library/library-details.html>

Use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Extend understanding of texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, and to the world around them

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Identify the main idea and some additional elements of texts, initially with support and direction

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Express personal thoughts and feelings about what has been read

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two alternative perspectives

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

[details.html](#)

Understanding Form and Style

By the end of Grade 2, students will:

- recognize a variety of text forms, text feature, and stylistic elements and demonstrate understanding of how they help communicate meaning

Identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale, graphic texts such as a primary dictionary, and informational texts such as a simple “How to” book

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Identify some text features and explain how they help readers understand texts

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

Identify some simple elements of style, including voice, word choice, and different types of sentences, and explain, initially with support and direction, how they help readers understand texts

Resource:

Ashaware Library:

<https://www.ashaware.com/subjects/Library/library-details.html>

<i>Reading with Fluency</i>	
<p>By the end of Grade 2, students will:</p> <p>-use knowledge of words and cueing systems to read fluently</p>	<p>Automatically read and understand some high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to the audience</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
<i>Reflecting on Reading Skills and Strategies</i>	
<p>By the end of Grade 2, students will:</p> <p>-reflect on and identify their strengths as readers, areas of improvement, and the strategies they found most helpful before, during, and after reading</p>	<p>Identify, initially with support and direction, a few strategies they found helpful before, during, and after reading</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>

Media Literacy

Section	Specific Expectations
<i>Understanding Media Texts</i>	
<p>By the end of Grade 2, students will:</p> <p>-demonstrate an understanding of a variety of media texts</p>	<p>Identify the purpose and intended audience of some simple media texts</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Identify overt and implied messages in simple media texts</p>

	<p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Express personal thoughts and feelings about some simple media works and explain their responses</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Identify, initially with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Identify, with support and direction, who makes some of the simple media texts with which they are familiar, and why those text are produced</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>
<p><i>Understanding Media Forms, Conventions, and Techniques</i></p>	
<p>By the end of Grade 2, students will:</p> <p>- identify some media forms and explain how the conventions and techniques associated</p>	<p>Identify some of the elements and characteristics of selected media forms</p> <p>Resource: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html</p>

with them are used to
create meaning

**Identify, the conventions and techniques used in some
familiar media**

Resource:

Ashaware Library:

[https://www.ashaware.com/subjects/Library/library-
details.html](https://www.ashaware.com/subjects/Library/library-details.html)

Science & Technology

STEM Skills and Connections : Overall Expectations

Section	Specific Expectations
<i>Applications, Connections, and Contributions</i>	
<p>By the end of Grade 2, students will:</p> <ul style="list-style-type: none">- demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences	<p>Analyse contributions to science and technology from various communities</p> <p>Resource: Ashaware Library: Eyes on the Stars Hidden Figures Mae Jemison https://www.ashaware.com/subjects/Library/library-details.html</p>

Social Studies

Heritage and Identity: Changing Family and Community Traditions

Section	Specific Expectations
<i>Application: Why Traditions Change</i>	
<p>By the end of Grade 2, students will:</p> <ul style="list-style-type: none"> -compare some significant traditions and celebrations among diverse groups at different times, and identify some of the reasons for the changes in these traditions/celebrations 	<p>Compare some of the past and present traditions of different ethno-cultural groups in their local community, and identify some of the main reasons for the change</p> <p>Resource: Ashaware Library: Kevin's Kwanzaa https://www.ashaware.com/subjects/Library/library-details.html</p>
<i>Inquiry: Past and Present Traditions</i>	
<p>By the end of Grade 2, students will:</p> <ul style="list-style-type: none"> - use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong 	<p>Formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong</p> <p>Resource: Ashaware Library: Kevin's Kwanzaa https://www.ashaware.com/subjects/Library/library-details.html</p>
	<p>Gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them</p> <p>Resource: Ashaware Library: Kevin's Kwanzaa https://www.ashaware.com/subjects/Library/library-details.html</p>

	<p>Evaluate evidence and draw conclusions about past and present traditions and celebrations in their own families and the communities to which they belong</p> <p>Resource: Ashaware Library: Kevin's Kwanzaa https://www.ashaware.com/subjects/Library/library-details.html</p> <p><input type="checkbox"/> Communicate the results of their inquiries, using appropriate vocabulary and formats</p>
<i>Understanding Context: Tradition and Heritage</i>	
By the end of Grade 2, students will:	<p><input type="checkbox"/> Identify and describe different types of families</p>
- describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups	<p>Identify countries of personal or familial significance, and locate them on a globe and/or print, digital, or interactive map</p> <p>Resource: Ashaware Geography: https://www.ashaware.com/subjects/Geography/geography-details.html</p> <p>Describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as some other communities in Canada</p> <p>Resource: Ashaware Library: Kevin's Kwanzaa https://www.ashaware.com/subjects/Library/library-details.html</p>



People and Environments: Global Communities

Section	Specific Expectations
<i>Understanding Context: Physical Features and Communities</i>	
<p>By the end of Grade 2, students will:</p> <p>- identify and locate various physical features and selected communities around the world and describe some aspects of people's ways of life in those communities</p>	<p>□ Identify continents, significant bodies of water, the equator, poles, and hemispheres, using a globe, print, digital, or interactive maps, and/or mapping program</p> <p>Resource: The Nile River https://www.ashaware.com/subjects/History/SSEGYPT1.html</p>



Science & Technology

Overall Expectations

Section	Specific Expectations
<i>Applications, Connections, and Contributions</i>	
By the end of Grade 2, students will: demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences	Analyse contributions to science and technology from various communities Resources: Ashaware Library: Eyes on the Stars Hidden Figures Mae Jemison https://www.ashaware.com/subjects/Library/library-details.html

The Arts

Music

Section	Specific Expectations
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 2, students will: -demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts	Identify a variety of musical pieces from different cultures through performing and/or listening to them Resource: Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html

The Arts

Music

Section	Specific Expectations
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 2, students will: -demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts	Identify reasons why people make music in their daily lives and describe contexts in which they make music Resource: Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html
	Identify, through performing and/or listening to, a variety of musical forms or pieces from different communities, times, and places Resource: Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html

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Grade 6

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Math

Number

Section	Specific Expectations
<i>Number Sense</i>	
By the end of Grade 6, students will: - demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	<i>Rational Numbers</i>
	Compare and order integers, decimal numbers, and fractions, separately and in combination, in various contexts Resource: Ashaware Math: Fractions https://www.ashaware.com/subjects/Math/MATH4.html

Language Arts

Oral Communication

Section	Specific Expectations
<i>Listening to Understand</i>	
<p>By the end of Grade 6, students will:</p> <p>-listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<p>Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <p>Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking</p>
	<p>Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <p>Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking</p>
	<p>Interpret oral texts by using stated and implied ideas from the texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <p>Note: To listen to text, highlight it and select speak from the</p>
	<p>Note: To listen to text, highlight it and select speak from the</p>

browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Identify the point of view presented in oral texts determine whether they agree with the point of view, and suggest other possible perspectives

