

CURRICULUM MAPS FOR GRADE 8**CONTENTS:**

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Subject:	Religion	Grade:	8
Unit:	Title:	Stand By Me	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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We believe in the Holy Spirit				
Students will:	Identify and evaluate expectations that affect their behavior	2-9	Justice	Responsibility
	Retell the Pentecost story	1-8	Faith	Courage
	Identify and describe how Pentecost changed the behavior of the followers of Jesus	2-10	Hope	Motivation Initiative
	Know that the Holy Spirit is present as their helper	1-3	Faith	Friendship
	Identify ways the Holy Spirit helps us do God's will	2-2	Temperance	Work Perseverance
	Name ways of developing their gifts	3-5	Fortitude	Work Perseverance
	Know the fruits of the Spirit, and identify them in life	1-9	Prudence	Self-discipline
	Evaluate decisions according to the fruits of the Spirit	1-9	Prudence	Self-discipline
	Explain how the Spirit helps us be disciples of Jesus	4-6	Charity	Cooperation
	Define solidarity and explain how the Trinity calls us to solidarity with each other	1-3	Faith	Friendship
	Evaluate their willingness to be present to others	2-6	Fortitude	Stewardship
	Recognize that God relates to us as three distinct persons in three different ways	1-3	Faith	Responsibility
	Know that there is only one God	1-1	Prudence	Integrity
	Know and pray a Trinitarian prayer	4-1	Faith	Responsibility
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We believe in the holy church				
Students will:	Define holiness	1-1	Faith	Stewardship
	Define sacrament and see God's presence in their life	3-5	Prudence	Respect
	Name the seven sacraments of the Church	1-8	Fortitude	Cooperation
	Know that sacraments are living encounters with God	4-3	Justice	Honesty
	Describe the commitments made at initiation sacraments of Baptism, Confirmation and Eucharist	3-3	Faith	Courage
	Identify ways initiation sacraments promote belonging	3-5	Fortitude	Responsibility
	Name the symbols of initiation sacraments	1-8	Faith	Cooperation
	Restate the Catholic baptismal promises and evaluate the degree they commit to them and live by them	2-8	Fortitude	Responsibility
	Identify ways initiation sacraments give us purpose	1-8	Faith	Courage
	Retell and explain Gospel healing stories	4-4	Hope	Kindness Courage
	Recognize God helps us grow in holiness	2-10	Temperance	Integrity
	Identify ways that the sacraments of reconciliation and anointing are signs of hope and wholeness	1-8	Faith	Courage
	Identify moments in their lives when God has healed	4-4	Hope	Kindness Empathy
	Identify the need for healing and forgiveness in their lives	1-8	Faith	Courage

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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We believe in one holy catholic and apostolic Church				
Students will:	Identify implications of believing in “one” church	1-9	Faith	Integrity
	Explain the meaning of the word “catholic”	1-2	Prudence	Respect
	Describe a variety of definitions of Church	1-9	Prudence	Respect
	Explain the task of the Church and all its members to making the love of God available to all	1-4	Charity	Stewardship
	Express ways the Church is / could be relevant to them	4-8	Faith	Motivation Initiative
	Know about the various rites of the Catholic Church	1-9	Faith	Courage
	Pray the Nicene Creed	4-3	Faith	Self-discipline
	Define the word “apostolic” and identify ways that Christians are emissaries for and servants of Christ	1-7	Charity	Stewardship
	Identify lifestyle choices that serve others and share the Good News	2-3	Justice	Respect
	Explain how Marriage and Holy Orders model faithful service for us	3-5	Faith	Self-discipline
	Articulate the meaning of fidelity	1-5	Temperance	Self-discipline
	Explain their understanding of how God calls them to serve	2-2	Temperance	Courage
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We believe in the communion of saints		Task:	Virtue:	Value:
Students will:	Express what it means to live as part of community	1-2	Faith	Cooperation
	Identify those who are part of the community of saints	1-2	Faith	Cooperation
	Describe the Christian attitude toward death	3-2	Hope	Motivation
	Demonstrate an understanding of intercessory prayer	4-2	Faith	Kindness Empathy
	Retell stories of saints and tell how they challenge us	2-7	Charity	Respect
	Use the stories of saints to inspire courage in life	2-7	Charity	Respect
	Set goals using one of the saints as model	2-7	Charity	Respect
	Recognize that while no one is perfect some are on the road to sainthood	2-7	Charity	Respect
	Report about people who inspire us to greater love	2-8	Charity	Respect
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We believe in... the forgiveness of sins		Task:	Virtue:	Value:
Students will:	Identify ways rules help us live life to the fullest	2-3	Justice	Cooperation
	Restate each of the Ten Commandments in terms of the challenge they pose for grade 8 students	2-3	Justice	Cooperation
	Create a personal guide for living based on the Ten Commandments	2-3	Justice	Cooperation
	Examine their conscience	2-10	Fortitude	Integrity
	Explain the role of conscience to answer right / wrong situations	1-5	Justice	Respect
	Define sin and the conditions for serious sin	1-5	Justice	Respect
	Examine real-life on the basis of the definition of sin	1-5	Justice	Respect
	Understand social sin and one’s participation in it	2-10	Fortitude	Integrity
	Identify ways of developing one’s conscience	2-9	Justice	Integrity

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Continued...				
	Explain what it means to repent or change heart	2-4	Justice	Honesty
	Compare our conditions for forgiving to God's	2-4	Justice	Honesty
	Evaluate their own willingness to forgive in terms of Jesus' teaching on forgiveness	2-8	Justice	Kindness
	Take a step toward true reconciliation with another	2-4	Fortitude	Kindness Empathy
	Articulate the value of the sacrament of reconciliation	1-8	Faith	Integrity
	Explain how sin affects our relationship with the whole Christian community	2-3	Hope	Friendship
	Outline the process of sacramental reconciliation	1-8	Faith	Integrity
	Tell of an experience of genuine reconciliation	1-8	Faith	Integrity
	Celebrate the sacrament of reconciliation if possible	3-5	Faith	Integrity
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We believe in... the resurrection of the body		Task:	Virtue:	Value:
Students will:	Demonstrate healthy self-respect and self-love	2-1	Fortitude	Courage
	Know that God cares for us body and soul	2-1	Fortitude	Courage
	Explain how the way they treat their bodies affects their relationship with God and with others	2-1	Fortitude Temperance	Courage
	Demonstrate respect for the wholeness of persons who are physically, emotionally or mentally challenged	2-1	Charity Temperance	Courage
	Outline the process of developing good relationships	3-5	Prudence	Friendship
	Define "love" and determine appropriate expressions of affection	1-3	Charity	Friendship
	Summarize Catholic teaching about responsible sexual conduct	2-1	Fortitude	Responsibility
	Identify implications of our bodies being part of our eternal self that should not be pledged lightly	2-1	Fortitude Temperance	Responsibility
	Be guided by Gospel stories that touch on suffering	2-3	Charity	Empathy
	Evaluate their own attitudes toward suffering	1-7	Hope	Courage
	Identify the pain around them, and a Christian response	2-2	Justice	Kindness
	Report on what is being done to relieve suffering in part of the community	2-2	Justice	Kindness Empathy
	Decide to reach out to someone who is suffering	2-2	Justice	Kindness Empathy
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We believe in Jesus... life everlasting		Task:	Virtue:	Value:
Students will:	Recognize that all God's creation shares one destiny	2-5		
	Realize that we are called by God to live in harmony with all of creation			
	Express a desire for stewardship of the Earth			
	Express awe for God's gift of all creation and the sacredness of life			
	Identify causes and results of violence and ways to confront violence			
Concept /	Course outcomes	Permeation outcomes		

Values		Task:	Virtue:	Value:
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Continued...				
	Describe Jesus' response to violence and explain the relevance to our lives			
	Evaluate their own attitude to violence			
	Confront violence by being peacemakers			
	Explain our responsibility for people in need			
	Illustrate the relationship between poverty and excessive consumption			
	Understand and use the Golden Rule for decisions			
	Take a stand for justice			
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Amen		Task:	Virtue:	Value:
Students will:	Recite the Apostle's Creed			
	Articulate the meaning of "Amen"			
	Say how they will live out the Creed they recited			
	Know the term "real presence" and understand what it says about Eucharist			
	Express how Eucharist gives strength to live the Creed			
	Describe what we're saying when we say "The Body of Christ" and "Amen"			
	Evaluate their willingness to be body of Christ to other			
	Outline the flow and purpose of each part of the Eucharistic Liturgy as it relates to faith and life			
	Plan a Eucharistic celebration			
	Explain the choices that can be made to tailor the Eucharistic liturgy to the community's needs			
	Participate actively in the liturgy			

Subject:	English Language Arts	Grade:	8
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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General Outcome 1				
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences				
1.1 Discover and Explore				
Express ideas and develop understanding		Task:	Virtue:	Value:
	revise understanding and expression of ideas by connecting new and prior knowledge and experiences	4-6 1-2	Hope	Cooperation Honesty
	review, reread, discuss and reflect on oral, print and other media texts to explore, confirm or revise understanding	2-6 1-5	Prudence	Respect Integrity Work and perseverance
	seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences	2-5 2-6 1-5	Prudence Faith	Respect Integrity
Experiment with language and forms				
	discuss and respond to ways that forms of oral, print and other media texts enhance or constrain the development and communication of ideas, information and experiences	2-3 4-6 2-9	Prudence	Integrity Forgiveness Courage
Express preferences				
	pursue personal interest in specific genres by particular writers, artists, storytellers and filmmakers	2-9	Temperance	Integrity Courage Self-Discipline
Set goals				
	examine and reflect on own growth in effective use of language to revise and extend personal goals	2-2 1-5	Charity Prudence	Respect Work and perseverance Self-discipline
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1.2 Clarify and Extend				
Consider others' ideas		Task:	Virtue:	Value:
	acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives	1-4 2-3 2-8	Charity	Respect Kindness and Empathy
Combine ideas				
	exchange ideas and opinions to clarify understanding and to broaden personal perspectives	1-3 2-3 4-6 2-8	Charity Faith	Respect Kindness and Empathy Integrity
Extend understanding				
	reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others	1-3 2-3 4-6	Charity Faith	Respect Kindness and Empathy

