

Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6)

Curriculum Connections in Language: Reading and Writing



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Introduction

Curriculum Documents

EQAO's Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), are solidly grounded in the *Ontario Curriculum* (2001–2010) expectations that address reading and writing skills in all subjects up to the end of Grades 3 and 6, respectively. The international standards for large-scale assessment state that students should not be tested on knowledge and skills they have not been taught. When teachers base their program on the expectations in *The Ontario Curriculum*, their instruction includes both the reading and writing knowledge and skills that EQAO assessments measure.

Purpose

This document demonstrates the links or connections between EQAO's Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, and learning expectations throughout *The Ontario Curriculum*. The charts on the following pages clearly link the reading and writing knowledge and skills tested on the assessments to the specific expectations in the Grades 1–6 *Ontario Curriculum* documents published between 2004 and 2010. The expectations listed are only a sample of how curriculum expectations link to the Assessment of Reading, Writing and Mathematics, Primary and Junior Divisions. Many other expectations in the curriculum link directly or indirectly to the skills measured on the assessments.

Curriculum Exemplars

For most subjects, and at each grade level, the Ministry of Education previously provided teachers with exemplars of student performances at the four levels of achievement described in the curriculum Achievement Charts. Despite curricular revisions, the tasks and forms featured in the Ministry's *Ontario Curriculum Exemplars, Grades 1–8: Writing* (1999) continue to be useful, as they are similar to those frequently featured in the assessments (e.g., provide brief descriptions; write short narratives, letters, reports and summaries). Additionally, writing tasks such as the Grade 6 Health and Physical Education task (2005), which requires students to write an advice column for the school newspaper, responding to a classmate who is being pressured to use tobacco, alcohol or cannabis, are similar to those on the assessments.

Definition of Literacy for the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions

Since literacy is the basis for learning, the concept of “success for all” in education means that all students must attain at least a minimum level of literacy. For the purpose of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, literacy comprises the reading and writing skills required to understand reading selections and to communicate through a variety of written forms as expected by *The Ontario Curriculum* for all subjects up to the end of Grades 3 and 6, respectively.



**Every
teacher
is a teacher
of reading
and writing.**

In the reading component of the assessment, students use reading strategies to interact with, and construct meaning from, a variety of long and short narrative, poetic, informational and graphic texts. Students are asked to demonstrate their understanding of explicit (directly stated) and implicit (indirectly stated) meanings as well as to connect their understanding of the text to their personal experience and knowledge. The reading passages on the assessments are representative of those expected in *The Ontario Curriculum* for all subjects up to the end of Grades 3 and 6.

In the writing component, students are prompted to write two short-writing tasks and one long-writing task, and to answer eight multiple-choice writing questions. Through their responses, students demonstrate their ability to communicate ideas and information clearly and coherently. Since writing on large-scale assessments does not allow for a complete revision and refinement process, student written work on the assessments is scored as an on-demand task (i.e., unpolished). The written forms in which students are asked to write are representative of those expected in *The Ontario Curriculum* for all subjects up to the end of Grades 3 and 6.

Description of What Is Assessed

Reading is defined as the process of actively making meaning across a variety of fiction and non-fiction written texts that students are expected to understand based on the expectations in *The Ontario Curriculum* across all subjects up to the end of Grade 3 and Grade 6. The primary and junior division assessments focus on three reading skills:

- understanding explicitly stated information and ideas;
- understanding implicitly stated information and ideas (making inferences) and
- responding to reading by making connections between information and ideas in a reading selection and personal knowledge and experience (interpreting a reading selection by integrating its information and ideas with personal knowledge and experience).

Writing is defined as the constructive process of communicating in a variety of forms, for a range of purposes and audiences, appropriate for instruction in a given grade, based on the expectations in *The Ontario Curriculum* across all subjects up to the end of Grade 3 and Grade 6. The primary and junior division assessments focus on three writing skills featured in the overall expectations for *The Ontario Curriculum, Grades 1–8: Language* (2006):

- developing a main idea with sufficient supporting details;
- organizing information and ideas in a coherent manner and
- using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication.