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Identify a range of presentation strategies used in oral text and analyse their effect on the audience

Resources:

Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Reading

Section	Specific Expectations
<i>Reading for Meaning</i>	
By the end of Grade 6, students will: -read and demonstrate an understanding of a variety of literary, graphic, and informational text, using a range of strategies to construct meaning	Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html
	Identify a variety of purposes for reading and choose reading materials appropriate for those purposes Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html
	Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html
	Demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details Resources:

**Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies**

<https://www.ashaware.com/subjects.html>

Develop interpretations about texts using stated and implied ideas to support their interpretations

Resources:

**Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies**

<https://www.ashaware.com/subjects.html>

Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights; to other familiar texts, and to the world around them

Resources:

**Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies**

<https://www.ashaware.com/subjects.html>

Analyse increasingly complex texts and explain how the different elements in them contribute to the meaning

Resources:

**Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies**

<https://www.ashaware.com/subjects.html>

Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions

Resources:

**Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies**

<https://www.ashaware.com/subjects.html>

	<p>Identify the point of view presented in a text, determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
<p><i>Understanding Form and Style</i></p>	
<p>By the end of Grade 6, students will:</p> <p>- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</p>	<p>Identify a variety of organizational patterns in a range of texts and explain how the patterns help readers understand the texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
	<p>Identify a variety of text features and explain how they help readers understand texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
<p><i>Reading with Fluency</i></p>	
<p>By the end of Grade 6, students will:</p> <p>-use knowledge of words and cueing systems to read fluently</p>	<p>Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
<p><i>Reflecting on Reading Skills and Strategies</i></p>	

<p>By the end of Grade 6, students will:</p> <p>-reflect on and identify their strengths as readers, areas of improvement and the strategies they found most helpful before, during, and after reading</p>	<p>Identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a readers' notebook, how they can use these and other strategies to improve as readers</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
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Media Literacy

Section	Specific Expectations
<i>Understanding Media Texts</i>	
<p>By the end of Grade 6, students will:</p> <p>-demonstrate an understanding of a variety of media texts</p>	<p>Explain how a variety of media texts address their intended purpose and audience</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <hr/> <p>Interpret media texts, using overt and implied messages as evidence for their interpretations</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <hr/> <p>Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>

Identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen view achieves a particular goal

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Identify who produces various media texts, the reason for their production, how they are produced, and how they are funded

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Understanding Media Forms, Conventions, and Techniques

By the end of Grade 6, students will:

- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning

Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning or engage the audience

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Science & Technology

STEM Skills and Connections: Overall Expectations

Section	Specific Expectations
<i>Applications, Connections, and Contributions</i>	
<p>By the end of Grade 6, students will:</p> <ul style="list-style-type: none"> -demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences 	<p>Describe practical applications of science and technology concepts in various occupations, including skilled trades, and how these applications address real-world problems</p> <p>Resources: Ashaware Careers: https://www.ashaware.com/subjects/Careers/careers-details.html Ashaware Science: https://www.ashaware.com/subjects/Science/science-details.html</p> <hr/> <p>Analyse contributions to science and technology from various communities</p> <p>Resource: Ashaware Science: https://www.ashaware.com/subjects/Science/science-details.html</p>

Structures and Mechanisms: Flight

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
<p>By the end of Grade 6, students will:</p> <ul style="list-style-type: none"> -assess the environmental impacts of flying machines 	<p>Assess the impacts on society of aviation technologies, while considering both local and global perspectives</p> <p>Ashaware Science - > Aeronautics: https://www.ashaware.com/subjects/Science/aeronautics-details.html</p>

Earth and Space Systems: Space

Section	Specific Expectations
<i>Exploring and Understanding Concepts</i>	

By the end of Grade 6, students will:

- demonstrate an understanding of the solar system, the phenomena that result from the movement of different bodies within it, and the technologies used in space exploration

Identify various technologies used in space exploration, and describe how technological innovations have contributed to our understanding of space

Resources:

Ashaware Science:

Stringer

Tires used on the Moon Buggy

Ultraviolet Camera

<https://www.ashaware.com/subjects/Science/science-details.html>

Social Studies

Heritage and Citizenship: Communities in Canada, Past and Present

Section	Specific Expectations
<i>Application: : Diversity, Inclusiveness, and Canadian Identities</i>	
<p>By the end of Grade 6, students will:</p> <p>- : assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions</p>	<p>Explain how various features, including built, physical, and social features of communities, can contribute to identities in and images of a territory and/or country</p> <p>Resources: Ashaware Geography https://www.ashaware.com/subjects/Geography/geography-details.html</p>
	<p>Explain how various groups have contributed to the goal of inclusiveness in Canada, and assess the extent to which Canada has achieved the goal of being an inclusive society</p> <p>Resource: Ashaware History -> Viola Desmond https://www.ashaware.com/subjects/History/violades.html</p>
<i>Inquiry: The Perspectives of Diverse Communities</i>	
<p>By the end of Grade 6, students will:</p> <p>- use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada</p>	<p>Formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada</p> <p>Resource: Ashaware History -> Viola Desmond https://www.ashaware.com/subjects/History/violades.html</p>
	<p>Analyse and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities in Canada</p> <p>Resource: Ashaware History -> Underground Railroad https://www.ashaware.com/subjects/History/underg.html</p>

Understanding Context: The Development of Communities in Canada

By the end of Grade 6, students will:

- demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada

Identify the main reasons why different peoples came to Canada

Resource:

Ashaware History ->

Underground Railroad

Harriet Tubman

<https://www.ashaware.com/subjects/History/history-details.html>

The Arts

Music

Fundamental Concepts for Grade 6	
Section	Specific Expectations
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 6, students will: -demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts	Identify and describe ways in which awareness or appreciation of music is affected by culture and the media Resource: Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html
	Compare some aspects of the music of one culture and/or historical period with aspects of the music of another culture and/or historical period Resource: Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html

The Ontario Curriculum

Grade 7

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Language Arts

Oral Communication

Section	Specific Expectations
<i>Listening to Understand</i>	
<p>By the end of Grade 7, students will:</p> <p>-listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<p>Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <p>Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking</p>
	<p>Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <p>Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking</p>
	<p>Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <p>Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start</p>
	<p>Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <p>Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start</p>

Speaking

Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Analyse oral texts in order to evaluate how effectively they communicate ideas, opinions, themes, or experiences, and suggest possible improvements

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Identify a wide variety of presentation strategies used in oral texts and evaluate their effectiveness

