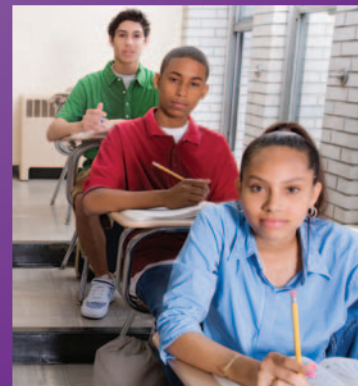


Ontario Secondary School Literacy Test

# OSSLT Curriculum Connections



Education Quality and  
Accountability Office



June 2011

# OSSLT Curriculum Connections

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June 2011

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## Introduction

### Curriculum Documents

The Ontario Secondary School Literacy Test (OSSLT) is solidly grounded in the *Ontario Curriculum* (2001–2010) expectations that address reading and writing skills for all subjects up to the end of Grade 9. The international standards for large-scale graduation-requirement tests 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 will cover the reading and the writing knowledge and skills that the OSSLT measures.

The charts on the following pages clearly link the reading and writing knowledge and skills tested on the OSSLT to some of the overall and specific expectations in the Grades 7, 8 and 9 *Ontario Curriculum* documents produced between 1999 and 2010. The expectations listed are only a sample of how curriculum expectations relate to the OSSLT. Many other expectations in the curriculum documents relate directly or indirectly to the skills measured on the OSSLT. These charts will continue to be updated as the Ontario Ministry of Education completes the revisions to *The Ontario Curriculum* that are currently underway.

### Curriculum Exemplars

For all subjects and at many grade levels, the Ministry of Education formerly provided teachers with exemplars of student performances at the four levels of achievement described in each subject curriculum document. Despite curricular revisions, the tasks and forms featured in the *Ministry's Ontario Curriculum: Exemplars, Grades 1–8: Writing* (1999), in particular, continue to be useful, as they are similar to those frequently featured on the OSSLT. The Grade 7 task asks students to write an advertisement for a new food product using a persuasive essay format. The Grade 8 letter to the editor requires students to develop and support an opinion. Likewise, the ENG1D English exemplar requires students to develop a supported opinion essay on conflict. Because the content for these exemplars is cross-curricular, they can be used to articulate writing skills and assessment criteria in all Grades 7–9 subjects according to the Communication category of the Achievement Chart, and for moderated marking.

## Definition of Literacy for the OSSLT

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 OSSLT, literacy comprises the reading and writing skills required to understand reading selections and to communicate through a variety of written forms as expected in *The Ontario Curriculum* for all subjects up to the end of Grade 9.



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

In the reading component of the test, students use reading strategies to interact with, and construct meaning from, a variety of narrative, informational and graphic selections to construct an understanding of the meaning of the 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 OSSLT are representative of those expected in *The Ontario Curriculum* for all subjects up to the end of Grade 9.

In the writing component, students are prompted to write two short responses, a series of paragraphs expressing an opinion and a news report. 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 OSSLT is scored as first draft (i.e., unpolished) writing. 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 Grade 9.

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## Description of What Is Assessed

The OSSLT assesses reading and writing skills.

**Reading** is defined as the process through which the reader actively makes meaning for a variety of written texts that students are expected to understand according to the expectations in *The Ontario Curriculum* across all subjects up to the end of Grade 9. The OSSLT narrative, informational and graphic reading selections focus on three reading skills:

- **Reading Skill 1:** understanding explicitly stated information and ideas
- **Reading Skill 2:** understanding implicitly stated information and ideas (making inferences)
- **Reading Skill 3:** making connections between information and ideas in a reading selection and personal knowledge and experience (interpreting reading selections by integrating information and ideas in a reading selection and personal knowledge and experience)

**Writing** is defined as the constructive process of communicating in a variety of forms, and for the range of purposes and audiences appropriate for instruction according to the Achievement Chart and expectations in *The Ontario Curriculum* across all subjects up to the end of Grade 9. Through a combination of multiple-choice questions and two short and two long open-response writing tasks, the OSSLT focuses on three writing skills:

- **Writing Skill 1:** developing a main idea with sufficient supporting details
- **Writing Skill 2:** organizing information and ideas in a coherent manner
- **Writing Skill 3:** using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication



# Grade 7 Curriculum

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Subject	Curriculum Expectations	Reading Skills	Writing Skills
<b>Dance: The Arts (revised: 2009)</b>	analyse, using dance vocabulary, their own and others' dance pieces to identify the elements of dance and the choreographic forms used in them and explain how they help communicate meaning		✓
	construct personal interpretations of the messages in their own and others' dance pieces, including messages about issues relevant to their community and/or the world	✓	✓
<b>Drama: The Arts (revised: 2009)</b>	compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places		✓
	role/character: considering motivations of historical and fictional characters; considering various facets of multidimensional characters; revealing character through the use of props and movement/blocking; maintaining commitment to role	✓	
<b>French as a Second Language: Core French</b>	read at least twelve simple texts (e.g., letters, descriptions, essays), and identify main ideas and some supporting details	✓	
	write in a variety of simple forms (e.g., letters, poems, descriptions), following a model and making substitutions and minor adaptations to the model		✓
<b>Geography (revised: 2004)</b>	locate and use relevant information from a variety of primary and secondary sources (e.g., <i>primary sources</i> : interviews, statistics, aerial photographs, satellite images, live telecasts; <i>secondary sources</i> : maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet sites)	✓	✓
<b>Health and Physical Education: Interim Edition (revised: 2010)</b>	demonstrate the ability to make connections that relate to health and well-being—how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being	✓	
	develop, implement, and revise a personal plan to meet short-term, health-related fitness goals		✓
<b>History (revised: 2004)</b>	use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land (e.g., <i>primary sources</i> : artefacts, journals, letters, statistics, field trips, interviews, period documents and maps; <i>secondary sources</i> : maps, illustrations, print materials, videos, CD-ROMs, Internet sites)	✓	
	describe the major causes and personalities of the War of 1812		✓
	analyse, synthesize, and evaluate historical information (e.g., debate the question: Who won the War of 1812?)	✓	✓

Subject	Curriculum Expectations	Reading Skills	Writing Skills
<b>Language (revised: 2006)</b>	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	✓	
	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		✓
<b>Mathematics (revised: 2005)</b>	research and report on real-life applications of area measurements (e.g., building a skateboard; painting a room)	✓	✓
	make and evaluate convincing arguments, based on the analysis of data		✓
	read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., temperature data or community data in the newspaper; data from the Internet about populations) presented in charts, tables, and graphs (including relative frequency tables and circle graphs)	✓	✓
<b>Music: The Arts (revised: 2009)</b>	demonstrate an understanding of standard and other musical notation through performance and composition	✓	
	express analytical, personal responses to musical performances in a variety of ways (e.g., represent musical scenes in <i>Pictures at an Exhibition</i> through art work or dramatization; record detailed analyses of music they have listened to in a log or reflection journal to explain why they enjoy it and how the elements of music are used)		✓
<b>Science and Technology (revised: 2007)</b>	investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem	✓	
	use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., design a multimedia presentation explaining the interrelationships between biotic and abiotic components in a specific ecosystem)		✓
	use appropriate science and technology vocabulary, including <i>truss, beam, ergonomics, shear, and torsion</i> ), in oral and written communication	✓	✓

Subject	Curriculum Expectations	Reading Skills	Writing Skills
<b>Visual Arts: The Arts (revised: 2009)</b>	explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding		✓
	demonstrate an understanding of the function of visual and media arts in various contexts today and in the past, and of their influence on the development of personal and cultural identity	✓	

For resources, please see page 10.