Primary Assessment Curriculum Connections

Subject	Grade	Curriculum Expectations	Reading Skills	Writing Skills
Dance: The Arts	1	<i>Exploring Forms and Cultural Contexts</i> <ul style="list-style-type: none"> identify and describe dance experiences in their own lives and communities 		✓
	2	<i>Reflecting, Responding, and Analysing</i> <ul style="list-style-type: none"> describe the similarities between their own dance phrases and those of others 		✓
	3	<i>Creating and Presenting</i> <ul style="list-style-type: none"> use dance as a language to represent ideas from diverse literature sources, with a focus on time and energy 		✓
Drama: The Arts	1	<i>Exploring Forms and Cultural Contexts</i> <ul style="list-style-type: none"> demonstrate an awareness of a variety of roles, themes, and subjects in dramas and stories from different communities around the world 	✓	
	2	<i>Reflecting, Responding, and Analysing</i> <ul style="list-style-type: none"> express thoughts, feelings, and ideas about drama experiences and performances in a variety of ways 		✓
	3	<i>Reflecting, Responding, and Analysing</i> <ul style="list-style-type: none"> identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members 		✓
Health and Physical Education	1	<i>Living Skills</i> <ul style="list-style-type: none"> communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living 	✓	
		<i>Active Living</i> <ul style="list-style-type: none"> demonstrate an understanding of factors that contribute to their personal enjoyment of being active ... as they participate in a wide variety of individual and small-group activities 	✓	
		<i>Healthy Living</i> <ul style="list-style-type: none"> demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, and outdoors 	✓	✓
	2	<i>Living Skills</i> <ul style="list-style-type: none"> identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity 		✓

Subject	Grade	Curriculum Expectations	Reading Skills	Writing Skills
Health and Physical Education (continued)	2	Active Living • identify reasons for participating in physical activity every day		✓
		Healthy Living • use Canada's Food Guide to assess the nutritional value of meals ... and identify food and beverage choices that enhance healthy growth and development	✓	✓
	3	Living Skills • use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, resolving conflicts, and evaluating their choices in connection with learning in health and physical education	✓	✓
		Active Living • describe the benefits of participating in physical activity every day		✓
		Healthy Living • explain how the portrayal of fictional violence in various media (e.g., television dramas, video games, Internet, movies) can create an unrealistic view of the consequences of real violence		✓
Mathematics	1	Number Sense and Numeration • read and print in words whole numbers to ten, using meaningful contexts	✓	
		Measurement • relate temperature to experiences of the seasons		✓
		Geometry and Spatial Sense • describe similarities and differences between an everyday object and a three-dimensional figure		✓
		Patterning and Algebra • identify, describe, and extend, through investigation, geometric repeating patterns involving one attribute	✓	✓
		Data Management and Probability • read primary data presented in concrete graphs and pictographs, and describe the data using comparative language	✓	✓
	2	Number Sense and Numeration • read and print in words whole numbers to twenty, using meaningful contexts	✓	✓

Subject	Grade	Curriculum Expectations	Reading Skills	Writing Skills	
Mathematics (continued)	2	Measurement • record and represent measurements of length, height, and distance in a variety of ways	✓	✓	
		Geometry and Spatial Sense • create and describe symmetrical designs using a variety of tools		✓	
		Patterning and Algebra • identify and describe, through investigation, growing patterns and shrinking patterns generated by ... repeated addition or subtraction		✓	
		Data Management and Probability • gather data to answer a question, using a simple survey with a limited number of responses	✓	✓	
	3	Number Sense and Numeration • represent and describe the relationships between coins and bills up to \$10			✓
		Measurement • solve problems involving the relationships between minutes and hours, hours and days, days and weeks, and weeks and years, using a variety of tools	✓	✓	
		Geometry and Spatial Sense • describe movement from one location to another using a grid map		✓	
		Patterning and Algebra • create a number pattern involving addition or subtraction, given a pattern represented on a number line or a pattern rule expressed in words		✓	
		Data Management and Probability • read primary data presented in charts, tables, and graphs (including vertical and horizontal bar graphs), then describe the data using comparative language, and describe the shape of the data	✓	✓	
	Music: The Arts	1	Reflecting, Responding, and Analysing • identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members	✓	✓
2		Reflecting, Responding, and Analysing • express personal responses to musical performances in a variety of ways		✓	
3		Reflecting, Responding, and Analysing • describe ways in which the elements of music are used in the music they perform, listen to, and create		✓	

