



Ontario Curriculum Connections to Free The Children's Adopt a Village Program: Grades K-8

Prepared by Catherine McCauley, M.Ed.
Director of Teacher Development
Free The Children

Introduction

If it were practical, organizing field trips to developing countries would provide students with life-altering personal experiences and enough content through observations, discussions and hands-on experiences to form the basis of our units of study for an entire year, perhaps longer.

The next best thing to do is to provide enriched, generative programs that bring real-life issues into our schools. By doing so, we empower students to live as active global citizens every day.

Examination of the K- 8 curriculum documents revealed several reoccurring themes. First is the need to provide skills and experiences necessary to develop critical thinkers who are also critically literate. Understanding the world makes this essential if students are to emerge from our classroom programs as informed, engaged and empowered global citizens.

This learning process can begin at a child's first day of school. Starting from the kindergarten program, themes of fairness, rights, equity and interconnection emerge. Language Arts, Social Studies and the Arts all include points of view, multiple perspectives and bias in their expectations. The challenge is to connect the dots, to make what students learn in and outside the classroom and between subject areas relate to each other.

Participating in Free The Children's Adopt A Village program provides a way for students to learn about social issues and become engaged and active global citizens as they take action to help children in a developing country. Most teachers mentor groups of students throughout the year, supporting their actions, but participation also provides the opportunity to bring social issues into classroom programs.

This document provides curriculum expectations related to social issues from kindergarten to grade 8. Planning sheets included at the end will help schools who wish to create a year plan that includes both classroom programming and Adopt a Village campaign efforts. For some schools, planning may result in every grade incorporating learning about the related social issues and affected geographical regions. As well, planning and implementation of fundraising and awareness campaigns provide other opportunities for mathematical problem solving as well as communicating ideas through the Arts.

As you plan for the year, please visit the Free The Children website at www.freethechildren.com for additional educator resources.

Catherine McCauley, M.Ed.
Director of Teacher Development
Free The Children

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Kindergarten Program

Ontario Ministry of Education Program 2006:

Learning in Real-life Contexts:

“Using real life contexts in which to develop activities for Kindergarten program is a highly effective way of motivating young learners. Children grasp ideas more easily and effectively and maintain their interest in school when they have an educational program that enables them to connect their learning to their own lives and the world around them. Kindergarten programs should emphasize the interconnected learning that occurs when children are exposed to real-life situations and activities in the classroom, home, school and neighborhood,” (p.13).

Antidiscrimination Education:

“Learning activities as well as learning resources and materials used in the Kindergarten program must be free of bias and stereotyping. They should make meaningful connections between what they are learning and their own backgrounds, experiences and learning styles,”

“Books should include fairy tales, stories from mythology, and tales from various cultures as well as stories about children and adults from diverse social, cultural, religious and family contexts,”

“Fine arts, crafts, music and dance used in the classroom should be representative of a variety of Canadian and global cultures.”

“The Kindergarten program should help children develop a sense of what is responsible, fair, and equitable treatment of themselves and others. Children should acquire knowledge and skills related to violence prevention, including skills for handling bullying and simple conflict-resolution skills,”

“Teachers should also work to ensure that school-community interaction reflects the diversity in the local community and the wider society,” (p. 27).

Strands:

Personal and Social development: “Kindergarten programs focus on who the children are, and support and encourage them to reach their full potential. In partnership with the home, the school plays a vital role in developing social competence by providing the tools and knowledge that children will need in order to play a constructive role as citizens,” (p. 30).

Kindergarten Program - Connections

Personal and Social Development	Language	Mathematics	Science
<p>Self Awareness:</p> <ul style="list-style-type: none"> -develop empathy for others and acknowledge and responds to each other’s feelings -demonstrate respect and consideration for individual differences and alternative points 	<p>Oral Communication:</p> <ul style="list-style-type: none"> -use language to talk about their thinking, to reflect and to solve problems -ask questions for a variety of purposes -describe personal experiences 	<p>Data Management and Probability</p> <ul style="list-style-type: none"> -collect objects or data and make representations of their observations using concrete graphs 	<p>Exploration and Experimentation</p> <ul style="list-style-type: none"> -participate in environmentally friendly activities in the classroom and the school yard

<p>of view</p> <p>-talk about events or retell stories that reflect their own heritage and cultural backgrounds of others</p>	<p>Reading:</p> <p>-respond to a variety of materials read aloud to them</p> <p>-use prior knowledge to make connections</p> <p>Understanding of Media Materials:</p> <p>-communicate their ideas verbally and non-verbally about a variety of media materials (i.e., DVD, video, poster)</p>		
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Language Arts

Ontario Ministry of Education 2006 Curriculum Grades 1 – 8

Principles Underlying the Language Curriculum:

“The language curriculum is based on the belief that literacy is critical to responsible and productive citizenship and that all students can become literate,” (p. 4).

“Successful language learners:

- make meaningful connections between themselves, what they encounter in texts and the world around them
- think critically
- understand that all texts advance a particular point of view that must be recognized, questioned, assessed and evaluated
- appreciate the cultural impact and aesthetic power of texts
- use language to interact and connect with individuals and communities for personal growth and for active participation as world citizens. (p. 4)

Grade One	Grade Two	Grade Three
<p>Oral Communication:</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies in a few different situations</p> <p>1.7 analyse words or phrases that indicate whether an oral text is a fact or fiction initially with support and direction</p> <p>1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker</p> <p>Reading:</p> <p>1.1 read a few different types of texts</p> <p>1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text</p> <p>1.5 use stated and implied</p>	<p>Oral Communication:</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies in a few different situations</p> <p>1.7 analyse words or phrases that indicate whether an oral text is a fact or fiction initially with support and direction</p> <p>1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker</p> <p>Reading:</p> <p>1.1 read some different literary texts</p> <p>1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text</p> <p>1.5 use stated and implied information and ideas in text initially with support and direction to make simple inferences and reasonable predictions about them</p> <p>1.8 express personal thoughts and</p>	<p>Oral Communication:</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies in order to contribute meaningfully and work constructively in groups</p> <p>1.7 identify and explain the importance of significant ideas and information in oral texts</p> <p>1.8 identify the point of view in different types of oral texts and cite words, phrases, ideas and information from the texts that confirm their identification</p> <p>Reading:</p> <p>1.1 read a variety of literary texts</p> <p>1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details</p> <p>1.5 make inferences about texts using stated and implied ideas from the text as evidence</p> <p>1.8 express personal opinions about ideas presented in the text</p>