# Grade 8 Curriculum

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Subject	Curriculum Expectations	Reading Skills	Writing Skills
<b>Dance: The Arts (revised: 2009)</b>	apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences		✓
	describe how social, political, and economic factors influenced the emergence and development of a dance form or genre of their choice (e.g., <i>factors</i> : funding to artists, the commercialization of dance, support for dance programs in schools; <i>genres/forms</i> : modern dance in the early twentieth century, the waltz in nineteenth-century Europe)	✓	✓
<b>Drama: The Arts (revised: 2009)</b>	analyse the influence of the media on a wide variety of drama forms and/or styles of live theatre	✓	
	evaluate, using drama terminology, how effectively drama works and shared drama experiences use the elements of drama to engage the audience and communicate a theme or message		✓
<b>French as a Second Language</b>	read at least fifteen simple texts (e.g., excerpts from newspapers, magazines), and identify the main idea and supporting details	✓	
	produce pieces of writing in a variety of simple forms (e.g., lists, dialogues, illustrated stories), following and making adaptations to a model		✓
<b>Geography (revised: 2004)</b>	investigate and explain the advantages and disadvantages of Canada's involvement in major trade associations/agreements (e.g., North American Free Trade Agreement [NAFTA], World Trade Organization [WTO])	✓	✓
	explain how the components of culture (e.g., language, social organization, educational systems, beliefs and customs) can be affected by migration	✓	✓
<b>Health and Physical Education: Interim Edition (revised: 2010)</b>	recognize the difference between health-related components of personal fitness (i.e., cardio-respiratory endurance, muscular strength, muscular endurance, flexibility) and skill-related components (i.e., balance, agility, power, reaction time, speed, and coordination), and explain how to use training principles to enhance both components	✓	✓
<b>History (revised: 2004)</b>	use a variety of resources and tools to gather, process, and communicate information about conflicts and changes that occurred during the development of western Canada		✓
	explain the effects of post-Confederation immigration, new wheat strains, and the Klondike gold rush on the expansion of western Canada and British Columbia (e.g., the development of prairie towns, the entry of the Yukon Territory into Confederation, the growth of Dawson City)	✓	✓

Subject	Curriculum Expectations	Reading Skills	Writing Skills
<b>Language (revised: 2006)</b>	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	✓	✓
	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		✓
<b>Mathematics (revised: 2005)</b>	communicate mathematical thinking orally, visually, and in writing, using mathematical vocabulary and a variety of appropriate representations, and observing mathematical conventions		✓
	research, describe, and report on applications of volume and capacity measurement (e.g., cooking, closet space, aquarium size) (Sample problem: Describe situations where volume and capacity are used in your home.)	✓	✓
	identify and describe trends, based on the rate of change of data from tables and graphs, using informal language (e.g., "The steep line going upward on this graph represents rapid growth. The steep line going downward on this other graph represents rapid decline.")		✓
<b>Music: The Arts (revised: 2009)</b>	analyse some of the social, political, and economic factors that affect the creation of music	✓	
<b>Native Languages</b>	read independently using various reading strategies (e.g., draw on personal experience, use verbal cues, analyse context) to determine meaning	✓	
	write for a variety of purposes using different forms (e.g., write a letter to communicate thoughts and feelings; write a composition to describe a personal experience; write a radio or television news report to present an analysis of an issue related to Native youth; write a story to illustrate how Native people view the relationship between humans and the land)		✓

Subject	Curriculum Expectations	Reading Skills	Writing Skills
<b>Science and Technology (revised: 2007)</b>	assess the potential that our understanding of cells and cell processes has for both beneficial and harmful effects on human health and the environment, taking different perspectives into account	✓	
	explain the processes of diffusion and osmosis and their roles within a cell		✓
	assess the impact on local and global water systems of a scientific discovery or technological innovation	✓	
<b>Visual Arts: The Arts (revised: 2009)</b>	apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences		✓

### List of Resources: Elementary: Grades 7 and 8

**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>.

**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>.

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

<http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.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/scientec18currb.pdf>.

**Social Studies:** Go to *The Ontario Curriculum: Social Studies, Grades 1–6; History and Geography, Grades 7 and 8* (2004), available at

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

# Grade 9 Curriculum

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Subject	Curriculum Expectations	Reading Skills	Writing Skills
<b>Introduction to Business: Business Studies (revised: 2006)</b>	explain how information and communication technology affects the functions of a business (e.g., production, marketing, accounting, human resources) and how it affects employability at various levels of skill	✓	
	use information and communication technology for a variety of business purposes		✓
<b>Classical and International Languages</b>	Students read passages in the classical language silently for the purpose of comprehension. Explanations of grammar and information about ancient societies, as well as research material, are read in English	✓	
	Students write, in English, responses to questions, as well as translations, summaries, and paraphrases of passages in the classical language. They also write notes about grammar and reports on ancient societies in English. Students compose phrases and simple sentences in the classical language to consolidate their knowledge of grammar		✓
<b>Dance: The Arts (revised: 2010)</b>	apply an understanding of stagecraft in the presentation and performance process (e.g., explore the function of lighting, sound/music, costume, and setting in dance; research the clothing worn in the 1930s to inform their costume choices for a swing dance piece)		✓
	develop a portfolio that records their dance related learning in a variety of ways (e.g., in handouts, written work, and project descriptions, in either a digital or a traditional format), and use it to analyse their strengths and areas that need improvement	✓	✓
<b>Drama: The Arts (revised: 2010)</b>	use the elements of drama to suit an identified purpose and form in drama presentations (e.g., use a historical conflict as the focus for a dramatic monologue revealing a real or fictional character's attitudes, feelings, and reactions; use a futuristic, science-fiction setting for a mask comedy about an environmental or social issue)	✓	
<b>English: Academic &amp; Applied (revised: 2007)</b>	read and demonstrate an understanding of a variety of informational, literary and graphic 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	✓	