Subject	Grade	Curriculum Expectations	Reading Skills	Writing Skills
Native Languages	1	Reading • recognize words and language structures that have been introduced orally	✓	
		Writing • write simple words, using the alphabet or syllabics chart, pictures, and other visual aids		✓
	2	Reading • read simple phrases aloud using pictures	✓	
		Writing • demonstrate an understanding of simple phrases by creating lists of simple phrases around a familiar topic or idea		✓
	3	Reading • read phrases using the alphabet or syllabics chart, pictures, and other visual aids	✓	
		Writing • form phrases using familiar vocabulary		✓
Science and Technology	1	Needs and Characteristics of Living Things • investigate and compare the 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	✓	
		Materials, Objects, and Everyday Structures • distinguish between objects (including structures) and materials found in nature (e.g., tree: sap) and those made by humans (e.g., toy: plastic)		✓
		Energy in Our Lives • use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes	✓	✓
		Daily and Seasonal Changes • describe how humans prepare for and/or respond to daily and seasonal changes	✓	✓
	2	Growth and Changes in Animals • investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods	✓	✓
		Movement • use appropriate science and technology vocabulary, including <i>push</i> , <i>pull</i> , <i>beside</i> , <i>above</i> , <i>wheel</i> , <i>axle</i> , and <i>inclined plane</i> , in oral and written communication		✓

Subject	Grade	Curriculum Expectations	Reading Skills	Writing Skills
Science and Technology (continued)	2	Properties of Liquids and Solids • use scientific inquiry/experimentation skills ... to investigate liquids and solids in terms of their capacity for buoyancy (e.g., wood floats, coins sink) and/or absorption		✓
		Air and Water in the Environment • assess personal and family uses of water as responsible/efficient or wasteful, and create a plan to reduce the amount of water used, where possible		✓
	3	Growth and Changes in Plants • germinate seeds and record similarities and differences as seedlings develop		✓
		Strong and Stable Structures • explain how strength and stability enable a structure (e.g., bridge, tent) to perform a specific function		✓
		Forces Causing Movement • assess the impact of safety devices that minimize the effects of forces in various human activities	✓	✓
		Soils in the Environment • investigate the process of composting, and explain some advantages and disadvantages of composting		✓
Social Studies	1	Relationships, Rules and Responsibilities • explain why rules and responsibilities have been established	✓	✓
		The Local Community • use appropriate words (e.g., <i>left/right, up/down, front/back, near/far, above/below</i>) to describe relative locations of places and objects	✓	
	2	Traditions and Celebrations • use illustrations, key words, and simple sentences (e.g., timeline of major family events, simple family tree) to sort, classify, and record basic information about family history and traditions	✓	✓
		Features of Communities Around the World • recognize that the world is made up of countries, continents, and regions, including Canada in the continent of North America	✓	✓

Subject	Grade	Curriculum Expectations	Reading Skills	Writing Skills
Social Studies (continued)	3	<i>Early Settlements in Upper Canada</i> • use media works, oral presentations, written notes and descriptions, and drawings to communicate research findings	✓	✓
		<i>Urban and Rural Communities</i> • use appropriate vocabulary ... to communicate the results of inquiries and observations about urban and rural communities	✓	✓
Visual Arts: The Arts	1	<i>Exploring Forms and Cultural Contexts</i> • identify and describe visual art forms that they see in their home, at school, in their community, and in visual arts experiences		✓
	2	<i>Creating and Presenting</i> • identify and document their strengths, their interests, and areas for improvement as creators of art		✓
	3	<i>Reflecting, Responding, and Analysing</i> • demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art		✓

For resources, please see page 17.