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Reading

Section	Specific Expectations
<i>Reading for Meaning</i>	
<p>By the end of Grade 7, students will:</p> <p>-read and demonstrate an understanding of a variety of literary, graphic, and informational text, using a range of strategies to construct meaning</p>	<p>Read a variety of texts from diverse cultures, including literary texts, and informational texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
	<p>Identify a variety of purposes for reading and choose reading materials appropriate for those purposes</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
	<p>Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand increasingly complex texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
	<p>Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
	<p>Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p>

Resources:

Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Resources:

Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader's reaction

Resources:

Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Evaluate the effectiveness of both simple and complex texts based on evidence from the texts

Resources:

Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives

Resources:

Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Understanding Form and Style

By the end of Grade 7, students will:

- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning

Analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a novel, graphic texts such as a map, and informational texts such as a magazine article

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Analyse increasingly complex texts to identify organizational patterns used in them and explain how the patterns help communicate meaning

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Identify a variety of text features and explain how they help readers understand texts

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Reading with Fluency

By the end of Grade 7, students will:

-use knowledge of words and cueing systems to read fluently

Automatically read and understand most words in a wide range of reading contexts

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

	<p>Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic (meaning) cues syntactic (language structure) cues graphophonic (phonological and graphic) cue</p> <p>Resource:</p> <p>Ashaware Language Arts -> English Words Link</p> <p>https://www.ashaware.com/subjects/LangArts/ART.3.html</p> <p>Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
<i>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</i>	
<p>By the end of Grade 7, students will:</p> <p>-use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<p>Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling</p> <p>Resource:</p> <p>Ashaware Language Arts -> English Words Link</p> <p>https://www.ashaware.com/subjects/LangArts/ART.3.html</p> <p>Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose</p> <p>Resource:</p>

Ashaware Language Arts -> English Words Link

<https://www.ashaware.com/subjects/LangArts/ART.3.html>

Media Literacy

Section	Specific Expectations
<i>Understanding Media Texts</i>	
By the end of Grade 7, students will: -demonstrate an understanding of a variety of media texts	Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html
	Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html
	Demonstrate understanding that different media texts reflect different points of view Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html
	Identify who produces various media texts, and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html

Understanding Media Forms, Conventions, and Techniques

By the end of Grade 7, students will:
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning

Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning or engage the audience

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Science & Technology

Section	Specific Expectations
<i>Applications, Connections, and Contributions</i>	
<p>By the end of Grade 7, students will demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences</p>	<p>Describe practical applications of science and technology concepts in various occupations, including skilled trades, and how these applications address real-world problems</p> <p>Resources: Ashaware Careers: https://www.ashaware.com/subjects/Careers/careers-details.html Ashaware Science: https://www.ashaware.com/subjects/Science/science-details.html</p>
	<p>Investigate how science and technology can be used with other subject areas to address real-world problems</p> <p>Resources: Ashaware Science: https://www.ashaware.com/subjects/Science/science-details.html</p>
	<p>Analyse contributions to science and technology from various communities</p> <p>Resources: Ashaware Science: https://www.ashaware.com/subjects/Science/science-details.html</p>

Geography

Section	Specific Expectations
<i>Understanding Geographic Context: Patterns in the Physical Environment</i>	
<p>By the end of Grade 7, students will:</p> <p>- demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features</p>	<p>Describe patterns and physical characteristics of some major water bodies and systems around the world</p> <p>Resource: Ashaware - The Nile River https://www.ashaware.com/subjects/History/SSEGYPT1.html</p>

The Art

Section	Specific Expectations
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 7, students will: -demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts	Analyse some historical, cultural, and technological influences on style, genre, and innovation in music Resource: Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html

The Ontario Curriculum

Grade 8

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Math

Number

Section	Specific Expectations
<i>Measurement</i>	
By the end of Grade 8, students will: - compare, estimate, and determine measurements in various contexts	<i>The Metric System</i>
	<i>Length, Area, and Volume</i>
	Solve problems involving the perimeter, circumference, area, volume, and surface area of composite two-dimensional shapes and three-dimensional objects, using appropriate formulas Resources: Ashaware Math: Common Formula https://www.ashaware.com/subjects/Math/MATH1.html Pyramids Math https://www.ashaware.com/subjects/Math/pyramids.html

Language Arts

Oral Communication

Section	Specific Expectations
<i>Listening to Understand</i>	
<p>By the end of Grade 8, students will:</p> <p>-listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<p>Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <p>Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking</p>
	<p>Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <p>Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking</p>
	<p>Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretations</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <p>Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech-</p>

>Start Speaking

Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Analyse a variety of complex or challenging oral texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Reading

Section	Specific Expectations
<i>Reading for Meaning</i>	Read a variety of increasingly complex or difficult texts from diverse cultures, including literary texts, and informational texts
	Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html
	Identify a variety of purposes for reading increasingly complex or difficult and choose reading materials appropriate for those purposes
	Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html
	Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand increasingly complex or difficult texts
Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html	
<p>By the end of Grade 8, students will:</p> <p>-read and demonstrate an understanding of a variety of literary, graphic, and informational text, using a range of strategies to construct meaning</p>	Demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and citing a variety of details that support the main idea
	Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html

Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Analyse a variety of texts, both simple and complex, and explain how the various elements in them contribute to meaning and influence the reader's reaction

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Understanding Form and Style

By the end of Grade 8, students will:

Analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a memoir, graphic texts such as a map, and informational texts such as a magazine article

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning

Analyse increasingly complex texts to identify organizational patterns used in them and explain how the patterns help communicate meaning

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Identify a variety of text features and explain how they help communicate meaning

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Reading with Fluency

By the end of Grade 8, students will:

Automatically read and understand most words in in a wide range of reading contexts

-use knowledge of words and cueing systems to read fluently

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues
- syntactic (language structure) cues
- graphophonic (phonological and graphic) cues

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Media Literacy

Section	Specific Expectations
<i>Understanding Media Texts</i>	
<p>By the end of Grade 8, students will:</p> <p>-demonstrate an understanding of a variety of media texts</p>	<p>Explain how various media texts address their intended purpose and audience</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
	<p>Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>

Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Identify who produces various media texts, and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Understanding Media Forms, Conventions, and Techniques

By the end of Grade 8, students will:
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning

Identify the conventions and techniques used in a variety of familiar media forms and explain how they help convey meaning or engage the audience

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Science & Technology

Section	Specific Expectations
<i>Applications, Connections, and Contributions</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences 	<p>Describe practical applications of science and technology concepts in various occupations, including skilled trades, and how these applications address real-world problems</p> <p>Resources: Ashaware Careers: https://www.ashaware.com/subjects/Careers/careers-details.html</p> <p>Ashaware Science: https://www.ashaware.com/subjects/Science/science-details.html</p>
	<p>Investigate how science and technology can be used with other subject areas to address real-world problems</p> <p>Resources: Ashaware Science: https://www.ashaware.com/subjects/Science/science-details.html</p>
	<p>Analyse contributions to science and technology from various communities</p> <p>Resources: Ashaware Science: https://www.ashaware.com/subjects/Science/science-details.html</p>