<p>information and ideas in text initially with support and direction to make simple inferences and reasonable predictions about them</p> <p>1.8 express personal thoughts and feelings about what has been read</p> <p>1.9 begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective</p> <p>Writing:</p> <p>1.1 identify the topic, purpose, audience and form for writing</p> <p>1.2 generate ideas about a potential topic using a variety of strategies and resources</p> <p>1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p>1.4 sort ideas and information for their writing in a variety of ways with support and direction</p> <p>1.5 identify and order main ideas and supporting details, initially with support and direction using simple graphic organizers</p> <p>Media Literacy:</p> <p>1.2 identify overt and implied messages, initially with support and direction in simple media texts</p> <p>1.3 express personal thoughts and feelings about some simple media works</p> <p>1.4 describe how different audiences might respond to specific media texts</p> <p>1.5 begin to identify, with</p>	<p>feelings about what has been read</p> <p>1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives</p> <p>Writing:</p> <p>1.1 Identify the topic, purpose , audience and form for writing</p> <p>1.2 Generate ideas about a potential topic using a variety of strategies and resources</p> <p>1.3 gather information to support ideas for writing in a variety of ways and/or form from a variety of sources</p> <p>1.4 sort ideas and information for their writing in a variety of ways with support and direction</p> <p>1.5 identify and order main ideas and supporting details, using simple graphic organizers</p> <p>Media Literacy:</p> <p>1.2 identify overt and implied messages in simple media texts</p> <p>1.3 express personal thoughts and feelings about simple media works and explain their responses</p> <p>1.4 describe how different audiences might respond to specific media texts</p> <p>1.5 identify, with support and direction, whose point of view is present in a simple media text and suggest how the text might change if a different point of view were used</p> <p>1.6 identify, initially with support and direction who makes some of the simple media texts with which they are familiar and why those texts are produced</p> <p>3.4 produce some short media texts</p>	<p>1.9 identify the point of view presented in a text and suggest a possible alternative perspective</p> <p>Writing:</p> <p>1.1 identify the topic, purpose, audience and form for writing</p> <p>1.2 generate ideas about a potential topic using a variety of strategies and resources</p> <p>1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p>1.4 sort ideas and information for their writing in a variety of ways</p> <p>1.5 identify and order main ideas and supporting details into units that could be used to develop a short simple paragraph using graphic organizers</p> <p>1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose and gather new material if necessary</p> <p>Media Literacy:</p> <p>1.1 identify the purpose and intended audience of some media texts</p> <p>1.2 use overt and implied messages to draw inferences and make meaning in simple media texts</p> <p>1.3 express personal opinions about ideas present in media texts</p> <p>1.4 describe how different audiences might respond to specific media texts</p> <p>1.5 identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used</p> <p>1.6 identify who produces selected media texts and why those texts are produced</p>
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<p>support and direction, whose point of view is present in a simple media text and suggest a possible alternative perspective</p> <p>1.6 identify with support and direction who makes some of the simple media texts with which they are familiar and why those texts are produced</p> <p>3.4 produce some short media texts for specific purposes and audiences, using a few simple media form and appropriate conventions and techniques</p>	<p>for specific purposes and audiences, using a few simple media form and appropriate conventions and techniques</p>	<p>3.4 produce media texts for specific purposes and audiences, using a few simple media form and appropriate conventions and techniques</p>
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Grade Four	Grade Five
<p>Oral Communication:</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p>1.7 analyse oral texts and explain how specific elements in them contribute to meaning</p> <p>1.8 identify the point of view presented in oral texts and ask questions about possible bias</p> <p>Reading:</p> <p>1.1 read a variety of texts from diverse cultures including literary texts</p> <p>1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.3 identify a variety of reading comprehension strategies and them appropriately before, during and after reading to understand texts</p> <p>1.4 demonstrated understanding of a variety of texts by summarizing important ideas and citing important details</p> <p>1.5 make inferences about texts using stated and implied ideas from the text as evidence</p> <p>1.6 extend understanding of texts by connecting ideas in them to their own knowledge, experience and insight to other familiar texts and to the world</p>	<p>Oral Communication:</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p>1.7 analyse oral texts and explain how specific elements in them contribute to meaning</p> <p>1.8 identify the point of view presented in oral texts and ask questions to identify missing or possible alternative points of view</p> <p>Reading:</p> <p>1.1 read a variety of texts from diverse cultures including literary texts</p> <p>1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.3 identify a variety of reading comprehension strategies and them appropriately before, during and after reading to understand texts</p> <p>1.4 demonstrated understanding of a variety of texts by summarizing important ideas and citing important details</p> <p>1.5 use stated and implied ideas in texts to make inferences and construct meaning</p> <p>1.6 extend understanding of texts by connecting ideas in them to their own knowledge, experience and</p>