Junior Assessment Curriculum Connections

Subject	Grade	Curriculum Expectations	Reading Skills	Writing Skills
Dance: The Arts	4	Creating and Presenting • identify and describe the different roles of dance in their lives and in communities around the world		✓
	5	Reflecting, Responding, and Analysing • relate stories and characters in their own and others' dance pieces to personal knowledge and experience		✓
	6	Reflecting, Responding, and Analysing • construct personal interpretations of dance pieces that depict stories, issues, and themes, and explain their interpretations, using dance terminology (... write a response journal entry on a dance piece performed by peers about a social issue)		✓
Drama: The Arts	4	Exploring Forms and Cultural Contexts • identify and describe some similarities in the purposes of process drama and more formal, traditional theatre productions	✓	
	5	Reflecting, Responding, and Analysing • express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works		✓
	6	Reflecting, Responding, and Analysing • identify a favourite scene and give reasons for their preference, using correct drama terminology to describe how the elements of drama contribute to its effectiveness		✓
French as a Second Language	4	Reading • use all available cues (e.g., visual cues, knowledge of basic sounds, and context) to determine meaning	✓	
		Writing • write, using a model, a first draft and corrected version in guided and cooperative writing tasks		✓
	5	Reading • read at least nine simple passages or stories	✓	
		Writing • write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures		✓
	6	Reading • identify the main idea and a few supporting details	✓	✓
		Writing • write, using a model, a first draft and corrected version in guided and cooperative writing tasks		

Subject	Grade	Curriculum Expectations	Reading Skills	Writing Skills
Health and Physical Education	4	<p>Living Skills</p> <ul style="list-style-type: none"> • use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living 	✓	
		<p>Active Living</p> <ul style="list-style-type: none"> • demonstrate an understanding of factors that contribute to their personal enjoyment of being active 	✓	
		<p>Healthy Living</p> <ul style="list-style-type: none"> • analyse personal food selections through self-monitoring over time, using the criteria in Canada's Food Guide ... and develop a simple healthy-eating goal appropriate to their age and activity level 	✓	✓
	5	<p>Living Skills</p> <ul style="list-style-type: none"> • use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., ... describe how joining a school-wide activity such as an intramural team or club can benefit them) 		✓
		<p>Active Living</p> <ul style="list-style-type: none"> • demonstrate an understanding of factors that contribute to their personal enjoyment of being active 		✓
		<p>Healthy Living</p> <ul style="list-style-type: none"> • describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication 	✓	✓
	6	<p>Living Skills</p> <ul style="list-style-type: none"> • use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education 	✓	
		<p>Active Living</p> <ul style="list-style-type: none"> • describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities 		✓
		<p>Healthy Living</p> <ul style="list-style-type: none"> • explain how healthy eating and active living work together to improve a person's general health and well-being ... and how the benefits of both can be promoted to others 	✓	✓

