

A Curriculum for Ontario

by Mark Holmes

OQE has sent a letter to the Ontario Minister of Education and Training outlining ways in which his forthcoming curriculum can be improved. We provided the following sample objectives to illustrate what is needed.

The following educational objectives should be achieved, at a level of 80 percent mastery, by at least 80 percent of children in first grade by June 1999 and in years thereafter.

LANGUAGE — GRADE ONE

The student:

- reads phonetically-sounded words within the classroom speaking vocabulary;
- reads sight words of a basic 100-word vocabulary;
- understands and tells the story line of stories and verse read aloud by others;
- reads to herself "I can read" books;
- reads "I can read" books aloud;
- retells aloud the story line of books read alone;
- enjoys being read to;
- enjoys reading to himself;
- prints upper and lower case letters correctly;
- writes simple sentences using words in reading vocabulary;
- spells words in phonetic and sight vocabulary correctly;
- writes simple sentences correctly with beginning capital and period;
- memorizes rhyming verse and songs.

MATHEMATICS — GRADE ONE

The student:

- counts to 200, in ones, twos, fives, tens and hundreds;
- counts to 1000 in hundreds;
- adds, subtracts to ten;
- multiplies, divides to ten;
- extends simple number patterns (e.g., 1, 2, 4, 7, 11 ...; 1, 3, 5 ...);
- records simple data on charts;
- measures objects to 100 cm and 100 g;
- records temperature;
- compares and estimates longer-shorter in time and length; heavier/lighter in grams and kilograms; faster/slower in km/h; taller/shorter in cm and mm;
- solves number problems involving four operations to ten;
- tells time by hour and half-hour;
- estimates time up to three hours and minutes in fives up to 60.

The following educational objectives should be achieved, at a level of 80 percent mastery, by at least 80 percent of children in sixth grade by June 2001 and in years thereafter.

LANGUAGE — GRADE SIX

The student:

- reads, understands and interprets novels (e.g., by James Houston, L.M. Montgomery and Mollie Hunter), short stories and prose selections;
- understands, infers and interprets development of character, plot and setting in fiction and drama;
- reads newspaper and magazine articles, references and texts for information;
- understands key ideas, themes, arguments, facts, supporting detail and both adequate and inadequate evidence in a variety of writing (i.e., science, history, geography, politics and areas of personal interest);
- understands, interprets and memorizes short poems (or extracts) and verse;
- recognizes and uses humour, obvious irony and figurative language;
- enjoys reading in own time for pleasure and interest;
- writes in complete sentences and paragraphs;
- writes for various audiences (friends and relatives, the public, other students);
- writes for various purposes, formally and informally, i.e., to inform, amuse, request, explain, persuade and interpret;
- writes letters, reports (in literature, science, geography and history), narrative, verse, interpretive paragraphs and short essays;
- uses commas, periods, question, exclamation and quotation marks correctly;
- uses clauses and phrases correctly;
- uses nouns, verbs and adjectives correctly;
- understands subject, verb, object and subjective completion (complement);
- spells key words from texts and novels correctly;
- applies spelling rules correctly;
- learns to spell new words and uses them correctly in different forms (e.g., investigate, investigation, investigator);
- understands, interprets, analyzes, summarizes and synthesizes simple ideas from tapes, videos, published and computerized text, television and film;
- speaks confidently, coherently and logically in prepared presentations, class discussions and debates;

- participates helpfully in different roles (e.g., leader, participant, secretary, reporter) in group projects and presentations;
- listens carefully to, comprehends and interprets spoken, broadcast and recorded word.

MATHEMATICS — GRADE SIX

The student:

- estimates and calculates multiplication and division using decimals (calculators may be used at school discretion for numbers involving four or more digits and two or more decimal places);
- manipulates (and reduces) simple fractions (down to twelfths) in addition, subtraction, multiplication and division;
- estimates and calculates simple problems involving three kinds of percentage: i.e., What is 15.5% of 300? What percent is 27 of 81? and 17 is 10% of what number?
- understands simple ratio and proportion;
- solves simple algebraic problem statements;
- calculates area and perimeter-circumference of squares, rectangles and circles;
- calculates surface area and volumes of cubes and cuboids;
- solves simple everyday problems involving area, perimeter and volume;
- uses the following measures: mm, cm, m, km; mL, cL and L; mg, g, kg; m squared and hectare; degrees Celsius, in problems applied to daily life;
- calculates problems involving PST and GST, sale reductions and purchases without either tax, with GST alone and both GST and PST;
- constructs and uses simple line and bar graphs;
- calculates mean and median in daily application;
- uses compasses, set squares and protractors to draw figures according to specifications;
- solves one- and two-step problems involving age, mass (weight), prices, speed/distance/time, area, percentages, simple graphs;
- uses metric and SI systems and abbreviations for dates, time and measures.

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