

Ontario Curriculum Connections

— GRADES 7 & 9

GRADE 7

Geography

Overall Expectations

- describe how humans acquire, manage, and use natural resources, and identify factors that affect the importance of those resources;
- use a variety of resources and tools to gather, process, and communicate geographic information about the distribution, use, and importance of natural resources;
- describe positive and negative ways in which human activity can affect resource sustainability and the health of the environment.

Language Arts

Reading – Overall Expectations

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and cueing systems to read fluently.

Writing – Overall Expectations

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Media Literacy – Overall Expectations

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Visual Arts

Overall Expectations

- produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms;
- explain how artistic choices affect the viewer, and support their conclusions with evidence from the work.

An excerpt from Ontario's *Considerations for Program Planning*

CROSS-CURRICULAR AND INTEGRATED LEARNING

The development of skills and knowledge in social studies, history, and geography is often enhanced by learning in other subject areas. Teachers should ensure that all students have ample opportunities to explore a subject from multiple perspectives by emphasizing cross-curricular learning and integrated learning, as follows:

- a) In cross-curricular learning, students are provided with opportunities to learn and use related content and/or skills in two or more subjects....
- b) In integrated learning, students are provided with opportunities to work towards *meeting expectations from two or more subjects* within a single unit, lesson, or activity. By linking expectations from different subject areas, teachers can provide students with multiple opportunities to reinforce and demonstrate their knowledge and skills in a range of settings. Also, some of the expectations found in the "Inquiry/Research and Communication Skills" and the "Application" sections of each strand encourage the making of connections among several subject areas.

THE ROLE OF TECHNOLOGY IN SOCIAL STUDIES, HISTORY & GEOGRAPHY

Information and communications technology (ICT) provides a range of tools with a unique capacity to extend and enrich teachers' instructional strategies and students' learning in social studies, history, and geography. Information and communications technology can be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Computer programs can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Teachers will also find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.



GRADE 9

Geography

Specific Expectations

- GC3.01D calculate Canada's share of selected world commodities (e.g., minerals, fuels, forest and agricultural products, manufactured goods and services);
- HE1.02B demonstrate an understanding of how human activities (e.g., agricultural and urban development, waste management, parks development, forest harvesting, land reclamation) affect the environment;
- HE1.04B identify the regional distribution of Canada's energy sources and describe the relative importance of each source;
- HE2.02D produce an evaluation of the feasibility of using selected renewable and alternative energy sources (e.g., solar, wind, tidal, hydrogen fuel cell) and implementing conservation strategies;
- HE2.03D evaluate differing viewpoints on the benefits and disadvantages of selected energy megaprojects (e.g., James Bay, Hibernia, Athabasca tar sands, Churchill Falls);

- HE2.04D explain how the effects of urban growth (e.g., development on former farm lands, destruction of wildlife habitats, draining of marshes) alter the natural environment;
- HE2.05B research and report on ways of improving the balance between human needs and natural systems (e.g., recycling, river clean-ups, ecological restoration of local woodlots or schoolyards, industrial initiatives to reduce pollution);
- HE3.02D produce an evaluation of methods used by the local community to promote efficiency in energy and water use;
- HE3.03D produce an evaluation of proposed solutions to environmental problems (e.g., by government, industry, other interested groups) and make recommendations for sustainable resource use;
- HEV.02D describe Canada's renewable and non-renewable resource bases, and explain their relationship to the Canadian economy;
- HEV.03B demonstrate an understanding of the challenges associated with achieving resource sustainability, and explain the implications of meeting or not meeting those challenges for future resource use in Canada;
- HEV.04D explain the role of government in managing resources and protecting the environment;
- MIV.03D select and use appropriate methods and technology to communicate the results of geographic inquiries, and present a variety of viewpoints on issues affecting Canadians;
- MI1.02B demonstrate an understanding of the methods used to collect, organize, manipulate, and interpret geographic data;
- MI2.01D use geographic terms correctly in written and oral communication (e.g., location, place, region, pattern, urban, suburban, rural, wilderness);
- MI2.02B develop and use appropriate questions to define a topic, problem, or issue, and use these questions to focus a geographic inquiry;
- MI2.03D locate and use effectively geographic material from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., mainstream and alternative media, CD-ROMs, Internet) to research a geographic issue;
- MI3.04D use geographic data to support conclusions and opinions;
- SSI.04B demonstrate an understanding of the characteristics of human systems (e.g., transportation, population, communication, energy networks, industry);
- SS3.01D use knowledge of the local bioregion to generate manageable research questions;
- UM2.01B research different perspectives on a geographic issue (e.g., clear-cutting, waste disposal) and present arguments supporting a point of view;
- UM2.02B predict the consequences of human activities (e.g., agriculture, recreation) on natural systems (e.g., soil depletion, climate change).

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