Subject	Grade	Curriculum Expectations	Reading Skills	Writing Skills
Mathematics	4	Number Sense and Numeration <ul style="list-style-type: none"> represent fractions using concrete materials, words, and standard fractional notation, and explain the meaning of the denominator as the number of the fractional parts of a whole or a set, and the numerator as the number of fractional parts being considered 		✓
		Measurement <ul style="list-style-type: none"> pose and solve meaningful problems that require the ability to distinguish perimeter and area 	✓	✓
		Geometry and Spatial Sense <ul style="list-style-type: none"> identify, perform, and describe reflections using a variety of tools 		✓
		Patterning and Algebra <ul style="list-style-type: none"> extend, describe, and create repeating, growing, and shrinking number patterns 	✓	✓
		Data Management and Probability <ul style="list-style-type: none"> read, interpret, and draw conclusions from primary data ... and from secondary data ... presented in charts, tables, and graphs 	✓	✓
	5	Number Sense and Numeration <ul style="list-style-type: none"> read and print in words whole numbers to ten thousand, using meaningful contexts (e.g., newspapers, magazines) 	✓	✓
		Measurement <ul style="list-style-type: none"> estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies 		✓
		Geometry and Spatial Sense <ul style="list-style-type: none"> compare grid systems commonly used on maps (i.e., the use of numbers and letters to identify an area; the use of a coordinate system based on the cardinal directions to describe a specific location) 	✓	
		Patterning and Algebra <ul style="list-style-type: none"> create, identify, and extend numeric and geometric patterns, using a variety of tools (e.g., concrete materials, paper and pencil, calculators, spreadsheets) 	✓	✓
		Data Management and Probability <ul style="list-style-type: none"> collect data by conducting a survey or an experiment (e.g., gather and record air temperature over a two-week period) to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements 	✓	✓

Subject	Grade	Curriculum Expectations	Reading Skills	Writing Skills
Mathematics (continued)	6	Number Sense and Numeration <ul style="list-style-type: none"> read and print in words whole numbers to one hundred thousand, using meaningful contexts (e.g., the Internet, reference books) 	✓	✓
		Measurement <ul style="list-style-type: none"> select and justify the appropriate metric unit (i.e., millimetre, centimetre, decimetre, metre, decametre, kilometre) to measure length or distance in a given real-life situation (<i>Sample problem:</i> Select and justify the unit that should be used to measure the perimeter of the school) 		✓
		Geometry and Spatial Sense <ul style="list-style-type: none"> identify, perform, and describe, through investigation using a variety of tools (e.g., grid paper; tissue paper; protractor; computer technology), rotations of 180° and clockwise and counterclockwise rotations of 90°, with the centre of rotation inside or outside the shape 	✓	
		Patterning and Algebra <ul style="list-style-type: none"> describe pattern rules (in words) that generate patterns by adding or subtracting a constant, or multiplying or dividing by a constant, to get the next term (e.g., for 1, 3, 5, 7, 9, ... the pattern rule is "start with 1 and add 2 to each term to get the next term"), then distinguish such pattern rules from pattern rules, given in words, that describe the general term by referring to the term number (e.g., for 2, 4, 6, 8, ... the pattern rule for the general term is "double the term number") 	✓	✓
		Data Management and Probability <ul style="list-style-type: none"> read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., sports data in the newspaper; data from the Internet about movies), presented in charts, tables, and graphs (including continuous line graphs) 	✓	✓
Music: The Arts	4	Reflecting, Responding, and Analysing <ul style="list-style-type: none"> identify the role of music in a community today and compare it to its role in a community of the past 	✓	✓
	5	Reflecting, Responding, and Analysing <ul style="list-style-type: none"> express detailed personal responses to musical performances in a variety of ways 		✓
	6	Exploring Forms and Cultural Contexts <ul style="list-style-type: none"> 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 	✓	✓

Subject	Grade	Curriculum Expectations	Reading Skills	Writing Skills
Native Languages	4	Reading • read simple sentences in the writing system used in the program	✓	
		Writing • spell words and phrases correctly in simple sentences, using available resources to confirm spelling		✓
	5	Reading • use visual cues ... and other reading strategies ... to determine the meaning of sentences	✓	
		Writing • write simple messages using sentences		✓
	6	Reading • demonstrate an understanding of the information and ideas conveyed in written materials	✓	
		Writing • write a variety of materials ... using vocabulary and language structures appropriate for the grade		✓
Science and Technology	4	Habitats and Communities • use scientific inquiry/research skills ... to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs	✓	✓
		Pulleys and Gears • describe how one type of motion can be transformed into another type of motion using pulleys or gears		✓
		Light and Sound • describe properties of sound, including the following: sound travels; sound can be absorbed or reflected and can be modified	✓	✓
		Rocks and Minerals • analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account	✓	✓
	5	Human Organ Systems • use scientific inquiry/experimentation skills ... to investigate changes in body systems ... as a result of physical activity	✓	✓
		Forces • measure and compare, quantitatively and/or qualitatively, the force required to move a load ... using different mechanical systems ... and describe the relationship between the force required and the distance over which the force moves		✓