		2-8		Integrity Praise and Celebration
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General Outcome 2				
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts				
2.1 Use Strategies and Cues				
Use prior knowledge		Task:	Virtue:	Value:
	use strategies to supplement and extend prior knowledge and experiences when interpreting new ideas and information	4-6 1-2 1-7	Fortitude Faith	Courage Motivation and Initiative Responsibility Cooperation
	use knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences	2-1 4-3 4-4	Faith	Honesty Courage Respect
Use comprehension strategies		Task:	Virtue:	Value:
	enhance understanding by paraphrasing main ideas and supporting details, and by rereading and discussing relevant passages	4-4 4-7 2-5	Charity	Responsibility Cooperation Integrity
	monitor understanding; skim, scan or read slowly and carefully, as appropriate, to enhance comprehension	1-1	Faith	Work and Perseverance Motivation
	take notes, make outlines and use such strategies as read, recite, review to comprehend and remember ideas and information	1-1	Faith	Work and perseverance Motivation
Use textual cues		Task:	Virtue:	Value:
	identify and use visual and textual cues in reference materials, such as catalogues, databases, web sites, thesauri and writers' handbooks, to access information effectively and efficiently	2-9 1-5 4-7	Prudence	Respect
	identify and use structural features of a variety of oral, print and other media texts, such as newspapers, magazines, instruction booklets, advertisements and schedules, encountered in everyday life to access ideas and information and to read with purpose	3-6 1-5	Faith Fortitude	Courage Work and perseverance
Use phonics and structural analysis		Task:	Virtue:	Value:
	choose and use strategies for word identification, vocabulary development and spelling that either build on specific strengths or address areas for improvement	1-10 1-1	Faith Fortitude	Courage Cooperation Work and perseverance
Use references				
	use a thesaurus to extend vocabulary and locate appropriate words that express particular aspects of meaning	4-3 1-5 3-3	Prudence	Work and perseverance Courage Motivation and initiative

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2.2 Respond to Texts				
Experience various texts		Task:	Virtue:	Value:
	experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs	3-6 1-5	Faith Fortitude	Courage Work and perseverance
	write and represent narratives from other points of view	2-3 4-7 2-5	Prudence Charity	Work and perseverance Integrity
	expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view	2-3 4-7 2-5	Prudence Charity	Work and perseverance Integrity
	explain connections between own interpretation and information in texts, and infer how texts will influence others	4-6 4-2	Faith Prudence	Cooperation Courage Work and Perseverance
	make connections between biographical information about authors, illustrators, storytellers and filmmakers and their texts	4-6 4-2	Faith Prudence	Integrity
Construct meaning from texts		Task:	Virtue:	Value:
	interpret the choices and motives of characters portrayed in oral, print and other media texts, and examine how they relate to self and others	3-2 4-7 1-5	Prudence	Responsibility Integrity Respect
	identify and describe characters' attributes and motivations, using evidence from the text and personal experiences	3-2 1-5	Justice	Courage Stewardship
	discuss various ways characters are developed and the reasons for and plausibility of character change	1-1 4-7	Justice Temperance	Courage Integrity
	compare two similar oral, print or other media texts by considering the characters, plot, conflicts and main ideas	4-7 3-5	Prudence Justice	Work and perseverance Honesty
Appreciate the artistry of texts		Task:	Virtue:	Value:
	discuss how techniques, such as word choice, balance, camera angles, line and framing, communicate meaning and enhance effects in oral, print and other media texts	4-6 3-2	Faith Justice	Praise and Celebration
	identify ways that characters can be developed, and discuss how character, plot and setting are interconnected and mutually supportive	4-6 3-2 2-2	Faith Charity Prudence	Praise and celebration Stewardship Cooperation
	identify and discuss how word choice and order, figurative language, plot, setting and character work together to create mood and tone	2-1 4-4 4-6	Charity Prudence	Work and perseverance Respect
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2.3 Understand Forms, Elements and Techniques				
Understand forms and genres		Task:	Virtue:	Value:
	discuss how the choice of form or genre of oral, print and other media texts is appropriate to purpose and audience	1-5 3-1	Prudence	Cooperation Forgiveness

	compare the usefulness of different types of media texts	2-3	Faith	Responsibility
Understand techniques and elements				
	distinguish theme from topic or main idea in oral, print and other media texts	4-7 3-4	Prudence Justice	Work and perseverance Cooperation
	identify and explain characters' qualities and motivations, by considering their words and actions, their interactions with other characters and the author's or narrator's perspective	1-4 2-6 1-5	Justice	Integrity
	compare and contrast the different perspectives provided by first and third person narration	1-4 2-3	Charity Prudence	Respect
	summarize the content of media texts, and discuss the choices made in planning and producing them	1-5 4-7	Prudence	Respect Integrity
Experiment with language		Task:	Virtue:	Value:
	identify creative uses of language and visuals in popular culture, such as commercials, rock videos and magazines; explain how imagery and figurative language, such as hyperbole, create tone and mood	1-5 4-7 2-6	Prudence Justice	Respect Integrity Work and perseverance
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2.4 Create Original Text				
Generate ideas		Task:	Virtue:	Value:
	create oral, print and other media texts related to issues encountered in texts and in own life	1-2 1-6	Temperance	Praise and Celebration Self-discipline
Elaborate on the expression of ideas				
	retell oral, print and other media texts from different points of view	1-2 1-6	Temperance	Praise and Celebration Self-discipline
Structure texts				
	create oral, print and other media texts with both main and minor characters	1-2 1-6	Temperance	Praise and Celebration Self-discipline
	choose forms or genres of oral, print or other media texts for the particular affects they will have on audiences and purposes	2-5 3-3	Temperance	Praise and Celebration Self-discipline
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3.1 Plan and Focus				
Focus attention		Task:	Virtue:	Value:
	experiment with several ways to focus a topic, and select a form appropriate to audience and purpose	3-2 2-1	Temperance	Self-discipline
	identify and trace the development of arguments, opinions or points of view in oral, print and other media texts	4-7 1-5 2-7	Prudence Justice	Respect Work and perseverance Cooperation Kindness
Determine information needs				

	select the most appropriate information sources for topic, audience, purpose and form	1-5 4-7	Prudence	Integrity Responsibility Stewardship
Plan to gather information				
	choose a plan to access, gather and record information, according to self-selected parameters	2-1	Temperance	Self-discipline Responsibility
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3.2 Select and Process				
Use a variety of sources		Task:	Virtue:	Value:
	obtain information from a variety of sources, such as artifacts, debates, forums, biographies, autobiographies, surveys, documentaries, films, CDROMs, charts and tables, when conducting research	3-6 1-5 4-7	Faith Fortitude	Courage Work and Perseverance
Access information				
	expand and use a variety of tools and text features, such as subtitles, margin notes, key words, electronic searches, previews, reviews, visual effects and sound effects, to access information	3-6 1-5 4-7	Faith Fortitude	Courage Work and Perseverance
	record key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations	3-2 1-2 1-6	Prudence Temperance	Praise and Celebration Responsibility Self-discipline
	adjust rate of reading or viewing to suit purpose and density of information in print or other media texts	2-1	Temperance	Self-discipline Work and perseverance
Evaluate sources				
	develop and use criteria for evaluating the usefulness, currency and reliability of information for a particular research project	2-9 3-3	Faith Prudence Temperance	Integrity Responsibility Work and perseverance
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3.3 Organize, Record and Evaluate				
Organize information		Task:	Virtue:	Value:
	organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause-effect relationship	1-1 1-2	Faith	Responsibility
	organize ideas and information to establish an overall impression or point of view in oral, print and other media texts	1-1 1-2	Faith	Responsibility Celebration & Praise
Record information				
	make notes in point form, summarizing major ideas and supporting details; reference sources	4-1 3-3	Faith	Integrity Respect
	discard information that is irrelevant for audience, purpose, form or point of view	2-6 2-9	Justice Temperance	Self Discipline Stewardship
	use a consistent and approved format to give credit for quoted and paraphrased ideas and information	2-6 2-9	Justice Temperance	Self Discipline Stewardship
Evaluate information				
	evaluate the relevance and importance of gathered information; address information gaps	1-1 1-2	Faith	Responsibility
	incorporate new information with prior knowledge and	4-6	Charity	Respect