<p>around them</p> <p>Writing:</p> <ol style="list-style-type: none"> 1.1 identify the topic, purpose and audience for a variety of writing forms 1.2 generate ideas about a potential topic using a variety of strategies and resources 1.3 gather information to support ideas for writing using a variety of strategies and a range of oral, print and electronic resources 1.4 sort and classify ideas and information for their writing in a variety of ways 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary using a variety of strategies 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose and do more research if necessary. <p>Media Literacy:</p> <ol style="list-style-type: none"> 1.2 use overt and implied messages to draw inferences and construct meaning in media texts 1.3 express opinions about ideas, issues and/or experiences presented in media texts and give evidence from the texts to support their opinions 1.4 explain why different audiences might have different responses to specific media texts 1.5 identify whose point of view is presented or reflected in a media text, citing supportive evidence from the text and suggest how the text might change if a different point of view were used 3.4 produce media texts for specific purposes and audiences, using a few media forms and appropriate forms, conventions and techniques 	<p>insight to other familiar texts and to the world around them</p> <p>Writing:</p> <ol style="list-style-type: none"> 1.1 identify the topic, purpose and audience for a variety of writing forms 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose 1.3 gather information to support ideas for writing using a variety of strategies and a range of print and electronic resources 1.4 sort and classify ideas and information for their writing in a variety of ways 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs using a variety of strategies 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose and do more research if necessary. <p>Media Literacy:</p> <ol style="list-style-type: none"> 1.2 use overt and implied messages to draw inferences and construct meaning in media texts 1.3 express opinions about ideas, issues and/or experiences presented in media texts and give evidence from the texts to support their opinions 1.4 explain why different audiences might have different responses to specific media texts 1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view and where appropriate suggest how a more balanced view might be represented 3.4 produce media texts for specific purposes and audiences, using a few media forms and appropriate forms, conventions and techniques
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Overview of Grades 7 and 8

“All students, especially young adolescents need to see themselves in the texts they encounter. They need to be able to choose independently to read, listen to or interact with the texts they have personal relevance in their day-to-day lives, including texts that deal with issues related to fairness, equity and social justice,” (p. 122).

Grade Six	Grade Seven	Grade Eight
<p>Oral Communication:</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p>1.7 analyse oral texts in order to evaluate how well they communicate ideas, opinions and information</p> <p>1.8 identify the point of view presented in oral texts and determine whether they agree with the point of view and suggest other possible perspectives</p> <p>Reading:</p> <p>1.1 read a variety of texts from diverse cultures including literary texts</p> <p>1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.3 identify a variety of reading comprehension strategies and them appropriately before, during and after reading to understand increasingly complex texts</p> <p>1.4 demonstrate understanding of a variety of increasingly complex texts by summarizing important ideas and citing important ideas and citing relevant supporting details</p> <p>1.5 develop interpretations about texts using stated and implied ideas to support their interpretations</p>	<p>Oral Communication:</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p>1.7 analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes or experiences and suggest possible improvements</p> <p>1.8 explain the connection between a speaker’s tone and the point of view or perspective presented in oral texts</p> <p>Reading:</p> <p>1.1 read a variety of texts from diverse cultures including literary texts</p> <p>1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.3 identify a variety of reading comprehension strategies and them appropriately before, during and after reading to understand increasingly complex texts</p> <p>1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing important ideas and citing a variety of details that support the main idea</p> <p>1.5 develop interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p>	<p>Oral Communication:</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p>1.7 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</p> <p>1.8 explain what the use of irony or satire in an oral text reveals about the speaker’s purpose and perspective</p> <p>Reading:</p> <p>1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures including literary texts</p> <p>1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.3 identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes</p> <p>1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and explaining how the details support the main idea</p> <p>1.5 develop and explain</p>

<p>1.6 extend understanding of texts by connecting ideas in them to their own knowledge, experience and insight to other familiar texts and to the world around them</p> <p>1.9 identify the point of view presented in texts; determine whether they can agree with the point of view, in whole or in part and suggest some other possible perspectives</p> <p>Writing:</p> <p>1.1 identify the topic, purpose and audience for a variety of writing forms</p> <p>1.2 generate ideas about a potential topic and identify those most appropriate for the purpose</p> <p>1.3 gather information to support ideas for writing using a variety of strategies and a range of print and electronic resources</p> <p>1.4 sort and classify ideas and information for their writing in a variety of ways</p> <p>1.5 identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs using a variety of strategies</p> <p>1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose and do more research if necessary.</p> <p>Media Literacy:</p> <p>1.1 explain how a variety of media texts address their intended purposes and audience</p>	<p>1.6 extend understanding of texts by connecting ideas in them to their own knowledge, experience and insight to other familiar texts and to the world around them</p> <p>1.9 identify the point of view presented in texts, including increasingly complex or difficult texts, give evidence of any biases they may contain and suggest some other possible perspectives</p> <p>Writing:</p> <p>1.1 identify the topic, purpose and audience for a variety of writing forms</p> <p>1.2 generate ideas about a potential topic and identify those most appropriate for the purpose</p> <p>1.3 gather information to support ideas for writing using a variety of strategies and a range of print and electronic resources</p> <p>1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data</p> <p>1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a multi- paragraph piece of writing using a variety of strategies</p> <p>1.6 determine whether the ideas and information they have gathered are relevant, appropriate and sufficiently specific for the purpose and do more research if necessary.</p> <p>Media Literacy:</p> <p>1.1 explain how a variety of media texts address their intended</p>	<p>interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p> <p>1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting ideas in them to their own knowledge, experience and insight to other familiar texts and to the world around them</p> <p>1.9 identify the point of view presented in texts, including increasingly complex or difficult texts, give evidence of any biases they may contain and suggest some other possible perspectives</p> <p>Writing:</p> <p>1.1 identify the topic, purpose and audience for a variety of writing forms</p> <p>1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose</p> <p>1.3 gather information to support ideas for writing using a variety of strategies and a range of print and electronic sources</p> <p>1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data</p> <p>1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, debate or a report of several paragraphs using a variety of strategies</p>
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<p>1.2 interpret media texts, using overt and implied messages as evidence for their interpretations</p> <p>1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues and/or experiences in media texts</p> <p>1.4 explain why different audiences might have different responses to specific media texts</p> <p>1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view and where appropriate suggest how a more balanced view might be represented</p> <p>3.4 produce media texts for specific purposes and audiences, using a few media forms and appropriate forms, conventions and techniques</p>	<p>purposes and audience</p> <p>1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations</p> <p>1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues and/or experiences in media texts</p> <p>1.4 explain why different audiences might have different responses to specific media texts</p> <p>1.5 demonstrate understanding that different media texts reflect different points of view</p> <p>3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using a few media forms and appropriate forms, conventions and techniques</p>	<p>1.6 determine whether the ideas and information they have gathered are relevant, appropriate and sufficiently specific for the purpose and do more research if necessary.</p> <p>Media Literacy:</p> <p>1.1 explain how a variety of media texts address their intended purposes and audience</p> <p>1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations</p> <p>1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues and/or experiences in media texts</p> <p>1.4 explain why different audiences might have different responses to specific media texts</p> <p>1.5 demonstrate understanding that different media texts reflect different points of view and some texts reflect multiple points of view</p> <p>3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using a few media forms and appropriate forms, conventions and techniques</p>
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Social Studies, Geography and History