Subject	Grade	Curriculum Expectations	Reading Skills	Writing Skills	
Science and Technology (continued)	5	Matter and Energy • use a variety of forms ... to communicate with different audiences and for a variety of purposes		✓	
		Conservation of Energy and Resources • 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	✓	✓	
	6	Biodiversity • use scientific inquiry/research skills ... to compare the characteristics of organisms within the plant or animal kingdoms	✓	✓	
		Flight • assess the benefits and costs of aviation technology for society and the environment, taking different social and economic perspectives into account	✓	✓	
		Electricity and Electrical Devices • use a variety of forms...to communicate with different audiences and for a variety of purposes		✓	
		Space • evaluate the social and environmental costs and benefits of space exploration, taking different points of view into account	✓	✓	
	Social Studies	4	Medieval Times • outline the reasons for and some of the effects of medieval Europe's expanding contact with other parts of the world	✓	✓
			Canada's Provinces, Territories and Regions • use primary and secondary sources to locate information about natural resources and their uses	✓	
5		Early Civilizations • identify major early civilizations and locate ... them on a world map	✓		
		Aspects of Citizenship and Government in Canada • explain the processes of electing governments in Canada	✓	✓	
6		Canada's Links to the World • formulate questions to develop research plans with a statement of purpose	✓	✓	
		First Nation Peoples and European Explorers • compare key social and cultural characteristics of Algonquian and Iroquoian groups	✓	✓	

Subject	Grade	Curriculum Expectations	Reading Skills	Writing Skills
Visual Arts: The Arts	4	Reflecting, Responding, and Analysing • interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey		✓
	5	Creating and Presenting • use elements of design in art works to communicate ideas, messages, and understandings		✓
	6	Reflecting, Responding, and Analysing • demonstrate an understanding of how to read and interpret signs, symbols, and style in art works	✓	✓

List of Resources

The Arts: Go to *The Ontario Curriculum, Grades 1–8: The Arts* (2009), available at

<http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>.

Language: Go to *The Ontario Curriculum, Grades 1–8: Language* (2006), available at

<http://www.edu.gov.on.ca/eng/curriculum/elementary/language18curr.pdf>.

FSL: Go to *The Ontario Curriculum, French As a Second Language—Extended French, Grades 4–8; French Immersion, Grades 1–8* (2001),

available at <http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18curr.pdf>.

Health and Physical Education: Go to *The Ontario Curriculum, Grades 1–8: Health and Physical Education, Interim Edition* (2010), available at

<http://www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf>.

Mathematics: Go to *The Ontario Curriculum, Grades 1–8: Mathematics* (2005), available at

<http://www.edu.gov.on.ca/eng/curriculum/elementary/math18curr.pdf>.

Native Languages: Go to *The Ontario Curriculum, Grades 1–8: Native Languages* (2001), available at

<http://www.edu.gov.on.ca/eng/curriculum/elementary/nativelang18curr.pdf>.

Science and Technology: Go to *The Ontario Curriculum, Grades 1–8: Science and Technology* (2007), available at

<http://www.edu.gov.on.ca/eng/curriculum/elementary/scientec18curr.pdf>.

Social Studies: Go to *The Ontario Curriculum, Grades 1–8: Social Studies* (2004), available at

<http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies18curr.pdf>.

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