	experiences to develop new understanding			Integrity
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3.4 Share and Review				
Share ideas and information		Task:	Virtue:	Value:
	communicate ideas and information in a variety of oral, print and other media texts, such as interviews, minilessons and documentaries	1-7 2-3 4-2	Charity	Praise & Celebration
	integrate appropriate visual, print and/or other media to inform and engage the audience	1-7 2-3	Charity	Praise & Celebration
Review research process				
	assess the research process, and consider alternative ways of achieving research goals	2-9	Faith Prudence	Integrity Motivation & Initiative
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General Outcome 4				
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication				
4.1 Enhance and Improve				
Appraise own and others' work		Task:	Virtue:	Value:
	share draft oral, print and other media texts in a way that will elicit useful feedback	1-1 1-2 3-1	Faith	Respect
	evaluate how particular content features contribute to, or detract from, the overall effectiveness of own and others' oral, print and other media texts; make and suggest revisions	1-1 1-2 3-2	Faith	Respect
Revise and edit				
	revise by adding words and phrases that emphasize important ideas or create dominant impressions	1-1 1-2 3-2 3-3	Faith	Respect
	revise to enhance sentence variety, word choice and appropriate tone	1-1 1-2 3-2 3-3	Faith	Respect
	enhance the coherence and impact of documents, using electronic editing functions	1-1 1-2 3-2 3-3	Faith	Respect
	use paragraph structures to demonstrate unity and coherence	1-1 1-2 3-2 3-3	Faith	Respect
Enhance legibility		Task:	Virtue:	Value:
	vary handwriting style and pace, depending on the context, audience and purpose	1-1	Faith	Responsibility Stewardship
	choose an effective format for documents, depending on the content, audience and purpose	1-1	Faith	Responsibility Stewardship
Expand knowledge of language				
	explore and explain ways that new words, phrases and manners of expression enter the language as a result of factors, such as popular culture, technology, other languages	2-3 4-7	Charity	Respect

	infer the literal and figurative meaning of words in context, using idioms, analogies, metaphors and similes	2-3 4-7	Charity	Respect
Enhance artistry				
	experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood	2-3 4-7 4-3	Charity	Respect Praise & Celebration
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4.2 Attend to Conventions				
Attend to grammar and usage		Task:	Virtue:	Value:
	use words and phrases to modify, clarify and enhance ideas and descriptions in own writing	1-1	Faith	Responsibility Stewardship
	use a variety of simple, compound and complex sentence structures to communicate effectively, and to make writing interesting	1-1	Faith	Responsibility Stewardship
	use correct pronoun- antecedent agreement in own writing	1-1	Faith	Responsibility Stewardship
	use verb tenses consistently throughout a piece of writing	1-1	Faith	Responsibility Stewardship
Attend to spelling				
	develop a systematic and effective approach to studying and remembering the correct spelling of key words encountered in a variety of print and other media texts	1-1	Faith	Responsibility Stewardship
	use knowledge of spelling generalizations and how words are formed to spell technical terms and unfamiliar words in own writing	1-1	Faith	Responsibility Stewardship
	identify the use of spelling variants in print and other media texts, and discuss the effectiveness depending on audience and purpose	1-1	Faith	Responsibility Stewardship Motivation & Initiative
Attend to capitalization and punctuation				
	use hyphens to break words at the end of lines, and to make a new word from two related words in own writing	1-1	Faith	Responsibility Stewardship Motivation & Initiative
	identify semicolons, dashes and hyphens when reading, and use them to assist comprehension	1-1	Faith	Responsibility Stewardship Motivation & Initiative
	use parentheses appropriately in own writing	1-1	Faith	Responsibility Stewardship Motivation & Initiative
	use appropriate capitalization and punctuation for referencing oral, print and other media texts	1-1	Faith	Responsibility Stewardship Motivation & Initiative

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4.3 Present and Share				
Present information		Task:	Virtue:	Value:
	plan and facilitate small group and short, whole class presentations to share information	2-5	Charity	Respect
Enhance presentation				
	present information to achieve a particular purpose and to appeal to interest and background knowledge of reader or audience	2-5 3-2	Faith	Respect Praise & Celebration
Use effective oral and visual communication				
	plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications	3-4 2-4	Prudence	Responsibility Praise & Celebration
Demonstrate attentive listening and viewing				
	anticipate the organizational pattern of presentations, and identify important ideas and supporting details	4-6 3-2	Faith	Praise & Celebration Cooperation Responsibility
	use appropriate verbal and nonverbal feedback to respond respectfully	2-9 2-2 4-6	Prudence	Stewardship
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General Outcome 5				
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others				
5.1 Respect Others and Strengthen Community				
Appreciate diversity		Task:	Virtue:	Value:
	compare own with others' understanding of people, cultural traditions and values portrayed in oral, print and other media texts	4-6 2-3	Charity	Friendship Respect
	clarify and broaden perspectives and opinions, by examining the ideas of others	4-7 1-4	Charity	Friendship Respect
Relate texts to culture				
	compare ways in which oral, print and other media texts reflect specific elements of cultures or periods in history	2-6 2-3 4-6	Charity	Friendship Respect
Celebrate accomplishments and events				
	participate in organizing and celebrating special events, recognizing the appropriateness and significance of language arts	4-2 3-2 3-3	Hope	Praise & Celebration
Use language to show respect				
	use inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities	4-2 3-2 3-3	Hope Charity	Praise & Celebration Friendship Respect
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5.2 Work within a Group				
Cooperate with others		Task:	Virtue:	Value:
	propose ideas or advocate points of view that recognize the ideas of others and advance the thinking of the group	4-6 1-4	Charity Temperance	Cooperation
	use opportunities as a group member to contribute to	1-8	Charity	Kindness

	group goals and extend own learning	1-9		& Empathy
Work in groups				
	contribute ideas, knowledge and strategies to identify group information needs and sources	4-6 1-4	Charity Temperance	Cooperation
	organize and complete tasks cooperatively by defining roles and responsibilities, negotiating to find the basis for agreement, setting objectives and time frames, and reviewing progress	2-2 2-4	Charity Temperance	Respect
Evaluate group process				
	evaluate the quality of own contributions to group process, and offer constructive feedback to others; propose suggestions for improvement	2-6 2-9 2-5	Fortitude Prudence	Praise & Celebration Courage

Subject:	Science		Grade:	8
Unit:	A	Title:	Mix and Flow of Matter	
Topic:				

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Outcomes for Science, Technology and Society (STS) and Knowledge				
Investigate and describe fluids used in technological devices and everyday materials		Task:	Virtue:	Value:
	investigate and identify examples of fluids in household materials, technological devices, living things and natural environments			
	explain the Workplace Hazardous Materials Information System (WHMIS) symbols for labelling substances; and describe the safety precautions to follow when handling, storing and disposing of substances at home and in the laboratory			
	describe examples in which materials are prepared as fluids in order to facilitate transport, processing or use (<i>e.g., converting mineral ores to liquids or slurries to facilitate transport, use of paint solvents to facilitate mixing and application of pigments, use of soapy water to carry away unwanted particles of material</i>)			
	identify properties of fluids that are important in their selection and use (<i>e.g., lubricant properties of oils, compressibility of gases used in tires</i>)			
Investigate and describe the composition of fluids, and interpret the behaviour of materials in solution		Task:	Virtue:	Value:
	distinguish among pure substances, mixtures and solutions, using common examples (<i>e.g., identify examples found in households</i>)			
	investigate the solubility of different materials, and describe their concentration (<i>e.g., describe concentration in grams of solute per 100 mL of solution</i>)			
	investigate and identify factors that affect solubility and the rate of dissolving a solute in a solvent (<i>e.g., identify the effect of temperature on solubility; identify the effect of particle size and agitation on rate of dissolving</i>)			
	relate the properties of mixtures and solutions to the particle model of matter (<i>e.g., recognize that the attraction between particles of solute and particles of solvent helps keep materials in solution</i>)			
Investigate and compare the properties of gases and liquids; and relate variations in their viscosity, density, buoyancy and compressibility to the particle model of matter		Task:	Virtue:	Value:
	investigate and compare fluids, based on their viscosity			

	and flow rate, and describe the effects of temperature change on liquid flow			
	observe the mass and volume of a liquid, and calculate its density using the formula $d = m/v$ [<i>Note: This outcome does not require students to perform formula manipulations or solve for unknown terms other than the density.</i>]			
	compare densities of materials; and explain differences in the density of solids, liquids and gases, using the particle model of matter			
	describe methods of altering the density of a fluid, and identify and interpret related practical applications (<i>e.g., describe changes in buoyancy resulting from increasing the concentration of salt in water; observe and describe density currents</i>)			
	describe pressure as a force per unit area, and describe applications of pressure in fluids and everyday situations (<i>e.g., describe pressure exerted by water in hoses, air in tires, carbon dioxide in fire extinguishers; explain the effects of flat heels and stiletto heels, using the concept of pressure</i>)			
	investigate and compare the compressibility of liquids and gases			
Identify, interpret and apply technologies based on properties of fluids		Task:	Virtue:	Value:
	describe technologies based on the solubility of materials (<i>e.g., mining salt or potash by dissolving</i>)			
	describe and interpret technologies based on flow rate and viscosity (<i>e.g., heavy oil extraction from tar sands, development of motor oils for different seasons, ketchup/mustard squeeze bottles</i>)			
	describe and interpret technologies for moving fluids from one place to another (<i>e.g., intravenous lines, pumps and valves, oil and gas pipelines</i>)			
	construct a device that uses the transfer of fluids to apply a force or to control motion (<i>e.g., construct a model hydraulic lift; construct a submersible that can be made to sink or float by transfer of a fluid; construct a model of a pump</i>)			
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Skill Outcomes				
Initiating and Planning		Task:	Virtue:	Value:
Ask questions about the relationships between and among observable variables, and plan investigations to address	define practical problems (<i>e.g., the need to remove a salt coating from a bicycle or vehicle</i>)			
	identify questions to investigate, arising from practical problems and issues (<i>e.g., identify questions, such as: "What factors affect the speed with which a material dissolves?"</i>)			
	rephrase questions in a testable form, and clearly define practical problems (<i>e.g., rephrase a question, such as: "Is salt very soluble?" to become "What is the most salt that can be dissolved in one litre of water at 23°C?"</i>)			