Subject	Curriculum Expectations	Reading Skills	Writing Skills
<b>English: Academic &amp; Applied (revised: 2007)</b> <i>continued</i>	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		✓
<b>Exploring Technologies: Technological Education (revised: 2009)</b>	demonstrate an understanding of the fundamental concepts and skills required in the planning and development of a product or service, including the use of a design process and/or other problem-solving processes and techniques	✓	✓
	demonstrate the ability to use a variety of appropriate methods to communicate ideas and solutions	✓	✓
<b>French as a Second Language (Core): Applied</b>	read materials containing a brief text (e.g., brochures, advertisements) and develop the main ideas and some supporting details in a different context (e.g., radio announcements, class posters)	✓	
	write a short descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence		✓
<b>Geography of Canada (Academic): Canadian &amp; World Studies (revised: 2005)</b>	distinguish between the characteristics of urban and rural environments (e.g., differences in population density, land use, forms of settlement, development patterns, types of employment)	✓	
	use a reasoned argument to identify the best place to live in Canada and justify their choice		✓
<b>Geography of Canada (Applied): Canadian &amp; World Studies (revised: 2005)</b>	evaluate Canada's effectiveness and commitment in responding to global challenges (e.g., climate change, depletion of ocean resources, terrorism) and promoting international well-being (e.g., humanitarian aid, human rights advocacy, peacekeeping)	✓	
	produce an oral, visual, or written report on a current international trade, cultural, or sporting event involving Canada (e.g., a trade mission, Sommet de la Francophonie, Commonwealth Conference, Olympic Games, Inuit Circumpolar Games, Commonwealth Games, Pan-American Games)		✓

Subject	Curriculum Expectations	Reading Skills	Writing Skills
<b>Healthy Active Living Education: Health and Physical Education</b>	identify the major factors (e.g., environmental influences such as peer pressure, media influences, adolescent attitudes) that contribute to the use of alcohol, tobacco, and other drugs	✓	
	explain the benefits and disadvantages of working with others	✓	✓
<b>Individual and Family Living: Social Science &amp; the Humanities</b>	describe variations in the roles of adolescents and in expectations of females and of males among families within Canada and in other countries	✓	
	describe the impact of economic, social, technological, environmental, and health factors on lifestyle decisions (e.g., whether to purchase a product, use a service, or participate in an activity)	✓	✓
<b>Integrated Arts: The Arts (revised: 2010)</b>	demonstrate an understanding of and apply appropriate standards, conventions, and practices associated with the preparation, promotion, and presentation of art works, including integrated art works/productions, for a variety of purposes	✓	✓
<b>Learning Strategies I—Skills and Success for Secondary School: Guidance and Career Education (revised: 2006)</b>	identify and use a variety of literacy skills and strategies to improve reading, writing, and oral communication in everyday contexts	✓	✓
<b>Mathematics: Academic and Applied (revised: 2005)</b>	communicate mathematical thinking orally, visually, and in writing, using mathematical vocabulary and a variety of appropriate representations, and observing mathematical conventions		✓
<b>Mathematics: Academic (revised: 2005)</b>	explain the significance of optimal area, surface area, or volume in various applications (e.g., the minimum amount of packaging material; the relationship between surface area and heat loss)		✓
<b>Mathematics: Applied (revised: 2005)</b>	describe a situation that would explain the events illustrated by a given graph of a relationship between two variables (Sample problem: The walk of an individual is illustrated in the given graph, produced by a motion detector and a graphing calculator: Describe the walk [e.g., the initial distance from the motion detector; the rate of walk].)		✓
<b>Music: The Arts (revised: 2010)</b>	conduct research to gather reliable information relating to specific music, musicians, and the musical opinions of others, and describe the impact this information has had on their own opinions or assessments (e.g., listen to, read about, and discuss with their peers a selection of music by a contemporary artist or group; assess the reliability of the judgements expressed in their sources; describe how a particular source has influenced their opinions and/or why a different source has not influenced them)	✓	✓