History

Creating Canada , 1850-1890

Section	Specific Expectations
<i>Application: The New Nation and Its Peoples</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada, between 1850 and 1890 	<p>Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory</p> <p>Resources: Ashaware History: Canada and Slavery https://www.ashaware.com/subjects/History/b-abolis.html Underground Railroad https://www.ashaware.com/subjects/History/underg.html Harriet Tubman https://www.ashaware.com/subjects/History/harr_tub.html</p>
	<p>Assess the impact that limitations with respect to legal status, rights, and privileges had on First Nations, Métis, and Inuit individuals and/or communities in Canada between 1850 and 1890</p> <p>Resources: Ashaware History: Canada and Slavery https://www.ashaware.com/subjects/History/b-abolis.html Underground Railroad https://www.ashaware.com/subjects/History/underg.html Harriet Tubman https://www.ashaware.com/subjects/History/harr_tub.html</p>
	<p>Assess the impact that differences in legal status and in the distribution of rights and privileges had on various settler/newcomer groups and individuals in Canada between 1850 and 1890</p> <p>Resources: Ashaware History: Canada and Slavery https://www.ashaware.com/subjects/History/b-abolis.html</p>

Underground Railroad

<https://www.ashaware.com/subjects/History/underg.html>

Harriet Tubman

https://www.ashaware.com/subjects/History/harr_tub.html

Analyse some of the actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada

Resources:

Ashaware History:

Canada and Slavery

<https://www.ashaware.com/subjects/History/b-abolis.html>

Underground Railroad

<https://www.ashaware.com/subjects/History/underg.html>

Harriet Tubman

https://www.ashaware.com/subjects/History/harr_tub.html

Inquiry: Perspectives in the New Nation

By the end of Grade 8, students will:

- use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890

Formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890

Resources:

Ashaware History:

Canada and Slavery

<https://www.ashaware.com/subjects/History/b-abolis.html>

Underground Railroad

<https://www.ashaware.com/subjects/History/underg.html>

Harriet Tubman

https://www.ashaware.com/subjects/History/harr_tub.html

Gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources

Resources:

Ashaware History:

Canada and Slavery

<https://www.ashaware.com/subjects/History/b-abolis.html>

Underground Railroad

<https://www.ashaware.com/subjects/History/underg.html>

Harriet Tubman

https://www.ashaware.com/subjects/History/harr_tub.html

Analyse and construct maps as part of their investigations into some significant events, developments, and/or issues in Canada during this period, with a focus on exploring their spatial boundaries

Resources:

Ashaware History:

Canada and Slavery

<https://www.ashaware.com/subjects/History/b-abolis.html>

Underground Railroad

<https://www.ashaware.com/subjects/History/underg.html>

Harriet Tubman

https://www.ashaware.com/subjects/History/harr_tub.html

Interpret and analyse information and evidence relevant to their investigations, using a variety of tools

Resources:

Ashaware History:

Canada and Slavery

<https://www.ashaware.com/subjects/History/b-abolis.html>

Underground Railroad

<https://www.ashaware.com/subjects/History/underg.html>

Harriet Tubman

https://www.ashaware.com/subjects/History/harr_tub.html

Evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues in Canada during this period

Resources:

Ashaware History:

Canada and Slavery

<https://www.ashaware.com/subjects/History/b-abolis.html>

Underground Railroad

<https://www.ashaware.com/subjects/History/underg.html>

Harriet Tubman

https://www.ashaware.com/subjects/History/harr_tub.html

Understanding Historical Context: Events and Their Consequences

By the end of Grade 8, students will:

- describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the residential school system, and explain their impact

Identify factors leading to some key events that occurred in and/or affected Canada between 1850 and 1890, and explain the historical significance of some of these events for different individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

Resources:

Ashaware History:

Canada and Slavery

<https://www.ashaware.com/subjects/History/b-abolis.html>

Underground Railroad

<https://www.ashaware.com/subjects/History/underg.html>

Harriet Tubman

https://www.ashaware.com/subjects/History/harr_tub.html

Identify key political and legal changes that occurred in and/or affected Canada during this period and explain the impact of some of these changes on various non-Indigenous individuals, groups, and/or communities

Resources:

Ashaware History:

Canada and Slavery

<https://www.ashaware.com/subjects/History/b-abolis.html>

Underground Railroad

<https://www.ashaware.com/subjects/History/underg.html>

Harriet Tubman

https://www.ashaware.com/subjects/History/harr_tub.html

Identify key social and economic changes that occurred in and/or affected Canada during this period and explain the impact of some of those changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities

Resources:

Ashaware History:

Canada and Slavery

<https://www.ashaware.com/subjects/History/b-abolis.html>

Underground Railroad

<https://www.ashaware.com/subjects/History/underg.html>

Harriet Tubman

https://www.ashaware.com/subjects/History/harr_tub.html

Describe significant instances of cooperation and conflict in Canada during this period

Resources:

Ashaware History:

Canada and Slavery

<https://www.ashaware.com/subjects/History/b-abolis.html>

Underground Railroad

<https://www.ashaware.com/subjects/History/underg.html>

Harriet Tubman

https://www.ashaware.com/subjects/History/harr_tub.html

Identify a variety of significant individuals and groups in Canada during this period , and explain their contributions to heritage and/or identities in Canada

Resources:

Ashaware History:

Canada and Slavery

<https://www.ashaware.com/subjects/History/b-abolis.html>

Underground Railroad

<https://www.ashaware.com/subjects/History/underg.html>

Harriet Tubman

https://www.ashaware.com/subjects/History/harr_tub.html

Geography

Physical Patterns in a Changing World

Section	Specific Expectations
<i>Understanding Geographic Context: Settlement Patterns and Trends</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment 	<p>Identify significant spatial patterns in human settlement on a global scale</p> <p>Resources: Ashaware History: Longest Civilization https://www.ashaware.com/subjects/History/SSEG_LON.html The Nile River https://www.ashaware.com/subjects/History/SSEGYPT1.html Ghanain Civilization https://www.ashaware.com/subjects/History/wscghana.html WESTERN SUDANIC CIVILIZATIONS MALI - Richest Man in History https://www.ashaware.com/subjects/History/wscmali.html</p> <hr/> <p>Identify and describe some ways in which the physical environment can influence the general location and patterns of human settlements</p> <p>Resources: Ashaware History: Longest Civilization https://www.ashaware.com/subjects/History/SSEG_LON.html The Nile River https://www.ashaware.com/subjects/History/SSEGYPT1.html</p>