Ontario Ministry of Education Curriculum 1998 Grades 1-6, History & Geography Grades 7 and 8

“Social studies seek to examine and understand communities, from the local to the global, their various heritages and the nature of citizenship within them. Students acquire knowledge of key social studies concepts including change, culture, environment, power and the dynamics of the marketplace. They learn about Canada and the role of citizens in a democratic society within a culturally diverse and interdependent world,” (p. 2).

The Goals of Social Studies:

- to understand the basic concepts of social studies, history and geography
- to develop the skills and strategies and habits of mind required for effective inquiry and communication, and for the application of basic concepts of social studies, history and geography
- to relate the knowledge acquired through social studies and the study of history and geography to the world outside the classroom

Canada and World Connections:

Grade One	Grade Two	Grade Three	Grade Five
<p>The Local Community</p> <p>-demonstrate an understanding of basic personal and family needs</p> <p>-identify how their basic needs are met</p> <p>-describe how family and friends in the community interact</p>	<p>Features of Communities Around the World</p> <p>-demonstrate an understanding that the world contains many countries including Canada</p> <p>-demonstrate an understanding that there are similarities and differences in the ways communities around the world meet their needs</p> <p>-identify similarities and differences between their community and communities in other parts of the world</p> <p>-sort and classify information using more than one criterion</p> <p>-construct and read a variety of graphs charts, diagrams, maps and models for specific purposes</p>	<p>Urban and Rural Communities</p> <p>-demonstrate an understanding of the characteristics of urban and rural communities</p> <p>-describe the interaction between people and the environment</p> <p>-demonstrate an understanding of why people live where they do</p> <p>-ask questions and explore a variety of means to obtain information between the community and the environment</p> <p>-compare the characteristics of their community to those of a different community</p>	<p>Aspects of Government in Canada</p> <p>-identify the characteristics of different systems of government</p> <p>-demonstrate an understanding of the rights of Canadians including those specified in the Charter of Rights</p> <p>-demonstrate an understanding that for every right, there is a responsibility</p> <p>-compare Canada’s system of government with other systems of government found around the world</p>

Grade 6 Social Studies

Understanding Concepts	Developing Inquiry/Research and Communication Skills	Applying Concepts and Skills In Various Contexts
-identify some of Canada’s major trading partners	-formulate questions to facilitate the gathering and clarifying of information	-identify outstanding contributions of Canadians from various

<p>-describe Canada's involvement in the Commonwealth, Francophonies, Organization of the American States and Asia Pacific Economic Community</p> <p>-demonstrate an understanding of the distinguishing features of a country in another region</p>	<p>on study topics</p>	<p>backgrounds to the global community through dance, sports, music, literature, art, science and technology</p> <p>-describe how the sharing of goods and culture between Canada and other countries can influence the lifestyles of Canadians</p> <p>-describe the influences Canada has on other countries</p> <p>-describe the influence of other countries on contemporary Canada -identify Countries to which Canada has contributed assistance</p> <p>-demonstrate an understanding of the possible reasons for the presence of Canadian peacekeepers in other countries -identify other contributions Canada makes to the global community</p>
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Grade 7 Geography

Students “are introduced to the essential themes of geographic inquiry- that is, location/place, environment, region, interaction and movement- as well as the tools and technologies used in the study of geography. Topics in the news will also be used to capture students’ interest and to illustrate concepts,” (p. 56).

Themes of Geographic Inquiry

Understanding Concepts	Developing Inquiry/Research and Communication Skills	Applying Concepts and Skills in Various Contexts
<p>-identify themes that geographers use to organize their inquiries: location/place, environment, region, interaction and movement</p>	<p>-use appropriate vocabulary (e.g., phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region) to describe their inquiries and observations</p> <p>-formulate comparative and speculative questions to identify issues and define problems for research purposes (e.g., ask question to identify bias, fact and opinion</p> <p>-locate relevant information from a variety of primary sources (e.g., interviews, statistics) and secondary sources (maps, diagrams, print materials, internet)</p>	<p>-Students will produce a report on current environmental events in the news</p> <p>-communicate an understanding that various individuals and groups have different opinions on environmental issues</p> <p>-identify and describe regions where natural hazards exist</p> <p>-organize and present a report on the emergency procedures followed to respond to an environmental disaster</p>

	<p>-analyse, synthesize and evaluate data by applying a decision-making model to an environmental issue</p> <p>-produce a wide variety of graphs, charts, diagrams and models for different purposes</p> <p>-communicate the results of inquiries stating different points of view on an issue using media works, oral presentations, written notes and reports, drawings, tables, charts and graphs</p>	
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Natural Resources:

