

# **Curriculum Links and Integration**

## **Ontario Elementary Curriculum Links and Integration**

This Lesson Plans were developed with the assistance of Nancy Sinclair and are based on the Ontario Curriculum. For more information about the Ontario Curriculum contact the Ontario Ministry of Education.

### **Language grades 5-8**

**Reading**  
**Writing**  
**Oral and Visual Communication**

**The Arts grades 5-8**  
**Visual Arts**

### **Social Studies Grade 5 (revised 2004)**

#### **Canada and World Connections**

##### **Overall Expectations**

- use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process;
- identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives

##### **Specific Expectations**

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

- describe the structure and components of Canada's federal, provincial/territorial, and municipal governments;
- describe the rights of groups and individuals and the responsibilities of citizenship in Canada, including participation in the electoral process and the granting of voting rights to various groups (e.g., women, First Nation peoples);
- identify current and historical political figures and their significance (e.g., provincial/territorial, municipal, and federal leaders; members of provincial legislatures and the federal Parliament; members of municipal council);
- describe some civic ceremonies and celebrations, and explain what they mean or commemorate (e.g., citizenship and reaffirmation ceremonies, the changing of the guard, the opening of Parliament, public events for International Day for the

Elimination of Racism, Aboriginal Solidarity Day, Canada Day celebrations, Remembrance Day services).

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

- formulate questions to develop a research focus (e.g., What are the duties of a member of Parliament? What are the responsibilities of the members of the Supreme Court of Canada? Why is the Chief Electoral Officer not allowed to vote? How can citizens have an influence on government decision making?);
- use primary and secondary sources to locate information about the structure and functions of government (e.g., *primary sources*: interviews, classroom visitors, field trips; *secondary sources*: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites);

### **Map, Globe, and Graphic Skills**

- construct and read a variety of maps, graphs, diagrams, and/or models to display and interpret information for specific purposes (e.g., maps showing local electoral ridings, major municipalities of Canada, time zones that determine the closing of electoral polls; bar graphs showing party standings after each election; a diagram of the House of Commons).

## **Social Studies Grade 6 (revised 2004)**

### **Canada's Links to the World**

#### **Overall Expectations**

- identify and describe Canada's economic, political, social, and physical links with the United States and other regions of the world;
- use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world;
- explain the relevance to Canada of current global issues and influences.

#### **Specific Expectations**

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

- identify some important international organizations/agreements in which Canada participates and describe their purpose (e.g., the United Nations, the World Trade Organization, the North American Free Trade Agreement, the World Health Organization, the North Atlantic Treaty Organization, the Commonwealth of Nations, la Francophonie, the Asia-Pacific Economic Cooperation [APEC] association);

- identify some countries with which Canada has links (e.g., in Europe, the Pacific Rim, the Americas, Asia, the Middle East, Africa);

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

- formulate questions to develop research plans with a statement of purpose (e.g., How has Canada achieved its reputation as a leading peacekeeping country?)
- use and construct a variety of graphic organizers and graphs to sort, classify, connect, and interpret information (e.g., tables to show countries and total trade; double bar graphs to compare imports to exports; circle graphs to show how tourist dollars are spent);
- observing bibliographic conventions, use media works, oral presentations, written descriptions, illustrations, tables, charts, maps, and graphs to communicate main ideas, with supporting evidence, about the various regions of the United States and about one other country from another region of the world;

### **Map, Globe, and Graphic Skills**

- use base maps and a variety of information sources to sketch the relative position of places (e.g., location of trading partners, popular tourist areas of the United States and Canada);

<h2><b>Geography Grade 7 (revised 2004)</b></h2>
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### **The Themes of Geographic Inquiry**

#### **Overall Expectations**

- identify and explain the themes of geographic inquiry: location/place, environment, region, interaction, and movement
- use a variety of geographic resources and tools to gather, process and communicate geographic information
- analyse current environmental issues or events from the perspective of one or more of the themes of geographic inquiry

#### **Specific expectations**

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

- explain the geographic concept of environment (e.g., “environment” refers to physical surroundings and conditions, particularly as they affect people’s lives)
- explain the geographic concept of interaction (e.g., the environment provides opportunities and challenges; people change the environment as they use it)
- explain the geographic concept of movement (e.g., “movement” refers to the flow of people, goods and information and the factors that affect that flow)

##### **Inquiry, research and communication skills**

- formulate questions to guide and synthesize research on an environmental issue
- locate and use relevant information from a variety of primary and secondary sources
- communicate the results of inquiries about different points of view on an issue (*using a variety of methods as listed in the curriculum outline*)
- use appropriate vocabulary

## **Map, Globe and Graphic Skills**

- create and use maps for a variety of purposes

### **Application**

- apply the perspective of one or more the themes of inquiry to produce a report (e.g., a newspaper, television, radio, website) on an actual or fictional environmental event

## **Natural Resources**

### **Overall Expectations**

#### **Knowledge and Understanding**

- describe positive and negative ways in which human activity can affect resource sustainability and health of the environment

## **Geography Grade 8**

## **Patterns in Human Geography**

### **Overall Expectations**

- identify the main patterns of human settlement and identify the factors that influence population distribution and land use;
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography;
- compare living and working conditions in countries with different patterns of settlement, and examine how demographic factors could affect their own lives in the future.