Global Inequalities: Economic Development and Quality of Life

Section	Specific Expectations
<i>Inquiry: Development and Quality of Life Issues</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective 	<p>Gather and organize data and information from a variety of sources and using various technologies to investigate issues related to global development and quality of life from a geographic perspective</p> <p>Resources: Ashaware Geography: https://www.ashaware.com/subjects/Geography/geography-details.html</p> <hr/> <p>Analyse and construct digital and print maps as part of their investigations into issues related to global development and quality of life</p> <p>Resources: Ashaware Geography: https://www.ashaware.com/subjects/Geography/geography-details.html</p> <hr/> <p>Evaluate evidence and draw conclusions about issues related to global development and quality of life</p> <p>Resources: Ashaware Geography: https://www.ashaware.com/subjects/Geography/geography-details.html</p>
<i>Understanding Geographic Context: Global Economic Development and Quality of Life</i>	
<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> - demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world 	<p>Compare findings with respect to selected quality of life indicators in some developing and more developed countries</p> <p>Resources: Ashaware Geography: https://www.ashaware.com/subjects/Geography/geography-details.html</p> <hr/> <p>Demonstrate the ability to analyse and construct population pyramids, both on paper and using a graphing program, when studying demographic patterns and trends in developed and developing countries</p>

Resource:

Ashaware Geography:

<https://www.ashaware.com/subjects/Geography/geography-details.html>

Identify and describe various factors that can contribute to economic development

Resources:

Ashaware Careers -> Business

<https://www.ashaware.com/subjects/Careers/Business-details.html>

Describe the spatial distribution of wealth, both globally and within selected countries/ regions

Resources:

Ashaware History

Richest Man in History

<https://www.ashaware.com/subjects/History/wscmali.html>

The Arts

Music

Fundamental Concepts for Grade 8	
Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 8, students will:</p> <p>-apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music</p>	<p>Sing and/or play, in tune, from musical notation, music in unison and in two or more parts from a variety of cultures, styles, and historical periods</p> <p>Resource: Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html</p>
<i>Exploring Forms and Cultural Contexts</i>	
<p>By the end of Grade 8, students will:</p> <p>-demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts</p>	<p>Analyse some of the social, political, and economic factors that affect the creation of music</p> <p>Compare and contrast music from the past and present</p> <p>Resource: Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html</p>

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Grade 9

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Business Studies

Section	Specific Expectations
<i>Entrepreneurship</i>	
<p>By the end of this course, students will:</p> <ul style="list-style-type: none"> • describe characteristics and skills associated with successful entrepreneurs and demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs; • analyse the importance of invention and innovation in entrepreneurship. 	<p><i>Characteristics, Skills, and Contributions</i></p> <p>Describe the characteristics and skills often associated with successful entrepreneurs at the local, national, and international level</p> <p>Resources: Ashaware Careers -> Business https://www.ashaware.com/subjects/Careers/Business-details.html</p> <p>Ashaware Science -> Inventors & Technology https://www.ashaware.com/subjects/Science/science-details.html</p>
	<p>Describe the lives and accomplishments of a variety of Canadian entrepreneurs;</p> <p>Resources: Ashaware Careers -> Business https://www.ashaware.com/subjects/Careers/Business-details.html</p> <p>Ashaware Science -> Mobile Video https://www.ashaware.com/subjects/Science/tech-WP.html</p>
	<p><i>Invention and Innovation</i></p> <p>Describe a variety of Canadian inventions</p> <p>Resources: Ashaware Science: Elijah McCoy https://www.ashaware.com/subjects/Science/inven4.html</p> <p>Mobile Video https://www.ashaware.com/subjects/Science/tech-WP.html</p>
	<p>Explain how innovation has affected a variety of goods and services over time (e.g., rotary phone, touch-tone phone, cellphone, camera phone)</p> <p>Resources: Ashaware Science: https://www.ashaware.com/subjects/Science/science-details.html</p>

ENGLISH

Academic

Section	Specific Expectations
<i>ORAL COMMUNICATION</i>	
<p>By the end of this course, students will:</p> <p>1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p>	<p>Using Listening Comprehension Strategies 1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <p>Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking</p>
	<p>Demonstrating Understanding of Content 1.4 identify the important information and ideas in both simple and complex oral texts in several different ways</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <p>Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking</p>
	<p>Interpreting Texts 1.5 develop and explain interpretations of both simple and complex oral texts, using evidence from the text and the oral and visual cues used in it to support their interpretations</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies</p>

<https://www.ashaware.com/subjects.html>

Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Extending Understanding of Texts

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Analysing Texts

1.7 analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

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Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Reading

Section	Specific Expectations
<i>READING AND LITERATURE STUDIES</i>	
By the end of this course, students will: 1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and	Variety of Texts 1.1 read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading Resources:

graphic texts, using a range of strategies to construct meaning;

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies
<https://www.ashaware.com/subjects.html>

Using Reading Comprehension Strategies

1.2 use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies
<https://www.ashaware.com/subjects.html>

Demonstrating Understanding of Content

1.3 identify the important ideas and supporting details in both simple and complex texts

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies
<https://www.ashaware.com/subjects.html>

Extending Understanding of Texts

1.5 extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies
<https://www.ashaware.com/subjects.html>

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements

Resources:

Ashaware Careers, Geography, History, Language Arts,

Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Evaluating Texts

1.7 evaluate the effectiveness of both simple and complex texts, using evidence from the text to support their opinions

Resources:

**Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies**

<https://www.ashaware.com/subjects.html>

Critical Literacy

1.8 identify the perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, and identity

Resources:

**Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies**

<https://www.ashaware.com/subjects.html>

MEDIA STUDIES

Section	Specific Expectations
<i>Understanding Media Texts</i>	
<p>By the end of this course, students will:</p> <p>1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;</p>	<p>Purpose and Audience 1.1 explain how both simple and complex media texts are created to suit particular purposes and audiences</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
<p>2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p>	<p>Interpreting Messages 1.2 interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
	<p>Evaluating Texts 1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
	<p>Audience Responses 1.4 identify and explain different audience responses to selected media texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>

	<p>Critical Literacy 1.5 identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, and identity</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
<i>Understanding Media Forms, Conventions, and Techniques</i>	
<p>By the end of this course, students will:</p> <p>- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p>	<p>Conventions and Techniques</p> <p>2.2 identify several different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>

ENGLISH

Applied

Section	Specific Expectations
<i>ORAL COMMUNICATION</i>	
<p>By the end of this course, students will:</p> <p>1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p>	<p>Using Listening Comprehension Strategies</p> <p>1.3 identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected complex texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <p>Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking</p>
	<p>Demonstrating Understanding of Content</p> <p>1.4 identify the important information and ideas in simple oral texts and some teacher-selected complex texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <p>Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking</p>
	<p>Interpreting Texts</p> <p>1.5 develop and explain interpretations of simple oral texts and some teacher-selected complex texts, using evidence from the text and the oral and visual cues used in it to support their interpretations</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
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Extending Understanding of Texts