Understanding Concepts	Developing Inquiry/Research and Communication Skills	Applying Concepts and Skills in Various Contexts
<p>-demonstrate and understanding that people use renewable, non-renewable and flow resources in a variety of ways to meet their needs</p> <p>-demonstrate an understanding of the concept of sustainable development and its implications for the environment</p> <p>-describe the influence of natural resources on any country</p>	<p>-formulate comparative and speculative questions to identify issues and define problems regarding study topics</p> <p>-locate and record relevant information from a variety of primary and secondary sources</p> <p>-analyse, synthesize and evaluate data relating to the patterns of distribution and use of natural resources</p> <p>-produce a wide variety of graphs, charts, diagrams and models for different purposes</p> <p>-communicate the results of inquiries stating different points of view on an issue using media works, oral presentations, written notes and reports, drawings, tables, charts and graphs</p>	<p>-produce a report on the factors that affect the availability of natural resources in the future</p> <p>-present and defend a point of view on how a resource should be used</p>

Grade 8 Geography

Patterns in Human Geography

Understanding Concepts	Developing Inquiry/Research and communication skills	Applying Concepts and Skills in Various Contexts
<p>-identify and describe the characteristics common to places of high population density and the characteristics common to places of low population density</p> <p>-demonstrate an understanding of the terms describing population characteristics (e.g., birth and death rates, literacy rate)</p> <p>-demonstrate an understanding of the factors affecting urbanization, industrialization, transportation and improvements in agriculture</p>	<p>-formulate questions that synthesize various sources of information and points of view</p> <p>-locate and record relevant information from a variety of primary and secondary sources</p> <p>-analyse, synthesize and evaluate data</p> <p>-produce a wide variety of graphs, charts, diagrams and models for different purposes</p> <p>-communicate the results of inquiries stating purposes and audiences using media works, oral presentations, written notes and reports, drawings, tables, charts and graphs</p>	<p>-compare the characteristics of developed and developing countries</p>

Migration:

Understanding Concepts	Developing Inquiry/Research and communication skills	Applying Concepts and Skills in Various Contexts
<p>-demonstrate an understanding that migration results from decisions people make about conditions and events around them</p> <p>-identify factors that influence people to move away from a place (e.g., drought, war)</p> <p>-identify factors that influence people to move to a place (e.g., security)</p> <p>-identify global distribution patterns of various cultures</p>	<p>-formulate questions that synthesize various sources of information and points of view</p> <p>-locate and record relevant information from a variety of primary and secondary sources</p> <p>-analyse, synthesize and evaluate data</p> <p>-produce a wide variety of graphs, charts, diagrams and models for different purposes</p> <p>-communicate the results of inquiries stating purposes and audiences using media works, oral presentations, written notes and reports, drawings, tables, charts and graphs</p>	<p>-use a decision-making model to select an ideal place to live in or visit and present this decision to other members of the class</p>

Mathematics

Ontario Mathematics Curriculum Grades 1-8, 2005

“Through mathematical activities that are practical and relevant to their lives, students develop mathematical understanding, problem-solving skills and related technological skills that they can apply in their daily lives and, eventually in the workplace.

Mathematics is a powerful learning tool. As students identify relationships between mathematical concepts and everyday situation and make connections between mathematics and other subjects they develop the ability to use mathematics to extend and apply their knowledge in other curriculum areas, including science, music and language,” (p. 3)

From The Problem-Solving Model (p. 16), problem-solving:

- is the primary focus and goal of mathematics in the real world;
- allows students to use the knowledge they bring to school and helps them connect mathematics with situations outside the classroom;
- increases opportunities for the use of critical thinking skills (estimating, evaluating, classifying, assuming, recognizing relationships, hypothesizing, offering opinions with reasons, and making judgments);

Area	Grade 1	Grade 2	Grade 3
Number Sense	<ul style="list-style-type: none"> - represent money amounts to 20¢, through investigation using coin manipulatives - solve problems involving the addition and subtraction of single-digit whole numbers using a variety of mental strategies - add and subtract money amounts to 10¢ using coin manipulatives and drawings 	<ul style="list-style-type: none"> - read and print in words and whole numbers to twenty using meaningful contexts - estimate, count and represent (using the ¢ symbol) the value of a collection of coins with a maximum value of one dollar - solve problems involving the addition and subtraction of whole numbers to 18 using a variety of mental strategies - add and subtract money amounts to 100 using a variety of tools and strategies 	<ul style="list-style-type: none"> - round two digit numbers to the nearest ten, in problems arising from real life situations - represent and describe relationships between coins and bills to \$10 - estimate, count and represent the value of a collection of coins and bills with a maximum value of \$10 - add and subtract money amounts using a variety of tools to make simulated purchases and change for amounts up to \$10
Data Mgmt. and Probability	<ul style="list-style-type: none"> - collect and organize primary data that is categorical and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs and a variety of recording methods. - read primary data presented in concrete graphs and pictographs and describe data using 	<ul style="list-style-type: none"> - collect and organize primary data that is categorical or discrete and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs and other graphic organizers - read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs and other graphic organizers and describe data 	<ul style="list-style-type: none"> - collect data by conducting a simple survey about themselves, their environment, issues in their school community or content from another subject - collect and organize categorical or discrete primary data and display the data in charts, tables and graphs with appropriate titles and labels and with labels ordered appropriately using horizontal axes, as needed, using many-to-one correspondence