those questions	design an experiment, and identify the major variables (<i>e.g., design or apply a procedure for measuring the solubility of different materials</i>)			
Performing and Recording		Task:	Virtue:	Value:
Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data	carry out procedures, controlling the major variables (<i>e.g., carry out a test of the viscosity of different fluids</i>)			
	use instruments effectively and accurately for collecting data (<i>e.g., measure the mass and volume of a given sample of liquid</i>)			
	construct and test prototype designs and systems (<i>e.g., construct a model submarine that is controlled by an air hose connected to a syringe</i>)			
	use tools and apparatus safely (<i>e.g., wear safety goggles during investigations of solution properties</i>)			
	organize data, using a format that is appropriate to the task or experiment (<i>e.g., demonstrate the use of a database or spreadsheet for organizing information</i>)			
Analyzing and Interpreting		Task:	Virtue:	Value:
Analyze qualitative and quantitative data, and develop and assess possible explanations	identify and suggest explanations for discrepancies in data (<i>e.g., explain a loss in the volume of a liquid, by identifying such factors as evaporation or absorption by a filtering material</i>)			
	predict the value of a variable, by interpolating or extrapolating from graphical data (<i>e.g., extrapolate results to predict how much solute will dissolve in a given solvent at a given temperature</i>)			
	identify new questions and problems that arise from what was learned (<i>e.g., identify questions, such as: "What techniques are used to remove pollutants from air and water?"</i>)			
	identify and evaluate potential applications of findings			
Communication and Teamwork		Task:	Virtue:	Value:
Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results	identify and correct practical problems in the way a prototype or constructed device functions (<i>e.g., identify and seal leaks in a model fluid system</i>)			
	work cooperatively with team members to develop and carry out a plan, and troubleshoot problems as they arise			
	communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means (<i>e.g., show the differences in flow rate, using a data table and diagrams</i>)			
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Attitude Outcomes				
Interest in Science		Task:	Virtue:	Value:
	Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields (<i>e.g., attempt at home to repeat or extend a science investigation done at school; investigate applications of fluid properties in</i>			

	<i>technologies used in the local community)</i>			
Mutual Respect		Task:	Virtue:	Value:
	Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds (<i>e.g., show awareness that knowledge of fluid characteristics has developed in many societies and cultures, based on practical experience with materials in the environment</i>)			
Scientific Inquiry		Task:	Virtue:	Value:
	Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues (<i>e.g., regularly repeat measurements or observations to increase the precision of evidence</i>)			
Collaboration		Task:	Virtue:	Value:
	Work collaboratively in carrying out investigations and in generating and evaluating ideas (<i>e.g., assume responsibility for their share of work in preparing for investigations and in gathering and recording evidence; consider alternative ideas and approaches suggested by members of the group; share the responsibility for difficulties encountered in an activity</i>)			
Stewardship		Task:	Virtue:	Value:
	Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment (<i>e.g., recognize that the disposal of materials through drains creates needs for waste water treatment and may result in downstream environmental impacts</i>)			
Safety		Task:	Virtue:	Value:
	Show concern for safety in planning, carrying out and reviewing activities (<i>e.g., take the time to organize their work area so that accidents can be prevented; read the labels on materials before using them, and ask for help if safety symbols are not clear or understood; clean their work area during and after an activity</i>)			

Subject:	Science	Grade:	8
Unit:	B	Title:	Cells and Systems
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Outcomes for Science, Technology and Society (STS) and Knowledge				
Investigate living things; and identify and apply scientific ideas used to interpret their general structure, function and organization				
	investigate and describe example scientific studies of the characteristics of living things (<i>e.g., investigate and describe an ongoing scientific study of a locally-found organism</i>)			
	apply the concept of system in describing familiar organisms and analyzing their general structure and function			
	illustrate and explain how different organisms have similar functions that are met in a variety of ways (<i>e.g., recognize food gathering as a common function of animals, and note a variety of food-gathering structures</i>)			
Investigate and describe the role of cells within living things		Task:	Virtue:	Value:
	describe the role of cells as a basic unit of life			
	analyze similarities and differences between single-celled and multicelled organisms (<i>e.g., compare, in general terms, an amoeba and a grizzly bear, a single-celled alga and a poplar tree</i>)			
	distinguish between plant and animal cells (<i>e.g., distinguish between cell walls and cell membranes</i>)			
	describe the movement of gases and liquids into and out of cells during diffusion and osmosis, based on concentration differences [<i>Note: This outcome requires a general understanding of processes, not a detailed analysis of mechanisms.</i>]			
	examine plant and animal structures; and identify contributing roles of cells, tissues and organs			
Interpret the healthy function of human body systems, and illustrate ways the body reacts to internal and external stimuli		Task:	Virtue:	Value:
	describe, in general terms, body systems for respiration, circulation, digestion, excretion and sensory awareness (<i>e.g., describe how blood is circulated throughout the body to carry oxygen and nutrients to the body's various tissues and organs</i>)			
	describe, in general terms, the role of individual organs and tissues in supporting the healthy functioning of the human body (<i>e.g., the role of lungs in exchanging oxygen and carbon dioxide, the role of bronchia in providing a passageway for air</i>)			

	describe ways in which various types of cells contribute to the healthy functioning of the human body (<i>e.g., describe the roles of individual cells in nerves, muscle, blood, skin and bone</i>)			
	describe changes in body functions in response to changing conditions (<i>e.g., changes in heart rate in response to exercise, change in metabolism in response to lower temperature, reflex responses to stimuli</i>)			
Describe areas of scientific investigation leading to new knowledge about body systems and to new medical applications		Task:	Virtue:	Value:
	identify examples of research into functions and dysfunctions of human cells, organs or body systems			
	describe ways in which research about cells, organs and systems has brought about improvements in human health and nutrition (<i>e.g., development of medicines; immunization procedures; diets based on the needs of organs, such as the heart</i>)			
	investigate and describe factors that affect the healthy function of the human respiratory, circulatory and digestive systems (<i>e.g., investigate the effect of illness, aging or air quality on the function of the respiratory system</i>)			
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Skill Outcomes				
Initiating and Planning		Task:	Virtue:	Value:
Ask questions about the relationships between and among observable variables, and plan investigations to address those questions	identify questions to investigate (<i>e.g., identify questions that arise from their own observations of plant and animal diversity</i>)			
	rephrase questions in a testable form (<i>e.g., rephrase a question, such as: “Why this structure?” to become questions, such as: “How is this structure used by the organism?”, “How would the organism be affected if this structure were absent or did not function?” or “What similar structures do we find in other organisms?”</i>)			
	formulate operational definitions of major variables and other aspects of their investigations (<i>e.g., define body systems in terms of the functions they perform</i>)			
Performing and Recording		Task:	Virtue:	Value:
Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative	use instruments—including microscopes—effectively and accurately for collecting data (<i>e.g., use a microscope to produce a clear image of cells</i>)			
	estimate measurements (<i>e.g., estimate the size of an object viewed under a microscope</i>)			
	observe and record data, and produce simple line drawings (<i>e.g., draw cells and organisms</i>)			
	organize data, using a format that is appropriate to the task or experiment (<i>e.g., compare the structure and function of two or more organisms, using charts and drawings</i>)			

data				
Analyzing and Interpreting		Task:	Virtue:	Value:
Analyze qualitative and quantitative data, and develop and assess possible explanations	identify strengths and weaknesses of different methods of collecting and displaying data (e.g., <i>compare methods of measuring heart rate</i>)			
	identify and suggest explanations for discrepancies in data (e.g., <i>explain variations in the heart rate and blood pressure of the same individual at different times during the day</i>)			
	compile and display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables, bar graphs and line graphs (e.g., <i>prepare charts that compare structures of different organisms</i>)			
	identify new questions and problems that arise from what was learned			
Communication and Teamwork		Task:	Virtue:	Value:
Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results	receive, understand and act on the ideas of others (e.g., <i>adopt and use an agreed procedure for preparing diagrams and charts</i>)			
	communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means			
	work cooperatively with team members to develop and carry out a plan (e.g., <i>prepare a class presentation on the digestive system, including a model constructed by the group</i>)			
	evaluate individual and group processes used in planning, problem solving, decision making and completing a task (e.g., <i>evaluate processes used in completing a cooperative group project</i>)			
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Attitude Outcomes				
Interest in Science		Task:	Virtue:	Value:
	Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields (e.g., <i>select and explore media on topics related to the diversity of living things and the maintenance of health; express interest in science-related/ technology-related careers that contribute to the welfare of living things</i>)			
Mutual Respect		Task:	Virtue:	Value:
	Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds (e.g., <i>recognize that a wide range of people working in different fields have contributed to scientific and medical knowledge</i>)			
Scientific Inquiry		Task:	Virtue:	Value:
	Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues (e.g., <i>consider a wide variety of possible interpretations of their observations of animal</i>)			