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Analysing Texts

1.7 analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response

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Critical Literacy

1.8 identify the perspectives and/or biases evident in simple oral texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity

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READING AND LITERATURE STUDIES

Section	Specific Expectations
<i>Reading for Meaning</i>	
<p>By the end of this course, students will:</p> <p>1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;</p>	<p>Variety of Texts</p> <p>1.1 read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <hr/> <p>Using Reading Comprehension Strategies</p> <p>1.2 use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <hr/> <p>Demonstrating Understanding of Content</p> <p>1.3 identify the important ideas and supporting details in both simple and complex texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <hr/> <p>Extending Understanding of Texts</p> <p>1.5 extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts,</p>

Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Evaluating Texts

1.7 evaluate the effectiveness of both simple and complex texts, using evidence from the text to support their opinions

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<https://www.ashaware.com/subjects.html>

Critical Literacy

1.8 identify the perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, and identity

Resources:

Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

MEDIA STUDIES

Section	Specific Expectations
<i>Understanding Media Texts</i>	
By the end of this course, students will:	Purpose and Audience 1.1 explain how both simple and complex media texts are created to suit particular purposes and audiences

<p>1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;</p>	<p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
<p>2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p>	<p>Interpreting Messages 1.2 interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
	<p>Evaluating Texts 1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
	<p>Audience Responses 1.4 identify and explain different audience responses to selected media texts</p> <p>Resources: Ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
	<p>Critical Literacy 1.5 identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, and identity</p> <p>Resources:</p>

Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies
<https://www.ashaware.com/subjects.html>

Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

Conventions and Techniques
2.2 identify several different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience

Resources:
Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies
<https://www.ashaware.com/subjects.html>

Math

A. Mathematical Thinking and Making Connections

Section	Specific Expectations
<p>This strand has no specific expectations. Students' learning related to this strand takes place in the context of learning related to strands B through F, and it should be assessed and evaluated within these contexts.</p>	<p><i>Making Connections</i></p>
	<p>Make connections between mathematics and various knowledge systems, their lived experiences, and various real-life applications of mathematics, including careers</p> <p>Resources: Ashaware Math: https://www.ashaware.com/subjects/Math/math-details.html</p>
	<p><i>Algebraic Expressions and Equations</i></p> <p>C1.1 research an algebraic concept to tell a story about its development and use in a specific culture, and describe its relevance in a current context</p> <p>Resources: Ashaware Math -> Algebra Origin https://www.ashaware.com/subjects/Math/math5.html</p>

Science

Section	Specific Expectations
<i>Applications, Connections, and Contributions</i>	
	A2.5 analyse contributions to science by people from various communities, including communities in Canada Resources: Ashaware Careers: https://www.ashaware.com/subjects/Careers/careers-details.html Ashaware Science: https://www.ashaware.com/subjects/Science/science-details.html

Section	Specific Expectations
<i>E1. Relating Science to Our Changing World</i>	
	E1.1 evaluate social, environmental, and economic impacts of space observation and exploration Resources: Ashaware Science -> Astronomy https://www.ashaware.com/subjects/Science/astronomy-details.html
	E1.2 evaluate how space observation and exploration technologies contribute to our understanding of climate change, natural disasters, and other phenomena Resources: Ashaware Science -> Astronomy https://www.ashaware.com/subjects/Science/astronomy-details.html Ashaware Science -> Aeronautics https://www.ashaware.com/subjects/Science/aeronautics-details.html

Technological Education

B. TECHNOLOGICAL SKILLS

Section	Specific Expectations
B1. Problem Solving and Project Management	
use problem-solving processes and project-management strategies in the planning and fabrication of a product or delivery of a service;	<p>B1.3 identify and discuss solutions that have been developed to address key technological problems or meet human needs in various areas of technology</p> <p>Resources: Ashaware Science -> Technology https://www.ashaware.com/subjects/Science/technology.html</p> <p>B1.4 use a variety of sources to research technological solutions to specific problems or challenges</p> <p>Resources: Ashaware Science: https://www.ashaware.com/subjects/Science/science-details.html</p>

The Arts

Integrated Arts

Section	Specific Expectations
B. REFLECTING, RESPONDING, AND ANALYSING	
<p>By the end of this course , students will:</p> <p>B2. The Function of the Arts in Society: demonstrate an understanding of various functions of the arts in past and present societies;</p>	<p>B2.1 describe the role of the arts as a vehicle for both cultural expression and the individual expression of the artist, with reference to works from both the past and the present</p> <p>Resource: Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html</p> <p>B2.2 communicate an understanding of the ability of the arts to inform and instruct and to contribute to social change</p> <p>Resource: Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html</p>
<p>B3. Values and Identity: demonstrate an understanding of how creating, presenting, and analysing art works has affected their understanding of personal, community, and cultural values and of Canadian identity;</p>	<p>B3.1 describe how creating, presenting, and analysing a variety of art works has affected their personal values and their awareness of the values of their community and culture and those of other cultures</p> <p>Resource: Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html</p>
<p>B4. Connections Beyond the Classroom: describe the types of skills developed through creating, presenting, and analysing art works, including integrated art works/productions, and identify various opportunities to pursue artistic endeavours outside the classroom.</p>	<p>B4.2 identify and explore arts-related careers and secondary and postsecondary pathways that reflect their interests and skills</p> <p>Resources: Ashaware Careers -> Arts https://www.ashaware.com/subjects/Careers/arts-details.html Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html</p>

The Ontario Curriculum

Grade 10

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Business Studies

Section	Specific Expectations
<i>Entrepreneurship</i>	
<p>By the end of this course, students will:</p> <ul style="list-style-type: none"> • describe characteristics and skills associated with successful entrepreneurs and demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs; • analyse the importance of invention and innovation in entrepreneurship. 	<p><i>Characteristics, Skills, and Contributions</i></p> <p>Describe the characteristics and skills often associated with successful entrepreneurs at the local, national, and international level</p> <p>Resources: Ashaware Careers -> Business https://www.ashaware.com/subjects/Careers/Business-details.html</p> <p>Ashaware Science -> Inventors & Technology https://www.ashaware.com/subjects/Science/science-details.html</p>
	<p>Describe the lives and accomplishments of a variety of Canadian entrepreneurs;</p> <p>Resources: Ashaware Careers -> Business https://www.ashaware.com/subjects/Careers/Business-details.html</p> <p>Ashaware Science -> Mobile Video https://www.ashaware.com/subjects/Science/tech-WP.html</p>
	<p><i>Invention and Innovation</i></p> <p>Describe a variety of Canadian inventions</p> <p>Resources: Ashaware Science: Elijah McCoy https://www.ashaware.com/subjects/Science/inven4.html</p> <p>Mobile Video https://www.ashaware.com/subjects/Science/tech-WP.html</p>
	<p>Explain how innovation has affected a variety of goods and services over time (e.g., rotary phone, touch-tone phone, cellphone, camera phone)</p> <p>Resources: Ashaware Science: https://www.ashaware.com/subjects/Science/science-details.html</p>