	<p>comparative language</p> <p>-pose and answer questions about collected data</p>	<p>using mathematical language</p> <p>-pose and answer questions about class-generated data in concrete graphs, pictographs, line plots, simple bar graphs and tally charts</p>	<p>-ready primary data represented in charts, tables and graphs then describe the data using comparative language and describe the shape of the data</p> <p>-interpret and draw conclusions from data presented in charts</p>
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Area	Grade 4	Grade 5	Grade 6
Number Sense and Numeration	<p>-read and print in words whole numbers to one thousand, using meaningful contexts (e.g., newspapers, magazines)</p> <p>-round four-digit whole numbers to the nearest ten, hundred and thousand in problems arising from real life situations</p> <p>-add and subtract money amounts by making simulated purchases and providing change for amounts up to \$100 using a variety of tools</p>	<p>-read and print in words whole numbers to one thousand, using meaningful contexts (e.g., newspapers, magazines)</p> <p>-round four-digit whole numbers to the nearest ten, hundred and thousand in problems arising from real life situations</p> <p>-read and write money amounts to \$1000</p> <p>-solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 100 000</p> <p>-solve problems involving the addition, subtraction and multiplication of whole numbers using a variety of mental strategies</p>	<p>-read and print in words whole numbers to one hundred thousand, using meaningful contexts (e.g., newspapers, magazines)</p> <p>-solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 1 000 000</p> <p>-use estimation when solving problems involving the addition, subtraction and multiplication of whole numbers and decimals to help judge the reasonableness of a situation</p>
Data Management And Probability	<p>-collect data by constructing a survey or an experiment to do with themselves, their environment, issues in their school or the community or content from another subject and record observations or measurements</p> <p>-collect and organize discrete primary data and display the data in charts, tables and graphs that have appropriate titles, labels and scales that suit the range and distribution of the</p>	<p>-collect data by constructing a survey or an experiment to do with themselves, their environment, issues in their school or the community or content from another subject and record observations or measurements</p> <p>-collect and organize discrete or continuous primary and secondary data and display the data in charts, tables and graphs that have appropriate titles, labels and scales that suit the range and distribution of the data, using a variety of</p>	<p>-collect data by constructing a survey or an experiment to do with themselves, their environment, issues in their school or the community or content from another subject and record observations or measurements</p> <p>-collect and organize discrete or continuous primary and secondary data and display the data in charts, tables and graphs that have appropriate titles, labels and scales</p> <p>-demonstrate through investigation how well a set of data represents a population on the basis of the</p>

	<p>data, using a variety of tools</p> <p>-read, interpret and draw conclusions from primary data and from secondary data presented in charts, tables and graphs</p>	<p>tools</p> <p>-demonstrate an understanding that sets of data can be samples of larger populations</p> <p>-read, interpret and draw conclusions from primary data and from secondary data presented in charts, tables and graphs</p>	<p>method that was used to collect the data</p> <p>-read, interpret and draw conclusions from primary data and from secondary data</p> <p>-compare through investigations different graphical representations of the same data</p> <p>-demonstrate through investigation an understanding of how data from charts, tables and graphs can be used to make inferences and convincing arguments</p>
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Area	Grade 7	Grade 8
Number Sense and Numeration	<p>-solve problems involving the multiplication and division of decimal numbers to thousandths by one-digit whole numbers using a variety of tools</p> <p>-use multi-step problems arising from real-life contexts and involving whole numbers and decimals, using a variety of tools</p> <p>-use estimation when solving problems involving operations with whole numbers, decimals and percents to help judge the reasonableness of a solution</p> <p>-solve problems that involve determining whole number percents, using a variety of tools</p>	<p>-solve multi-step problems arising from real-life contexts and involving whole numbers and decimals, using a variety of tools</p> <p>-use estimation when solving problems involving operations with whole numbers, decimals and percents to help judge the reasonableness of a solution</p>
Data Management And Probability	<p>-collect data by constructing a survey or an experiment to do with themselves, their environment, issues in their school or the community or content from another subject and record observations or measurements</p> <p>-collect and organize discrete or continuous primary and secondary data and display the data in charts, tables and graphs that have appropriate titles, labels and scales that suit the range and distribution of the data, using a variety of tools</p> <p>-select an appropriate type of graph to represent data, graph the data using technology and justify the choice of graph</p> <p>-identify bias in data collection methods</p>	<p>-collect data by constructing a survey or an experiment to do with themselves, their environment, issues in their school or the community or content from another subject and record observations or measurements</p> <p>-collect and organize discrete or continuous primary and secondary data and display the data in charts, tables and graphs that have appropriate titles, labels and scales that suit the range and distribution of the data, using a variety of tools</p> <p>-select an appropriate type of graph to represent data, graph the data using technology and justify the choice of graph</p> <p>-read, interpret and draw conclusions from primary data and from secondary data presented in charts, tables, and graphs</p>

The Arts

Ontario Ministry of Education Curriculum The Arts 1998

“The study of the arts can broaden students’ horizons in various ways. Through study of the arts, students learn about artistic traditions of their own and other cultures. They develop the ability to communicate in various artistic media, and learn to understand that the arts have long served as important media for recording and communicating ideas and feelings. They learn to link the study of the arts with the study of history, geography, language, culture and human interaction and gain an appreciation of the great importance of the arts both as sources of enjoyment and as a means of communication in cultures around the world...As well they will learn to appreciate the similarities and differences among the various forms of artistic expression of people around the world,” (p. 5).

Drama and Dance

“Role playing is a key component of the drama and dance curriculum. Pretending to be someone else involves an act of the imagination that is of central importance in the development of the ability to understand others. As students “live through” experiences of others they learn to understand a variety of points of view and motivates, and to empathize with others. They also learn to clarify their own point of view and develop their ability to think carefully,” (p. 46).

Grade 1	Grade 2	Grade 3
<p>Creative Work: -communicate their responses to a variety of stimuli by using elements of dance and drama</p> <p>Critical Thinking: -demonstrate an understanding of different points of view</p> <p>-identify ways in which role playing and movement are part of their daily experience</p>	<p>Knowledge of Elements: -write in role as characters in a story, using the vocabulary and portraying the attitudes of the characters</p> <p>Creative Work: -speak in role as characters in a story assuming the attitude and gestures of the people they are playing</p> <p>Critical Thinking: -compare what they experience through drama and dance presentations with their experience of daily life -compare, while working with others, some possible solutions to problems identified through drama and dance</p>	<p>Knowledge of Elements: -demonstrate an understanding of a character’s point of view through writing and speaking in role and through using body movement in role</p> <p>Creative Work: -defend a point of view through speaking and writing in role -create works of drama and dance using appropriate elements</p> <p>-communicate through movement, their thoughts and feelings about topics studied in other subject areas</p>