	<i>structures and functions; critically evaluate inferences and conclusions, basing their arguments on fact rather than opinion)</i>			
Collaboration		Task:	Virtue:	Value:
	<i>Work collaboratively in carrying out investigations and in generating and evaluating ideas (e.g., assume responsibility for their share of work in preparing for investigations and in gathering and recording evidence; consider alternative ideas and approaches suggested by members of the group; share the responsibility for difficulties encountered in an activity)</i>			
Stewardship		Task:	Virtue:	Value:
	<i>Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment (e.g., show interest in the health of individuals in their family and community; assume personal responsibility for the impact of their actions on the health of others and for the welfare and survival of other living things)</i>			
Safety		Task:	Virtue:	Value:
	<i>Show concern for safety in planning, carrying out and reviewing activities (e.g., wear proper safety attire, without having to be reminded; follow appropriate safety procedures in handling biological material; clean their work area during and after an activity; ensure the proper disposal of materials)</i>			

Subject:	Science		Grade:	8
Unit:	C	Title:	Light and Optical Systems	
Topic:	Nature of Science Emphasis			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Outcomes for Science, Technology and Society (STS) and Knowledge				
Investigate the nature of light and vision; and describe the role of invention, explanation and inquiry in developing our current knowledge		Task:	Virtue:	Value:
	identify challenges in explaining the nature of light and vision (<i>e.g., recognize that past explanations for vision involved conflicting ideas about the interaction of eyes and objects viewed; identify challenges in explaining upside-down images, rainbows and mirages</i>)			
	investigate the development of microscopes, telescopes and other optical devices; and describe how these developments contributed to the study of light and other areas of science			
	investigate light beams and optical devices, and identify phenomena that provide evidence of the nature of light (<i>e.g., evidence provided by viewing the passage of light through dusty air or cloudy water</i>)			
Investigate the transmission of light, and describe its behaviour using a geometric ray model		Task:	Virtue:	Value:
	investigate how light is reflected, transmitted and absorbed by different materials; and describe differences in the optical properties of various materials (<i>e.g., compare light absorption of different materials; identify materials that transmit light; distinguish between clear and translucent materials; identify materials that will reflect a beam of light as a coherent beam</i>)			
	measure and predict angles of reflection			
	investigate, measure and describe the refraction of light through different materials (<i>e.g., measure differences in light refraction through pure water, salt water and different oils</i>)			
	investigate materials used in optical technologies; and predict the effects of changes in their design, alignment or composition			
Investigate and explain the science of image formation and vision, and interpret related technologies		Task:	Virtue:	Value:
	demonstrate the formation of real images, using a double convex lens, and predict the effects of changes in the lens position on the size and location of images (<i>e.g., demonstrate a method to produce a magnified or reduced image by altering the placement of one or more lenses</i>)			

	demonstrate and explain the use of microscopes; and describe, in general terms, the function of eyeglasses, binoculars and telescopes			
	explain how objects are seen by the eye, and compare eyes with cameras (e.g., <i>compare focusing mechanisms; compare the automatic functions of the eye with functions in an automatic camera</i>)			
	compare the function and design of the mammalian eye with that of other vertebrates and invertebrates (e.g., <i>amphibians; fish; squid; shellfish; insects, such as the housefly</i>)			
	investigate and describe the development of new technologies to enhance human vision (e.g., <i>laser surgery on eyes, development of technologies to extend night vision</i>)			
	investigate and interpret emerging technologies for storing and transmitting images in digital form (e.g., <i>digital cameras, infrared imaging, remote imaging technologies</i>)			
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Skill Outcomes				
Initiating and Planning		Task:	Virtue:	Value:
Ask questions about the relationships between and among observable variables, and plan investigations to address those questions	identify questions to investigate (e.g., <i>ask about the role of eyeglasses in improving vision</i>)			
	define and delimit questions to facilitate investigation (e.g., <i>rephrase a question, such as: "Is plastic the best material to use in eyeglasses?" to become "Which material refracts light the most?"</i>)			
	design an experiment, and identify the major variables			
	state a prediction and a hypothesis based on background information or an observed pattern of events (e.g., <i>predict the effect of dissolved materials on the refraction of light in a liquid</i>)			
	formulate operational definitions of major variables and other aspects of their investigations (e.g., <i>operationally define "refraction" and "beam of light"</i>)			
Performing and Recording		Task:	Virtue:	Value:
Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data	carry out procedures, controlling the major variables			
	observe and record data, and prepare simple line drawings (e.g., <i>prepare a drawing of the path of a light beam toward and away from a mirror</i>)			
	use instruments effectively and accurately for collecting data (e.g., <i>measure angles of reflection use a light sensor to measure light intensity</i>)			
	organize data, using a format that is appropriate to the task or experiment (e.g., <i>demonstrate use of a database or spreadsheet for organizing information</i>)			
	use tools and apparatus safely (e.g., <i>use lasers only in ways that do not create a risk of light entering anyone's eyes</i>)			
Analyzing and Interpreting		Task:	Virtue:	Value:
Analyze	predict the value of a variable by interpolating or			

qualitative and quantitative data, and develop and assess possible explanations	extrapolating from graphical data (<i>e.g., predict the angle of a refracted beam of light</i>)			
	identify strengths and weaknesses of different ways of collecting and displaying data (<i>e.g., evaluate different approaches to testing a lens</i>)			
	state a conclusion, based on experimental data, and explain how evidence gathered supports or refutes an initial idea (<i>e.g., write a conclusion on the effect of dissolved materials on the refraction of light through water</i>)			
	identify new questions and problems that arise from what was learned (<i>e.g., ask questions about new technologies for improving human vision and about the principles on which these technologies are based</i>)			
Communication and Teamwork		Task:	Virtue:	Value:
Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results	receive, understand and act on the ideas of others (<i>e.g., act on the suggestions of others in testing and manipulating various lens combinations</i>)			
	recommend an appropriate way of summarizing and interpreting their findings (<i>e.g., prepare a drawing and description of an improvised optical device</i>)			
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Attitude Outcomes				
Interest in Science		Task:	Virtue:	Value:
	Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields (<i>e.g., choose to investigate challenging topics; seek information from a variety of sources; express interest in science- and technology-related careers</i>)			
Mutual Respect		Task:	Virtue:	Value:
	Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds (<i>e.g., show awareness of and respect for the research, care and craftsmanship involved in developing means to enhance human vision</i>)			
Scientific Inquiry		Task:	Virtue:	Value:
	Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues (<i>e.g., ask questions to clarify meaning or confirm their understanding; take the time to accurately gather evidence and use instruments carefully; consider observations and ideas from a number of sources during investigations and before drawing conclusions</i>)			
Collaboration		Task:	Virtue:	Value:
	Work collaboratively in carrying out investigations			

	and in generating and evaluating ideas (<i>e.g., choose a variety of strategies, such as active listening, paraphrasing and questioning, in order to understand other points of view; consider alternative ideas and interpretations suggested by members of the group</i>)			
Stewardship		Task:	Virtue:	Value:
	Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment (<i>e.g., recognize that light can contribute to light pollution</i>)			
Safety		Task:	Virtue:	Value:
	Show concern for safety in planning, carrying out and reviewing activities (<i>e.g., select safe methods in using optical devices; readily alter a procedure to ensure the safety of members of the group</i>)			

Subject:	Science	Grade:	8
Unit:	D	Title:	Mechanical Systems
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Outcomes for Science, Technology and Society (STS) and Knowledge				
Illustrate the development of science and technology by describing, comparing and interpreting mechanical devices that have been improved over time				
	investigate and provide examples of mechanical devices used in the past to meet particular needs (<i>e.g., describe and interpret devices developed to move water or be moved by water, such as the Persian wheel, Archimedes' screw, mill wheel</i>)			
	illustrate how a common need has been met in different ways over time (<i>e.g., development of different kinds of lifting devices</i>)			
	illustrate how trial and error and scientific knowledge both play a role in technological development (<i>e.g., development of aircraft</i>)			
Analyze machines by describing the structures and functions of the overall system, the subsystems and the component parts		Task:	Virtue:	Value:
	analyze a mechanical device, by: <ul style="list-style-type: none"> - describing the overall function of the device - describing the contribution of individual components or subsystems to the overall function of the device - identifying components that operate as simple machines 			
	identify the source of energy for some familiar mechanical devices			
	identify linkages and power transmissions in a mechanical device, and describe their general function (<i>e.g., identify the purpose and general function of belt drives and gear systems within a mechanical device</i>)			
Investigate and describe the transmission of force and energy between parts of a mechanical system		Task:	Virtue:	Value:
	analyze mechanical devices to determine speed ratios and force ratios			
	build or modify a model mechanical system to provide for different turning ratios between a driving and driven shaft, or to achieve a given force ratio			
	compare theoretical and actual values of force ratios, and propose explanations for discrepancies (<i>e.g., identify frictional forces, and estimate their effect on efficiency</i>)			