ENGLISH

Academic

Section	Specific Expectations
<i>ORAL COMMUNICATION</i>	
<p>By the end of this course, students will:</p> <p>1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p>	<p>Using Listening Comprehension Strategies</p> <p>1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts</p> <p>sources: ashaware Careers, Geography, History, Language Arts, Health, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p> <p>te: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking</p>
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	<p>Interpreting Texts</p> <p>1.5 develop and explain interpretations of both simple and complex oral texts, using evidence from the text and the oral and visual cues used in it to support their interpretations</p> <p>sources: ashaware Careers, Geography, History, Language Arts, Health, Music, Science, Social Studies</p>

[ps://www.ashaware.com/subjects.html](https://www.ashaware.com/subjects.html)

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Extending Understanding of Texts

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

sources:

ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies

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Analysing Texts

1.7 analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response

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te: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Reading

Section	Specific Expectations
<i>READING AND LITERATURE STUDIES</i>	
By the end of this course, students will: 1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and	riety of Texts read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading sources:

graphic texts, using a range of strategies to construct meaning;

ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies
[ps://www.ashaware.com/subjects.html](https://www.ashaware.com/subjects.html)

Using Reading Comprehension Strategies

1.2 use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts

sources:

ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies
[ps://www.ashaware.com/subjects.html](https://www.ashaware.com/subjects.html)

Demonstrating Understanding of Content

1.3 identify the important ideas and supporting details in both simple and complex texts

sources:

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Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements

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Evaluating Texts

1.7 evaluate the effectiveness of both simple and complex texts, using evidence from the text to support their opinions

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Critical Literacy

1.8 identify the perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, and identity

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MEDIA STUDIES

Section	Specific Expectations
<i>Understanding Media Texts</i>	
<p>By the end of this course, students will:</p> <p>1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;</p> <p>2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p>	<p>Purpose and Audience</p> <p>1.1 explain how both simple and complex media texts are created to suit particular purposes and audiences</p> <p>sources: ashaware Careers, Geography, History, Language Arts, Health, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
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<p><i>Understanding Media Forms, Conventions, and Techniques</i></p>	
<p>By the end of this course, students will:</p> <p>- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p>	<p>Conventions and Techniques</p> <p>2.2 identify several different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience</p> <p>sources: aware Careers, Geography, History, Language Arts, th, Music, Science, Social Studies ps://www.ashaware.com/subjects.html</p>

ENGLISH

Applied

Section	Specific Expectations
<i>ORAL COMMUNICATION</i>	
<p>By the end of this course, students will:</p> <p>1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p>	<p>Using Listening Comprehension Strategies</p> <p>1.3 identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected complex texts</p> <p>sources: aware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies ps://www.ashaware.com/subjects.html</p> <p>te: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking</p>
	<p>Demonstrating Understanding of Content</p> <p>1.4 identify the important information and ideas in simple oral texts and some teacher-selected complex texts</p> <p>sources: aware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies ps://www.ashaware.com/subjects.html</p> <p>te: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking</p>
	<p>Interpreting Texts</p> <p>1.5 develop and explain interpretations of simple oral texts and some teacher-selected complex texts, using evidence from the text and the oral and visual cues used in it to support their interpretations</p> <p>sources: aware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies ps://www.ashaware.com/subjects.html</p>
	<p>Interpreting Texts</p> <p>1.5 develop and explain interpretations of simple oral texts and some teacher-selected complex texts, using evidence from the text and the oral and visual cues used in it to support their interpretations</p> <p>sources: aware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies ps://www.ashaware.com/subjects.html</p>

te: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Extending Understanding of Texts

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

sources:

**haware Careers, Geography, History, Language Arts,
th, Music, Science, Social Studies**

[ps://www.ashaware.com/subjects.html](https://www.ashaware.com/subjects.html)

te: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Analysing Texts

1.7 analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response

sources:

**haware Careers, Geography, History, Language Arts,
th, Music, Science, Social Studies**

[ps://www.ashaware.com/subjects.html](https://www.ashaware.com/subjects.html)

te: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

Critical Literacy

1.8 identify the perspectives and/or biases evident in simple oral texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity

sources:

**haware Careers, Geography, History, Language Arts,
th, Music, Science, Social Studies**

[ps://www.ashaware.com/subjects.html](https://www.ashaware.com/subjects.html)

Note: To listen to text, highlight it and select speak from the browser menu. Example: In Chrome, select Edit->Speech->Start Speaking

READING AND LITERATURE STUDIES

Section	Specific Expectations
<i>Reading for Meaning</i>	
<p>By the end of this course, students will:</p> <p>1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;</p>	<p>Variety of Texts</p> <p>1.1 read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading</p> <p>sources: ashaware Careers, Geography, History, Language Arts, Health, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
	<p>Using Reading Comprehension Strategies</p> <p>1.2 use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts</p> <p>sources: ashaware Careers, Geography, History, Language Arts, Health, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
	<p>Demonstrating Understanding of Content</p> <p>1.3 identify the important ideas and supporting details in both simple and complex texts</p> <p>sources: ashaware Careers, Geography, History, Language Arts, Health, Music, Science, Social Studies https://www.ashaware.com/subjects.html</p>
	<p>Extending Understanding of Texts</p> <p>1.5 extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge,</p>

experience, and insights; other texts; and the world around them

sources:

Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements

sources:

Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Evaluating Texts

1.7 evaluate the effectiveness of both simple and complex texts, using evidence from the text to support their opinions

sources:

Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Critical Literacy

1.8 identify the perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, and identity

sources:

Ashaware Careers, Geography, History, Language Arts,
Math, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

MEDIA STUDIES

Section	Specific Expectations
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Understanding Media Texts

By the end of this course, students will:

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;

2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

Purpose and Audience

1.1 explain how both simple and complex media texts are created to suit particular purposes and audiences

sources:

ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies
[ps://www.ashaware.com/subjects.html](https://www.ashaware.com/subjects.html)

Interpreting Messages

1.2 interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey

sources:

ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies
[ps://www.ashaware.com/subjects.html](https://www.ashaware.com/subjects.html)

Evaluating Texts

1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose

sources:

ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies
[ps://www.ashaware.com/subjects.html](https://www.ashaware.com/subjects.html)

Audience Responses

1.4 identify and explain different audience responses to selected media texts

sources:

ashaware Careers, Geography, History, Language Arts, Math, Music, Science, Social Studies
[ps://www.ashaware.com/subjects.html](https://www.ashaware.com/subjects.html)

Critical Literacy 1.5 identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, and identity

sources:

ashaware Careers, Geography, History, Language Arts, Health, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