Grade 4	Grade 5	Grade 6
<p>Knowledge of Elements: -demonstrate an understanding of voice and audience by speaking and writing in role as characters in a story</p>	<p>Knowledge of Elements: -demonstrate awareness of audience when writing in role, and use the appropriate language, tone, voice, gestures and body movements when speaking as a character in a drama</p>	<p>Knowledge of Elements: -demonstrate understanding of ways of sustaining the appropriate voice or character when speaking or writing in role for different purposes</p>

<p>Creative Work: -enact or create, rehearse and present drama and dance works based on novels, stories, poems and plays</p> <p>Critical Thinking: -identify their own feelings and reactions in various situations and compare them with those of a character they have portrayed</p> <p>-explain the importance of research in producing effective dramatizations (e.g., depicting current world events)</p>	<p>Creative Work: -select words, visual images and sounds from other subjects in the curriculum for interpretation and dramatization</p> <p>Critical Thinking: -describe orally and in writing the differences between their own responses to a situation and the responses of a character they have portrayed</p> <p>-solve problems in drama and dance individually and in groups and evaluate the solutions</p> <p>-provide support for their interpretation of personal experiences and aspects of history, which they have presented through drama and dance using various research resources to gather information</p>	<p>Creative Work: -create, rehearse and present drama and dance works to communicate the meaning of poems, stories, paintings, myths and other source material from a wide variety of cultures</p> <p>Critical Thinking: -provide evidence for their interpretations of personal experiences and events of social significance which they present through drama and dance using a variety of research sources</p>
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Grade 7	Grade 8
<p>Knowledge of Elements: -demonstrate understanding of the motives of the characters they interpret through drama and dance</p> <p>-write in role in various forms (e.g., reports, speeches, interviews) showing their understanding of the complexity of a dramatic situation and using appropriate vocabulary, tone and voice for the character portrayed</p> <p>Creative Work: -communicate abstract ideas through drama and dance</p> <p>Creative Thinking: -describe the economic and social impact of drama and dance in our society</p> <p>-research and dramatize material from various sources</p> <p>-describe how different cultures use drama and dance</p>	<p>Knowledge of Elements: -demonstrate understanding of the appropriate use of voice, gestures and the level of language in different dramatic situations</p> <p>-write in role in various forms (e.g., reports, speeches, interviews) showing their understanding of the complexity of a dramatic situation and using appropriate vocabulary, tone and voice for the character portrayed</p> <p>Creative Work: -write in role, analyzing the subtext of a script and the attitudes and points of view of the characters portrayed</p> <p>-write, memorize and present, through drama and dance short documentary scenes based on their improvisational work and on source drawn from diverse cultures</p> <p>-select appropriate themes that deal with specific situations and that are aimed at a specific audience</p> <p>-produce pieces that deal appropriately with youth problems</p> <p>Critical Thinking: -dramatize material that they have researched from primary sources and use it effectively in presenting documentary scenes</p>

Science

Science and Technology Ontario Curriculum, 2007 Grades 1-8

“Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications and/or make a judgment about what is sensible or reasonable to believe or do....Students use critical thinking in science and technology when they assess, analyse and/or evaluate the impact of something on society and the environment; when they form an opinion about something and support that opinion with logical reasons; or when they create personal plans of action with regard to making a difference. In order to do these things, students need to examine the opinions and values of others, detect bias, look for implied meaning in their readings, and use the information gathered to form a personal opinion or stance,” (p. 38).

“Critical literacy is the capacity for a particular type of critical thinking that involves looking beyond the literal meaning of a text to determine what is present and what is missing in order to analyse and evaluate the text’s complete meaning and the author’s intent. Critical literacy goes beyond conventional critical thinking by focusing on issues related to fairness, equity and social justice. Critical literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable,” (p.38).

Grade 1:

Understanding Life Systems- Needs and Characteristics of Living Things

Relating S& T to Society and the Environment:

-identify personal action that they themselves can take to maintain a healthy environment for living things including humans

-describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life

Developing Investigation and Communication Skills:

-investigate and compare basic needs of humans and other living things including the need for air, water, food warmth and space using a variety of methods and resources

Understanding Basic Concepts:

-describe the characteristics of healthy environment including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment

-describe how showing care and respect for all living things helps to maintain a healthy environment

-identify what living things provide for other living things

-describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms

Understanding Matter and Energy:

Relating S&T to Society and the Environment:

- describe their own and their family's use of energy, suggest ways to reduce personal energy consumption and explain why it is important for people to make these choices
- describe how the everyday lives of different people and other living things would be affected if electrical energy were no longer available.

Understanding Basic Concepts:

- demonstrate an understanding that the sun, as the earth's principal source of energy warms the air, land, and water; is a source of light for the earth and makes it possible to grow food
- identify food as a source of energy for themselves and other living things
- identify everyday uses of various sources of energy
- demonstrate an understanding that humans get the energy resources they need from the world around them

Grade 2

Understanding Earth and Space Systems: Air and Water in the Environment:

Relating S&T to Society and the Environment:

- assess the impact of human activities on air and water in the environment, taking different points of view into consideration and plan a course of action to help keep the air and water in a community clean
- assess personal and family use of water as responsible/efficient or wasteful and create a plan to reduce the amount of water used where possible

Understanding Basic Concepts:

- describe ways in which living things including humans depend on air and water
- identify sources of water in the natural and built environment
- state reasons why clean water is an increasingly scarce resource in many parts of the world

Grade 3:

Understanding Life Systems: Growth and Changes in Plants

"This topic provides opportunities for connecting to the Grade 3 social studies topic Canada and World Connections Urban and Rural Communities. As students look at similarities and differences between regions, they need to consider the types of plants that help to make a location unique. They also need to consider the need to protect farmlands as plant habitats as the producers of food for living things," (p. 70).