	identify work input and work output in joules for a simple machine or mechanical system (<i>e.g., use a device to lift a measured mass an identified distance, then calculate the work output</i>)			
	describe fluid pressure qualitatively and quantitatively, by: <ul style="list-style-type: none"> – explaining how forces are transferred in all directions – describing pressure in units of force per unit area 			
	describe how hydraulic pressure can be used to create a mechanical advantage in a simple hydraulic jack (<i>e.g., describe the relationship among force, piston size and distance moved, using different sized syringes linked by tubing</i>)			
	describe and interpret technologies based on hydraulics and pneumatics (<i>e.g., applications in hydraulic lifts and air-driven tools</i>)			
Analyze the social and environmental contexts of science and technology, as they apply to the development of mechanical devices		Task:	Virtue:	Value:
	evaluate the design and function of a mechanical device in relation to its efficiency and effectiveness, and identify its impacts on humans and the environment			
	develop and apply a set of criteria for evaluating a given mechanical device, and defend those criteria in terms of relevance to social and environmental needs			
	illustrate how technological development is influenced by advances in science, and by changes in society and the environment			
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Skill Outcomes				
Initiating and Planning		Task:	Virtue:	Value:
Ask questions about the relationships between and among observable variables, and plan investigations to address those questions	identify practical problems (<i>e.g., identify problems related to the effectiveness or efficiency of a mechanical device</i>)			
	identify questions to investigate arising from practical problems (<i>e.g., “What is the efficiency of this device?”</i>)			
	propose alternative solutions to a practical problem, select one, and develop a plan			
	select appropriate methods and tools for collecting data to solve problems (<i>e.g., develop or apply appropriate methods for measuring speed ratios and force ratios; plan and conduct a search, using a wide variety of electronic sources</i>)			
	formulate operational definitions of major variables and other aspects of their investigations (<i>e.g., define “frictional force” by identifying a method to be used for measuring it</i>)			
Performing and Recording		Task:	Virtue:	Value:
Conduct investigations	research information relevant to a given problem			
	select and integrate information from various print and			

into the relationships between and among observations, and gather and record qualitative and quantitative data	electronic sources or from several parts of the same source			
	construct and test prototype designs and systems			
	carry out procedures, controlling the major variables (<i>e.g., ensure that materials to be tested are of the same size and are tested under identical conditions</i>)			
	organize data, using a format that is appropriate to the task or experiment			
	use tools and apparatus safely			
Analyzing and Interpreting		Task:	Virtue:	Value:
Analyze qualitative and quantitative data, and develop and assess possible explanations	identify and correct practical problems in the way a prototype or constructed device functions			
	evaluate designs and prototypes in terms of function, reliability, safety, efficiency, use of materials and impact on the environment (<i>e.g., test and evaluate the efficiency and reliability of a prototype device to lift a given mass from the floor to a tabletop</i>)			
	identify and evaluate potential applications of findings (<i>e.g., identify possible applications of a simple machine or mechanical system they have studied</i>)			
Communication and Teamwork		Task:	Virtue:	Value:
Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results	use specific language that is scientifically and technologically appropriate (<i>e.g., use such terms as "system," "subsystem," "component" and "function" in describing a mechanical system</i>)			
	communicate practical problems, plans and results in a variety of ways, using written and oral language, data tables, graphs, drawings and other means (<i>e.g., describe, using pictures and words, the transmission of a force through a mechanical system</i>)			
	work cooperatively with team members to develop and carry out a plan, and troubleshoot problems as they arise			
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Attitude Outcomes				
Interest in Science		Task:	Virtue:	Value:
	Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields (<i>e.g., investigate examples of mechanical devices in their home and community; ask questions about techniques and materials used; show an interest in related careers and hobbies</i>)			
Mutual Respect		Task:	Virtue:	Value:
	Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds (<i>e.g., recognize that varied solutions to similar problems have been developed by different cultures throughout history; appreciate that different approaches to problems lead to different</i>			

	<i>solutions, and that each may have merits for particular applications)</i>			
Scientific Inquiry		Task:	Virtue:	Value:
	Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues (<i>e.g., report the limitations of their designs; continue working on a problem or research project until the best possible solutions or answers are uncovered</i>)			
Collaboration		Task:	Virtue:	Value:
	Work collaboratively in carrying out investigations and in generating and evaluating ideas (<i>e.g., accept various roles within a group, including that of leadership; understand that they can disagree with others but still work in a collaborative manner; share the responsibility for difficulties encountered during an activity</i>)			
Stewardship		Task:	Virtue:	Value:
	Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment (<i>e.g., consider the impacts of their designs on society and the environment; participate in discussions on the appropriateness of a given technology</i>)			
Safety		Task:	Virtue:	Value:
	Show concern for safety in planning, carrying out and reviewing activities (<i>e.g., readily alter a procedure to ensure the safety of members of the group; carefully manipulate materials, using skills learned in class or elsewhere; listen attentively to safety procedures given by the teacher</i>)			

Subject:	Science		Grade:	8
Unit:	E	Title:	Freshwater and Saltwater Systems	
Topic:				

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Outcomes for Science, Technology and Society (STS) and Knowledge				
Describe the distribution and characteristics of water in local and global environments, and identify the significance of water supply and quality to the needs of humans and other living things		Task:	Virtue:	Value:
	describe, in general terms, the distribution of water in Alberta, Canada and the world; and interpret information about water characteristics (<i>e.g., identify glaciers, snow, polar icecaps, ground water and oceans as components of Earth’s water; interpret graphical information on the availability of potable water</i>)			
	recognize that fresh water and salt water contain varying amounts of dissolved materials, particulates and biological components; and interpret information on these component materials			
	identify major factors used in determining if water is potable, and describe and demonstrate tests of water quality (<i>e.g., investigate and describe the physical characteristics of a sample of water, such as clarity, salinity and hardness; investigate biological tests</i>)			
	describe, in general terms, methods for generating fresh water from salt water, based on evaporation, distillation and reverse osmosis			
Investigate and interpret linkages among landforms, water and climate		Task:	Virtue:	Value:
	describe the processes of erosion and deposition resulting from wave action and water flow, by: <ul style="list-style-type: none"> – identifying dissolved solids and sediment loads, and identifying sources and endpoints for these materials – describing how waves and tides are generated and how they interact with shorelines 			
	investigate and describe stream characteristics (<i>e.g., describe the slope, flow rate and stream profile characteristics of a model stream on a stream table</i>)			
	describe processes leading to the development of ocean basins and continental drainage systems (<i>e.g., describe the formation of geological features on the ocean floor, such as continental shelves and trenches</i>)			
	identify evidence of glacial action, and analyze factors affecting the growth and attrition of glaciers and polar			

	icecaps (<i>e.g., identify factors that affect the size of polar ice sheets and the Columbia Icefield</i>)			
	describe the movement of ocean currents and its impact on regional climates (<i>e.g., effects of the Gulf Stream, Labrador Current, El Niño, La Niña</i>)			
Analyze factors affecting productivity and species distribution in marine and freshwater environments		Task:	Virtue:	Value:
	investigate life forms found in fresh water and salt water, and identify and interpret examples of adaptations to these environments (<i>e.g., describe and interpret examples of fish and invertebrate species found in a local freshwater environment</i>)			
	analyze factors that contribute to the development of adaptations in species found in saltwater and freshwater environments			
	investigate and interpret examples of seasonal, short-term and long-term change in populations of living things found in aquatic environments (<i>e.g., algal blooms, changes in local freshwater fish populations, cod and salmon stock depletion</i>)			
	analyze relationships between water quality and living things, and infer the quality of water based on the diversity of life supported by it			
Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues		Task:	Virtue:	Value:
	analyze human water uses, and identify the nature and scope of impacts resulting from different uses (<i>e.g., identify pollutants in ground water and surface water systems resulting from domestic and industrial use; analyze the effects of agriculture and forestry practices on stream flow and water quality</i>)			
	identify current practices and technologies that affect water quality, evaluate environmental costs and benefits, and identify and evaluate alternatives (<i>e.g., research and analyze alternatives for ensuring safe supplies of potable water; research, analyze and debate alternatives for a specific water quality issue, such as the location and design of a landfill, the protection of a natural waterway, the use of secondary and tertiary wastewater treatment, the salinization of soils due to irrigation, the eutrophication of ponds and streams due to excess use of phosphates in fertilizers and detergents, or a proposal to export water resources</i>)			
	illustrate the role of scientific research in monitoring environments and supporting development of appropriate environmental technologies (<i>e.g., describe a local example of aquatic monitoring, and describe how this research contributes to watershed management</i>)			
	provide examples of problems that cannot be solved			

	using scientific and technological knowledge alone <i>(e.g., the need to prevent pollutants from entering aquatic environments, the need to avoid damage from ice sheets and icebergs)</i>			
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Skill Outcomes				
Initiating and Planning		Task:	Virtue:	Value:
Ask questions about the relationships between and among observable variables, and plan investigations to address those questions	identify science-related issues and problems			
	identify questions to investigate, arising from science-related issues			
	select appropriate methods and tools for collecting relevant data and information <i>(e.g., plan and conduct a search, using a wide variety of electronic sources)</i>			
	design an experiment, and identify the major variables <i>(e.g., design an experiment to compare the characteristics of two water samples)</i>			
Performing and Recording		Task:	Virtue:	Value:
Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data	research information relevant to a given issue			
	select and integrate information from various print and electronic sources or from several parts of the same source <i>(e.g., summarize information on a river basin)</i>			
	identify strengths and weaknesses of different methods of collecting and displaying data <i>(e.g., identify strengths and weaknesses of technologies used to monitor and map changes in stream flow)</i>			
Analyzing and Interpreting		Task:	Virtue:	Value:
Analyze qualitative and quantitative data, and develop and assess possible explanations	apply given criteria for evaluating evidence and sources of information <i>(e.g., assess the authenticity and reliability of electronic sources)</i>			
	predict the value of a variable, by interpolating or extrapolating from graphical data <i>(e.g., predict future stocks of fish based on long-term data)</i>			
	interpret patterns and trends in data, and infer and explain relationships among the variables <i>(e.g., relate climates to proximity to oceans and to the characteristics of ocean currents)</i>			
	identify new questions and problems arising from what was learned <i>(e.g., identify questions, such as: "Can ocean currents be modified?", "Is kelp a viable source of food?", "How would icecap melting change Canadian coastlines?")</i>			
Communication and Teamwork		Task:	Virtue:	Value:
Work collaboratively	use appropriate vocabulary, including correct science and technology terminology, to communicate ideas,			