Conventions and Techniques

2.2 identify several different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience

sources:

ashaware Careers, Geography, History, Language Arts, Health, Music, Science, Social Studies

<https://www.ashaware.com/subjects.html>

Math

A. Mathematical Thinking and Making Connections

Section	Specific Expectations
<p>This strand has no specific expectations. Students' learning related to this strand takes place in the context of learning related to strands B through F, and it should be assessed and evaluated within these contexts.</p>	<p><i>Making Connections</i></p>
	<p>Make connections between mathematics and various knowledge systems, their lived experiences, and various real-life applications of mathematics, including careers</p> <p>Resources: Ashaware Math: https://www.ashaware.com/subjects/Math/math-details.html</p>
	<p><i>Algebraic Expressions and Equations</i></p> <p>C1.1 research an algebraic concept to tell a story about its development and use in a specific culture, and describe its relevance in a current context</p> <p>Resources: Ashaware Math -> Algebra Origin https://www.ashaware.com/subjects/Math/math5.html</p>

Science

Section	Specific Expectations
<i>Applications, Connections, and Contributions</i>	
	<p>A2.5 analyse contributions to science by people from various communities, including communities in Canada</p> <p>sources: Ashaware Careers: https://www.ashaware.com/subjects/Careers/careers-details.html Ashaware Science: https://www.ashaware.com/subjects/Science/science-details.html</p>

Section	Specific Expectations
<i>E1. Relating Science to Our Changing World</i>	
	<p>E1.1 evaluate social, environmental, and economic impacts of space observation and exploration</p> <p>Resources: Ashaware Science -> Astronomy https://www.ashaware.com/subjects/Science/astronomy-details.html</p>
	<p>E1.2 evaluate how space observation and exploration technologies contribute to our understanding of climate change, natural disasters, and other phenomena</p> <p>Resources: Ashaware Science -> Astronomy https://www.ashaware.com/subjects/Science/astronomy-details.html Ashaware Science -> Aeronautics https://www.ashaware.com/subjects/Science/aeronautics-details.html</p>

Technological Education

B. TECHNOLOGICAL SKILLS

Section	Specific Expectations
B1. Problem Solving and Project Management	
use problem-solving processes and project-management strategies in the planning and fabrication of a product or delivery of a service;	<p>B1.3 identify and discuss solutions that have been developed to address key technological problems or meet human needs in various areas of technology</p> <p>Resources: Ashaware Science -> Technology https://www.ashaware.com/subjects/Science/technology.html</p> <hr/> <p>B1.4 use a variety of sources to research technological solutions to specific problems or challenges</p> <p>Resources: Ashaware Science: https://www.ashaware.com/subjects/Science/science-details.html</p>

The Arts

Integrated Arts

Section	Specific Expectations
B. REFLECTING, RESPONDING, AND ANALYSING	
<p>By the end of this course , students will:</p> <p>B2. The Function of the Arts in Society: demonstrate an understanding of various functions of the arts in past and present societies;</p>	<p>B2.1 describe the role of the arts as a vehicle for both cultural expression and the individual expression of the artist, with reference to works from both the past and the present</p> <p>Resource: Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html</p> <p>B2.2 communicate an understanding of the ability of the arts to inform and instruct and to contribute to social change</p> <p>Resource: Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html</p>
<p>B3. Values and Identity: demonstrate an understanding of how creating, presenting, and analysing art works has affected their understanding of personal, community, and cultural values and of Canadian identity;</p>	<p>B3.1 describe how creating, presenting, and analysing a variety of art works has affected their personal values and their awareness of the values of their community and culture and those of other cultures</p> <p>Resource: Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html</p>
<p>B4. Connections Beyond the Classroom: describe the types of skills developed through creating, presenting, and analysing art works, including integrated art works/productions, and identify various opportunities to pursue artistic endeavours outside</p>	<p>B4.2 identify and explore arts-related careers and secondary and postsecondary pathways that reflect their interests and skills</p> <p>Resources: Ashaware Careers -> Arts https://www.ashaware.com/subjects/Careers/arts-details.html Ashaware Music https://www.ashaware.com/subjects/Music/music-details.html</p>

the classroom.	
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The Ontario Curriculum

Grade 11

TABLE OF CONTENTS:

[Business Studies](#)

More subjects will be added soon.

Business Studies

Entrepreneurship: The Venture, (BDI3C) Grade 11, College Preparation

Section	Specific Expectations
<i>Enterprising People and Entrepreneurs</i>	
<p>By the end of this course, students will:</p> <ul style="list-style-type: none"> • analyse the characteristics and contributions of enterprising people; • compare the characteristics and contributions of various entrepreneurs; • assess their own entrepreneurial and enterprising potential. 	<p><i>The Characteristics and Contributions of an Enterprising Person</i></p>
	<p>Develop a profile (e.g., characteristics, skills, motivations, abilities, attitudes, aptitudes, contributions) of an enterprising person;</p> <p>Resources: Ashaware Careers -> Business https://www.ashaware.com/subjects/Careers/Business-details.html</p> <p>Ashaware Science -> Inventors & Technology https://www.ashaware.com/subjects/Science/science-details.html</p>
	<p>Characteristics and Contributions of an Entrepreneur: Develop a profile of a typical entrepreneur by researching a diverse group of successful entrepreneurs, including Aboriginal entrepreneurs;</p> <p>Resources: Ashaware Careers -> Business https://www.ashaware.com/subjects/Careers/Business-details.html</p> <p>Ashaware Science -> Inventors & Technology https://www.ashaware.com/subjects/Science/science-details.html</p>
	<p>Ideas and Opportunities for New Ventures: Invention and Innovation: Distinguish between invention (e.g., Velcro, the Internet, basketball) and innovation (e.g., coloured ketchup, cellphone, plasma screen TV);</p>
	<p>Resources: Ashaware Science: Ashaware Science -> Inventors & Technology https://www.ashaware.com/subjects/Science/science-details.html</p>

Describe how Canadian entrepreneurs have used inventions and/or innovations to start new ventures (e.g., Cirque du Soleil, Blissymbolics software).

Resources:

Ashaware Science:

Elijah McCoy

<https://www.ashaware.com/subjects/Science/inven4.html>

Mobile Video

<https://www.ashaware.com/subjects/Science/tech-WP.html>

Ashaware Careers -> Business:

<https://www.ashaware.com/subjects/Careers/Business-details.html>

Describe the barriers that various entrepreneurs (e.g., women, people with disabilities, Aboriginal peoples, new immigrants, people from various ethnocultural minorities) have faced in the past and the factors that are contributing to their success today (e.g., funding, education, changing attitudes, mentoring);

Ashaware Careers -> Business:

<https://www.ashaware.com/subjects/Careers/Business-details.html>

Ashaware Science -> Inventors & Technology

<https://www.ashaware.com/subjects/Science/science-details.html>