Relating S&T to Society and the Environment:

- assess ways in which plants are important to humans and other living things, taking different points of view into consideration
- assess the impact of different human activities on plants, and list personal actions they can engage in to

minimize harmful effects and enhance good effects

Understanding Basic Concepts:

-describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine and clothing

Understanding Matter and Energy

-assess the effects of the action of forces in nature (natural phenomena) on the natural and built environment and identify ways in which human activities can reduce or enhance this impact

Grade 4:

Understanding Life Systems: Habitats and Communities

Relating S&T to Society and the Environment:

-analyse the positive and negative impacts of human interactions with natural habitats and communities
-identify reasons for the depletion or extinction of a plant or animal species

Understanding Basic Concepts:

-demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life
-demonstrate an understanding of food chains as systems in which energy from the sun is transferred to producers (plants) and then to consumers (animals)
-identify the factors (e.g., availability of water, or food, the amount of light, type of weather) that affect the ability of plants and animals to survive in a specific habitat
-explain why changes in the environment have a greater impact on specialized species than on generalized species
-describe ways in which humans are dependent on natural habitats and communities (e.g., for water, medicine, food etc.)

Grade 5:

Understanding Life Systems- Human Organ Systems:

Relating S&T to Society and the Environment:

-assess the effects of social and environmental factors of human health, and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial

-evaluate the effects both beneficial and harmful of various technologies on human body systems taking different perspectives into account (e.g., the perspectives of the developers of the technologies, advertisers, children and young people, parents. Sample issue: industrial technology (e.g., manufacturing) has both helped and harmed human health. For example, new running shoe designs provide better body protection but manufacturing them may involve social (e.g., unsafe working conditions, child labour) and environmental costs and marketing them increases social pressure to wear the latest shoes.

Understanding Structures and Mechanisms- Forces Acting on Structures and Mechanisms:

“By examining the effects of forces from natural phenomena on society and the environment, students will gain respect for the power behind these forces and appreciation for the devastating effects that they have on the natural and built environment, and they will be able to develop strategies for keeping themselves and others safe during these events...Connections can be made between this topic and the Grade 5 social studies topic Canada and World Connections: Aspects of Citizenship and government in Canada, as students discuss planning decisions and the construction of structures within their community,” (p. 101).

- analyse the effects of forces from natural phenomena (e.g., tornadoes, hurricanes, earthquakes, tsunamis) on natural and built environment
- evaluate the impact of society and the environment on structures and mechanisms, taking different perspectives into account

Assessing Matter and Energy

Relating S&T to Society and the Environment:

- assess the social and environmental impact of using processes that rely on chemical changes to produce consumer products, taking different perspectives into account (e.g., the perspective of food manufacturers, consumers, landfill operators, people concerned about the environment) and make a case for maintaining the current level of use of the produce or for reducing it.

Understanding Earth and Space Systems- Conservation of Energy and Resources

Relating S&T to Society and the Environment:

- analyse the long-term impacts on society and the environment of human uses of energy and natural resources and suggest ways to reduce these impacts
- evaluate the effects of various technologies on energy consumption and propose ways in which individuals can improve energy conservation

Grade 6:

Understanding Life Systems- Biodiversity

“When assessing human impacts on species and ecosystems, especially at the local level, students must be given opportunities to look at a variety of points of view. They should consider how and why the perspectives of developers, people concerned about the environment and residents of the local community might be similar or different. Through thoughtful consideration of various viewpoints and biases, students not only can look for ways in which people might come to agreement on how to minimize the negative impact of their actions, but also will be able to make more informed decisions about their own positions and about action they can take,” (p. 112).

Relating S&T to Society and the Environment:

- analyse a local issue related to biodiversity, taking different points of view in consideration, propose action that can be taken to preserve biodiversity
- assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished

Understanding Matter and Energy: electricity and electrical drives

Relating S&T to Society and the Environment:

- assess the short and long term environmental effects of the different ways in which electricity is generated in Canada including the effect of each method on natural resources and living things in the environment
- assess opportunities for reducing electricity consumption at home or at school that could affect the use of non-renewable resources in a positive way or reduce the impact of electricity generation on the environment

Understanding basic concepts:

- describe ways in which the use of electricity by society, including the amount of electrical energy used, has changed over time

Grade 7:

Understanding Life Systems: Interactions in the Environment

Relating S&T to Society and the Environment:

- assess the impact of selected technologies on the environment
- analyse the cost and benefits of selected strategies for protecting the environment

Understanding Basic Concepts:

- describe the ways in which human activities and technologies alter balances and interactions in the environment
- describe Aboriginal perspectives on sustainability and describe ways in which they can be used in habitat and wildlife management

Understanding Structures and Mechanisms: Form and Function

Relating S&T to Society and the Environment:

- evaluate the importance for individuals, society, the economy and the environment of factors that should be considered designing and building structures and devices to meet specific needs

Understanding Earth and Space Systems: Heat in the Environment

Relating S&T to Society and the Environment:

- assess environmental and economic impacts of using conventional (e.g., fossil fuel, nuclear) and alternative forms of energy (e.g., geothermal, solar, wind, wave bio fuel)

Grade 8:

Understanding Earth and Space Systems: Water Systems

Relating S&T to Society and the Environment:

- evaluate personal water consumption, compare it with personal water consumption in other countries, and propose a plan of action to reduce personal water consumption to help address water sustainability issues
- assess how various media sources (print, television, radio, internet) address issues related to the impact of human activities on the long term sustainability of local, national or international water systems
- assess the impact on local and global water systems of a scientific discovery or technological innovation

Understanding Basic Concepts:

- identify the various states of water on the earth's surface, their distribution, relative amounts, and circulation and the conditions under which they exist
- explain how human and natural factors causes changes in the water table (e.g., drought, floods)

Planning Sheet – School/Division

Adopt a Village Campaign: _____

Region: _____

Grade	Subject Connection	Timeline	AAV Connection (e.g., region exploration, issues)
Kindergarten			
1			
2			
3			
4			
5			
6			
7			
8			

Planning Sheet – Individual Teachers

Adopt a Village Campaign: _____

Region: _____

Subject	Related Curriculum Expectation	Connection to AAV Campaign	Timeline