on problems; and use appropriate language and formats to communicate ideas, procedures and results	procedures and results (e.g., use such terms as salinity, currents and basins when describing oceans and their characteristics)			
	communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means (e.g., create a concept map, linking the different stages of the water cycle; prepare a multimedia presentation on changing climatic conditions and the effects on glaciers, ice sheets and water levels, incorporating graphics, audio, visuals and text gathered from remote sources)			
	evaluate individual and group processes used in planning, problem solving, decision making and completing a task (e.g., discuss advantages and disadvantages of different research methods and sources used to gather information on an ocean basin)			
	defend a given position on an issue, based on their findings			
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Attitude Outcomes				
Interest in Science		Task:	Virtue:	Value:
	Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields (e.g., express interest in conducting scientific investigations of their own design; take an interest in media reports on environmental issues, and seek out further information from a variety of sources; take an interest in observing and interpreting their environment during personal and group excursions)			
Mutual Respect		Task:	Virtue:	Value:
	Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds (e.g., show awareness of and respect for the contributions of indigenous peoples to knowledge of the environment)			
Scientific Inquiry		Task:	Virtue:	Value:
	Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues (e.g., seek data that is accurate and based on appropriate methods of investigation; consider observations and ideas from a number of sources before drawing conclusions)			
Collaboration		Task:	Virtue:	Value:
	Work collaboratively in carrying out investigations and in generating and evaluating ideas (e.g., share observations and ideas with other members of a group, and consider alternative ideas suggested by other group members; share the responsibility for carrying out decisions)			
Stewardship		Task:	Virtue:	Value:

	Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment (<i>e.g., consider immediate and long-term consequences of personal and group actions; objectively identify potential conflicts between responding to human wants and needs and protecting the environment</i>)			
Safety		Task:	Virtue:	Value:
	Show concern for safety in planning, carrying out and reviewing activities (<i>e.g., select safe methods and tools for collecting evidence and solving problems; readily alter a procedure to ensure the safety of members of the group</i>)			

Subject:	Social Studies		Grade:	8
Unit:	Topic 1	Title:		
Topic:	8.1 From Isolation to Adaptation: Japan			

Concept / Values	Course outcomes	Permeation outcomes Task: Virtue: Value:		
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8.1.1	appreciate the roles of time and geographic location in shaping a society’s worldview (C, I, TCC)			
8.1.2	appreciate how a society’s worldview can foster the choice to remain an isolated society (C, I, TCC)			
8.1.3	appreciate how models of governance and decision making reflect a society’s worldview (C, I, TCC)			
8.1.4	appreciate how a society’s worldview shapes individual citizenship and identity (C, I, TCC)			
8.1.5	analyze the effects of cultural isolation during the Edo period by exploring and reflecting upon the following questions and issues:	Task:	Virtue:	Value:
	In what ways did Japan isolate itself from the rest of the world? (PADM, LPP, CC)			
	How did isolation during the Edo period lead to changes in Japan? (CC, PADM)			
	How did the changes resulting from isolation affect Japan economically, politically and socially during the Edo period? (ER, PADM, CC, I)			
	How did the physical geography of Japan impact its worldview? (LPP, PADM, TCC)			
	How did the Shogun use the feudal system and the hierarchical social classes to maintain control of Japan? (PADM, CC)			
////////////////////////////////////				
8.1.6	analyze the effects that rapid adaptation had on traditionally isolated Japan during the Meiji period by exploring and reflecting upon the following questions and issues:	Task:	Virtue:	Value:
	What were the motivations for the radical changes in Japan’s model of organization during the Meiji period? (ER, CC, PADM)			
	How did Japan adapt to changes brought on by the transition from feudal to modern models of organization? (CC, TCC, I)			

	How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period? (ER, CC, PADM)			
	In what ways did changes resulting from isolation in the Edo period compare to changes resulting from adaptation in the Meiji period? (CC, TCC, I)			
	What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change? (CC, I, TCC)			

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: Places and People	PADM	Power, Authority and Decision Making

Subject:	Social Studies		Grade:	8
Unit:	Topic 2	Title:		
Topic:	8.2 Origins of a Western Worldview: Renaissance Europe			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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8.2.1	appreciate how Renaissance Europe formed the basis for the worldview of the western world (C, TCC)			
8.2.2	demonstrate a willingness to consider differing beliefs, values and worldviews (C, I)			
8.2.3	recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC)			
8.2.4	critically examine the factors that shaped the worldview evolving in western Europe during the Renaissance by exploring and reflecting upon the following questions and issues:			
	What was the Renaissance? (TCC, LPP)			
	How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe (i.e., astronomy, mathematics, science, politics, religion, arts)? (TCC, ER, PADM, GC)			
	How did the physical geography of Renaissance Europe impact trade among, and competition between, European countries? (LPP, TCC)			
	How did increased trade lead to the emergence of powerful city-states, (i.e., Florence, Venice, Genoa)? (TCC, CC, ER)			
	In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance? (GC, I)			
	In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview? (TCC, PADM, LPP)			
	In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans? (C, I, GC, LPP, TCC)			

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: Places and People	PADM	Power, Authority and Decision Making

Subject:	Social Studies		Grade:	8
Unit:	Topic 3	Title:		
Topic:	8.3 Worldviews in Conflict: The Spanish and the Aztecs			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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8.3.1	appreciate how a society’s worldview influences its choices, decisions and interactions with others (C,I)			
8.3.2	appreciate how Aztec and Spanish identities and worldviews were impacted by intercultural contact (TCC, GC, I)			
8.3.3	appreciate and recognize how rapid adaptation can radically change a society’s beliefs, values and knowledge (TCC, GC)			
8.3.4	critically assess how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:			
	What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? (TCC, I, CC)			
	How did the Aztec civilization’s worldview influence its choices, decisions and customs?(TCC, CC, PADM)			
	What key elements of Spain’s worldview led to the desire to expand its empire? (TCC, I, PADM)			
	In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization? (ER, LPP)			
	To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC, PADM)			

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: Places and People	PADM	Power, Authority and Decision Making

Subject:	Social Studies		Grade:	8
Unit:		Title:		
Topic:	Skills and Processes			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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8.S.1	develop skills of critical thinking and creative thinking:			
	analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue			
	critically evaluate ideas, information and positions from multiple perspectives			
	demonstrate the ability to analyze local and current affairs			
	re-evaluate personal opinions to broaden understanding of a topic or an issue			
	generate creative ideas and strategies in individual and group activities			
	access diverse viewpoints on particular topics, using appropriate technologies			
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8.S.2	develop skills of historical thinking:	Task:	Virtue:	Value:
	distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations			
	use historical and community resources to organize the sequence of historical events			
	analyze the historical contexts of key events of a given time period			
	create a simulation or a model, using technology that permits the making of inferences			
	identify patterns in organized information			
////////////////////////////////////				
8.S.3	develop skills of geographic thinking:	Task:	Virtue:	Value:
	interpret historical maps to broaden understanding of historical events			
	use thematic maps to describe cultural and political regions			
	construct and interpret various maps to broaden understanding of given topics			
	define geographic problems and issues and pose geographic questions			

	use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps			
	access and operate multimedia applications and technologies from stand-alone and online sources, e.g., GIS			
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8.S.4. demonstrate skills of decision making and problem solving:		Task:	Virtue:	Value:
	demonstrate skills of compromise and devise strategies to reach group consensus			
	propose and apply new ideas and strategies to contribute to problem solving and decision making, supported with facts and reasons			
	propose and apply strategies or options to solve problems and deal with issues			
	participate in and predict outcomes of problem-solving and decision-making scenarios			
	articulate clearly a plan of action to use technology to solve a problem			
	identify appropriate materials and tools to use in order to accomplish a plan of action			
	evaluate choices and progress in problem solving, then redefine the plan of action as necessary			
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8.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:		Task:	Virtue:	Value:
	identify and use a variety of strategies to resolve conflicts peacefully and fairly			
	consider the needs and perspectives of others			
	demonstrate leadership within groups, where appropriate			
	access, retrieve and share information from electronic sources such as common files			
	use networks to brainstorm, plan and share ideas with group members			
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8.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:				
	volunteering with organizations, projects and activities that ensure the growth and vitality of their community			
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8.S.7 apply the research process:		Task:	Virtue:	Value:
	integrate and synthesize concepts to provide an informed point of view on a research question or an issue			
	develop a position supported by information gathered through research			

	draw conclusions based upon research and evidence			
	determine how information serves a variety of purposes and that accuracy or relevance may need verification			
	organize and synthesize researched information			
	formulate new questions as research progresses			
	practice responsible and ethical use of information and technology			
	include and organize references as part of research			
	plan and conduct a search, using a wide variety of electronic sources			
	demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic			
	develop a process to manage volumes of information that can be made available through electronic sources			
	evaluate the relevance of electronically accessed information to a particular topic			
	make connections among related, organized data and assemble various pieces into a unified message			
	refine searches to limit sources to a manageable number			
	analyze and synthesize information to create a product			
	access and retrieve information through the electronic network in the context of a group research project			
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8.S.8	demonstrate skills of oral, written and visual literacy:	Task:	Virtue:	Value:
	communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration			
	use skills of informal debate to persuasively express differing viewpoints regarding an issue			
	elicit, clarify and respond appropriately to questions, ideas and multiple points of view presented in discussions			
	offer reasoned comments relating to the topic of discussion			
	listen to others in order to understand their perspectives			
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8.S.9	develop skills of media literacy:	Task:	Virtue:	Value:
	examine techniques used to enhance the authority and authenticity of media messages			
	examine the values, lifestyles and points of view represented in a media message			
	analyze the impact of television, the Internet, radio and print media on a particular current affairs issue			