### **Specific Expectations**

#### **Knowledge and Understanding**

- identify and explain the factors affecting population distribution (e.g., history, natural environment, technological development, immigration trends/patterns);
- compare the characteristics of places with high and low population densities;
- explain how site and situation influence settlement patterns;

## **Map, Globe, and Graphic Skills**

- create and use a variety of maps for specific purposes (e.g., to show land use, transportation routes, population distribution, popular tourist destinations);

## **Economic Systems**

### **Overall Expectations**

- compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets.

**Specific Expectations**  
**Knowledge and Understanding**

- explain how the availability of particular economic resources (e.g., quantity and quality of land, labour, capital, entrepreneurial ability) influences the economic success of a region

**Migration**

**Overall Expectations**

- identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society;
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about migration and its effects on people and communities;

**Specific Expectations**

**Knowledge and Understanding**

- identify the push and pull factors that influence people to move (e.g., *push*: drought, war, lack of freedom, discrimination and persecution; *pull*: employment opportunities, security, climate);
- identify barriers to migration (e.g., physical, financial, legal, political, emotional);

**Map, Globe, and Graphic Skills**

- use thematic maps to identify patterns in migration (e.g., location of regions that were sources of significant immigration to Canada, proportional flow along migrational routes to Canada).

<b>Geography of Canada, Grade 9    Academic and Applied</b>
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**Global Connections**

**Overall Expectations**

- Analyse connections between Canada and other countries;
- report on global issues that affect Canadians.

**Specific Expectations**

- The role of selected international organizations and agreements and why Canada participates in them (e.g., United Nations, Commonwealth of Nations, World Health

- Significant contributions Canada makes to the world (e.g., in peacekeeping, telecommunications technology, humanitarian aid.....)
- Selected factors cause change in human and natural systems

## Grade 10 Civics    Open

### Overall Expectations

- demonstrate an understanding of the need for democratic decision making;
- explain what it means to be a “global citizen” and why it is important to be one;
- analyse responses, at the local, national, and international levels, to civic issues that involve multiple perspectives and differing civic purposes;
- apply appropriate inquiry skills to the research of questions and issues of civic importance;
- demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes.

### Specific Expectations

- Citizenship within the global context
- Contemporary issues of international significance
- Civic actions of individuals and non-governmental organizations that have made a difference in global affairs
- Responsibilities as a global citizen
- Applying students’ understanding, knowledge and skills to projects of personal interest and civic importance

## Grade 10 Canadian History Since World War I    Applied and Academic

### Overall Expectations

- explain how and why Canada’s international status and foreign policy have changed since 1914.
- explain how local, national, and global influences have helped shape Canadian identity;
- assess Canada’s participation in war and contributions to peacekeeping and security.
- analyse the contributions of various social and political movements in Canada since 1914;
- assess how individual Canadians have contributed to the development of Canada and the country’s emerging sense of identity.

### Specific Expectations

- Policies championed by political leaders since 1914 that have contributed to a sense of Canadian identity
- Canada’s participation in selected world events and contributions to international organizations and agreements (.....*International Campaign to Ban Landmines*)
- Canada’s participation in war, peace, and security

- Key technological innovations in military and other fields that have changed the way war has been planned and fought and the impact on combatants and civilians (...postwar casualties from landmines)
- Canada's responses to some of the major human tragedies that have occurred since WWI
- The development of Canada's role as a world leader in defending human rights since WWI
- The significance of Canada's contribution to the United Nations and other international organizations such as *The International Campaign to Ban Landmines*
- Canada's responses to some major human tragedies since World War I
- The development of Canada's role as a world leader in defending human rights

## Secondary elective courses

These courses include the topics of NGO's, the *International Campaign to Ban Landmines*, international treaties, and other aspects of the landmine issue  
All courses revised 2005

### Geography

- Canadian and World Issues: A Geographic Analysis  
Grade 12 University Preparation
- World Geography: Human Patterns and Interactions  
Grade 12 University Preparation

### History

- Canadian History and Politics Since 1945  
Grade 11 College Preparation  
Grade 11 Workplace Preparation
- World History Since 1900: Global and Regional Perspectives  
Grade 11 Open
- Canada : History, Identity and Culture  
Grade 12 University Preparation
- World History: The West and the World  
Grade 12 University Preparation  
Grade 12 College Preparation
- Adventures in World History  
Grade 12 Workplace Preparation

### Law

- Canadian and International Law  
Grade 12 University Preparation

### Politics

- Canadian and World Politics  
Grade 12 University Preparation