Subject	Curriculum Expectations	Reading Skills	Writing Skills
<b>Native Studies</b>	describe the contributions of Aboriginal artisans to Canadian society (e.g., Tomson Highway—theatre; Graham Greene—acting; Pauline Johnson—poetry; Robbie Robertson—music; various Inuit sculptors)	✓	
	explain how traditional forms of expression influence modern designs in Aboriginal art forms		✓
<b>Science: Academic and Applied (revised: 2008)</b>	demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analysing and interpreting, and communicating)	✓	✓
	communicate ideas, plans, procedures, results, and conclusions orally, in writing, and/or in electronic presentations, using appropriate language and a variety of formats (e.g., data tables, laboratory reports, presentations, debates, simulations, models)		✓
<b>Visual Arts: The Arts (revised: 2010)</b>	identify, on the basis of examination, elements and principles of design used in various art works, and describe their effects (e.g., the use of value to enhance contrast between foreground and background; the use of colour to contribute to mood, depth, and/or unity)		✓

### List of Resources: Secondary: Grade 9

- The Arts:** Go to *The Ontario Curriculum, Grades 9 and 10: The Arts* (2010) at <http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf>.
- Business Studies:** Go to *The Ontario Curriculum, Grades 9 and 10: Business Studies* (2006) at <http://www.edu.gov.on.ca/eng/curriculum/secondary/business910currb.pdf>.
- Canadian and World Studies:** Go to *The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies* (2005) at <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr.pdf>.
- Classical and International Languages:** Go to *The Ontario Curriculum, Grades 9 and 10: Classical and International Languages* (1999) at <http://www.edu.gov.on.ca/eng/curriculum/secondary/classiclang910curr.pdf>.
- English:** Go to *The Ontario Curriculum, Grades 9 and 10: English* (2007) at <http://www.edu.gov.on.ca/eng/curriculum/secondary/english910currb.pdf>.
- French As a Second Language:** Go to *The Ontario Curriculum, Grades 9 and 10: French As a Second Language—Core, Extended, and Immersion French* (1999) at <http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl910curr.pdf>.
- Guidance and Career Education:** Go to *The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education* (2006) at <http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance910currb.pdf>.
- Health and Physical Education:** Go to *The Ontario Curriculum, Grades 9 and 10: Health and Physical Education* (1999) at <http://www.edu.gov.on.ca/eng/curriculum/secondary/health910curr.pdf>.
- Mathematics:** Go to *The Ontario Curriculum, Grades 9 and 10: Mathematics* (2005) at <http://www.edu.gov.on.ca/eng/curriculum/secondary/math910curr.pdf>.
- Native Studies:** Go to *The Ontario Curriculum, Grades 9 and 10: Native Studies* (1999) at <http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies910curr.pdf>.
- Science:** Go to *The Ontario Curriculum, Grades 9 and 10: Science* (2008) at [http://www.edu.gov.on.ca/eng/curriculum/secondary/science910\\_2008.pdf](http://www.edu.gov.on.ca/eng/curriculum/secondary/science910_2008.pdf).
- Social Sciences:** Go to *The Ontario Curriculum, Grades 9 and 10: Social Sciences and Humanities* (1999) at <http://www.edu.gov.on.ca/eng/curriculum/secondary/sstudies910curr.pdf>.
- Technological Education:** Go to *The Ontario Curriculum, Grades 9 and 10: Technological Education* (2009) at <http://www.edu.gov.on.ca/eng/curriculum/secondary/teched910curr09.pdf>.

**Education Quality and  
Accountability Office**



2 Carlton Street, Suite 1200, Toronto ON M5B 2M9

Telephone: 1-888-327-7377 Web site: [www.eqao.com](http://www.eqao.com)

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