Glossary of Terms and Concepts—Grade 8

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

adaptation	Changing attitudes and behaviours to suit a new situation.
contact	Connection or interaction; communication; association, relationship.
expansionist	Political attitude and actions of a country whose goal is to expand its power and/or its territory, usually by force.
humanist	Pertaining to humanism: a system of thought that centers on humans and their values, capacities and worth; concern with the interests, needs and welfare of humans.
imperialism	Policy of a country or empire to extend its authority or domination by political, economic or military means; policy of a state/government whose goal is for another state/government to become dependant on them politically or economically.
intercultural	Of, relating to, involving or representing different cultures.
isolation	Relating to isolationism: foreign policy whereby a nation resists participating in the affairs of the international community by abstaining from any political, economic or international relationship.
Renaissance	The humanistic revival of classical art, architecture, literature and learning that originated in Italy in the 14 th century.
social structures	Organization models within a society that reflect the values and interests of that society's members.
society	Group of persons linked by common activities or interests and sharing public space.
worldview	A collection of beliefs about life and the universe held by an individual or group. The overall perspective from which one sees and interprets the world.

Subject:	Health	Grade:	Grade 8
Unit:		Title:	
Topic:			

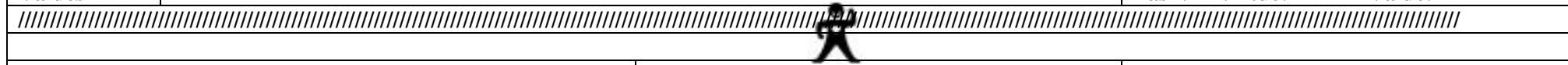
Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
////////////////////////////////////				
WELLNESS CHOICES–General Outcome <i>Students will make responsible and informed choices to maintain health and to promote safety for self and others</i>				
1. Personal Health		Task:	Virtue:	Value:
	examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs			
	analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium			
	<i>recognize and accept that individuals experience different rates of physical, emotional, sexual and social development</i>			
	develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look			
	evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods			
	analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving			
2. Safety and Responsibility		Task:	Virtue:	Value:
	<i>determine the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse</i>			
	identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk; e.g., dark parking lots, lack of railway crossing lights			
	describe rights and responsibilities of employers and employees in relation to workplace safety			
	develop strategies to effectively access health information and health services in the community; e.g., health hot line, family doctor, public health unit			
	identify and develop personal resiliency skills; e.g., planning skills, social competence			
	<i>identify and describe the responsibilities and consequences associated with involvement in a sexual relationship</i>			
	<i>describe symptoms, effects, treatments and prevention for common sexually transmitted diseases; i.e., chlamydia, HPV, herpes, gonorrhea, hepatitis B/C, HIV</i>			
	<i>identify and describe basic types of contraceptives;</i>			

	<i>e.g., abstinence, condom, birth control pills</i>			
////////////////////////////////////				
RELATIONSHIP CHOICES–General Outcome <i>Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions</i>				
1. Understanding and Expressing Feelings		Task:	Virtue:	Value:
	describe characteristics of persistent negative feeling states; e.g., depression, mood disorders			
	describe signs associated with suicidal behaviour, and identify interventional strategies			
	evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours			
	analyze the effects of self-concept on personal communication			
2. Interactions		Task:	Virtue:	Value:
	develop strategies for maintaining healthy relationships			
	describe and provide examples of ethical behaviour in relationships; e.g., integrity			
	develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts			
3. Group Roles and Processes		Task:	Virtue:	Value:
	describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team			
	describe the characteristics of, and demonstrate skills of, an effective leader and group member			
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LIFE LEARNING CHOICES–General Outcome <i>Students will use resources effectively to manage and explore life roles and career opportunities and challenges</i>				
1. Learning Strategies		Task:	Virtue:	Value:
	determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest			
	examine learning priorities, and implement a learning plan			
	identify components of ethical decision making, and apply these concepts to personal decision making			
	begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills			
2. Life Roles and Career Development		Task:	Virtue:	Value:
	update a personal portfolio to show evidence of a range of interests, assets and skills; and relate evidence to knowledge and skills required by various career paths			
	investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media			

3. Volunteerism		Task:	Virtue:	Value:
	relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community			
	investigate the characteristics of a mentor, and practise mentorship in a group setting			

Please note that *italicized* outcomes contain topics related to human sexuality and that parents reserve the right to exempt their children from this instruction

Subject:	Phys Ed / Health	Grade:	8
Unit:	Title: Mapped Phys. Ed and Health curriculums		
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
Physical Education Curriculum		Health Curriculum		
Benefits Health		Wellness Choices	Task:	Virtue:
	B8-4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images	W8.4 develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look		
	B8-1 monitor and analyze a personal nutrition plan that affects physical performance	W8.5 evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods		
	B8-5 discuss performance-enhancing substances and how they can affect body type in relation to physical activity	W8.6 analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving		
Physical Education Curriculum		Health Curriculum	Task:	Virtue:
Benefits Health - Cooperation		Relationship Choices		
	B8-8 describe and perform appropriate physical activities for personal stress management and relaxation	R8.3 evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours		
	C8-4 describe, apply and practice leadership and followership skills related to physical activity	R8.9 describe the characteristics of, and demonstrate skills of, an effective leader and group member		

Subject:	Phys Ed	Grade:	8
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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<i>Students will</i> acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits				
Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water		Task:	Virtue:	Value:
	A8-1 select, combine and perform specific locomotor skills in a variety of activities to improve personal performance			
	A8-2 select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance			
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Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging		Task:	Virtue:	Value:
	A8-3 select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance			
	A8-4 select, combine and perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance			
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Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking		Task:	Virtue:	Value:
	A8-5 demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity			
	A8-6 select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance			
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Application of Basic Skills in an Alternative Environment		Task:	Virtue:	Value:
	A8-7 apply activity-specific skills in a variety of environments and using various equipment; e.g., cross-country skiing, skating			
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Application of Basic Skills in Dance		Task:	Virtue:	Value:
	A8-8 select, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others			
	A8-9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and			

	patterns			
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Application of Basic Skills in Games		Task:	Virtue:	Value:
	A8-10 select, combine and perform activity-specific basic skills in a variety of games			
	A8-11 be able to identify and evaluate specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal			
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Application of Basic Skills in Types of Gymnastics		Task:	Virtue:	Value:
	A8-12 select and perform ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic			
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Application of Basic Skills in Individual Activities		Task:	Virtue:	Value:
	A8-13 select, perform and refine activity-specific skills in a variety of individual pursuits; e.g. wrestling			
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GENERAL OUTCOME B: <i>Students will understand, experience and appreciate the health benefits that result from physical activity</i>				
Functional Fitness		Task:	Virtue:	Value:
	B8-1 monitor and analyze a personal nutrition plan that affects physical performance			
	B8-2 demonstrate and monitor ways to achieve a personal functional level of physical fitness			
	B8-3 explain fitness components and principles of training, and formulate individual plans for personal physical fitness			
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Body Image		Task:	Virtue:	Value:
	B8-4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images			
	B8-5 discuss performance-enhancing substances and how they can affect body type in relation to physical activity			
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Well-being		Task:	Virtue:	Value:
	B8-6 analyze the personal effects of exercise on the body systems before, during and after exercise			
	B8-7 monitor, analyze and assess fitness changes as a result of physical activity			
	B8-8 describe and perform appropriate physical activities for personal stress management and relaxation			
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GENERAL OUTCOME C: <i>Students will interact positively with others</i>				
Communication		Task:	Virtue:	Value:
	C8-1 communicate thoughts and feelings in an			

	appropriate respectful manner as they relate to participation in physical activity			
	C8-2 discuss positive active living role models			
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Fair Play		Task:	Virtue:	Value:
	C8-3 demonstrate etiquette and fair play			
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Leadership		Task:	Virtue:	Value:
	C8-4 describe, apply and practise leadership and followership skills related to physical activity			
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Teamwork		Task:	Virtue:	Value:
	C8-5 recommend practices that contribute to teamwork			
	C8-6 identify and demonstrate positive behaviours that show respect for self and others			
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GENERAL OUTCOME D: <i>Students will assume responsibility to lead an active way of life</i>				
Effort		Task:	Virtue:	Value:
	D8-1 participate regularly in, and identify and describe the benefits of, an active lifestyle			
	D8-2 develop a personal plan that encourages participation and continued motivation			
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Safety		Task:	Virtue:	Value:
	D8-3 select and apply rules, routines and procedures for safety in a variety of activities			
	D8-4 design and perform warm-up and cool-down activities			
	D8-5 appraise or judge movement experiences for safety that promote an active, healthy lifestyle; e.g., safe use of equipmen			
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Goal Setting/Personal Challenge		Task:	Virtue:	Value:
	D8-6 monitor, revise and refine personal goals based on interests and abilities			
	D8-7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group			
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Active Living in the Community		Task:	Virtue:	Value:
	D8-8 analyze community programs that promote a physically active lifestyle			
	D8-9 analyze factors that affect choices of physical activity for life, and create personal strategies to overcome barriers			

