

CURRICULUM MAPS FOR GRADE 10**CONTENTS:**

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Subject:	Religion	Grade:	10
Unit:	Title:	Christ and Culture	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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To be human is... ?		Task:	Virtue:	Value:
	To name characteristics that define what it means to be human	2.1	Justice Charity	Integrity
	To identify the characteristics of the human person according to the Scriptures	2-1	Faith	Self-discipline
	To examine humans as relational beings	1-3,4	Faith	Respect Cooperation
	To explore the implications of our communal nature	1-2 4-6	Charity	Respect Cooperation
	To explore the proclamation that creation, particularly the human, is good	1-1	Fortitude	Stewardship Integrity
	To reflect upon the impact if the disorder of sin and evil on the good of creation	1-5 2-10	Justice Temperance	Self-discipline
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Who has culture?		Task:	Virtue:	Value:
	To explore our experiences of culture	2-2 2-3	Charity	Respect Kindness
	To understand the dynamic nature of culture	2-5 2-8	Prudence	Respect Cooperation
	To describe the nature of signs, symbols and rituals within culture	4-1 3-3	Faith	Integrity
	To examine the role of symbols and rituals as mediators of meaning within culture	3-2 3-3	Faith Temperance	Work Perseverance
	To understand how religion is integral to culture	2-6 3-2	Faith Temperance	Cooperation
	To understand how religion is a mediator of meaning within culture	3-1	Hope	Respect Motivation/Init
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The God question		Task:	Virtue:	Value:
	To recognize how the revelation of God to Moses led to the creation of the Chosen People	3-3	Charity Justice	Stewardship
	To recognize how faith in God shaped the culture of the Chosen People	3-3 1-2	Justice Fortitude	Stewardship
	To explore the ways that Jesus speaks to us about God	4-1 1-8	Faith	Integrity
	To recognize how God has spoken to us in person through Jesus	1-8 2-6,7	Prudence Temperance	Fortitude Work, perseve
	To identify where the Lord Jesus is in culture	1-7 1-6	Faith Hope	Respect Courage
	To recognize the goodness of God in Jesus	1-7 4-4	Faith	Stewardship Friendship

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
Relating to oneself: Who am I?				
	To identify the dominant vision of the self in our culture	2-1	Prudence Justice	Self-discipline Respect
	To explore the implications of individualism on the self	2-1 2-3	Prudence Temperance	Self-discipline Integrity
	To come to a deeper appreciation of who I become as a Christian	2-1	Faith Love	Forgiveness Honesty
	To understand that each individual becomes fully a person through relationships with God and others	3-1 3-3	Charity	Respect
Relating to the other: The voice of the other in me				
	To explore, within the context of cultural influences, the meaning of friendships	2-3	Prudence	Friendship Kindness
	To connect with the meaning of the other and friendship in the Gospel's portrayal of Jesus	1-4	Charity	Respect
	To explore the desire for intimacy in our lives and in our culture	2-1	Prudence	Respect
	To apply Catholic principles about sexuality within our culture	2-1 2-9	Fortitude Temperance	Courage Self-discipline
	To appreciate God's generosity to us as revealed in Christ	1-1	Faith	Respect
	To recognize the necessity of generosity in love in order to have authentic human relationships	1-4	Prudence	Integrity
	To explore the dynamics of relationships within society's institutions	2-7	Charity	Kindness Empathy
	To explore our responsibility to institutions and their responsibility to us	2-5	Justice	Responsibility
Relating to civil society: Living together in solidarity				
	To examine the influence of culture on our understanding and use of time	2-6	Prudence	Motivation Initiative
	To explore a Catholic perspective on time and its implications for our lives	2-6	Prudence	Motivation Initiative
	To identify the principle of justice in social encyclicals	2-7	Prudence	Kindness Empathy
	To explore the call to live in just societies	2-3	Justice	Stewardship
	To identify the culture of violence in our society	2-8	Fortitude	Respect Courage
	To appropriate the vision of Jesus regarding peace and violence	1-7	Fortitude	Kindness Empathy
	To explore power in our culture	1-5	Temperance	Responsibility
	To understand service as the Christian expression of power	2-9	Prudence	Stewardship

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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Relating to the Church: We are the Church				
	To explore the structures and meaning of the institutional Church	1-9	Faith	Cooperation
	To integrate this exploration with the students' experience of Church	3-3	Faith	Respect Integrity
	To develop an understanding of the Catholic Church and its mission as revealed in Scripture	3-1 3-3	Faith Justice	Motivation Kindness
	To understand how the work of Jesus continues in the world through the Catholic Church	4-4 2-6	Hope, Charity Prudence	Courage Responsibility
	To explore the sacramental life of the Church	1-8 3-2,5	Faith	Integrity
	To celebrate the sacramental encounter with Christ	3-5	Faith	Integrity
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Relating to the world: Disciples and witnesses		Task:	Virtue:	Value:
	To explore the call to Christian witness	1-7	Charity Prudence	Cooperation Courage
	To celebrate the witness of the Church in our culture	2-3	Charity	Cooperation Responsibility
	To identify the Catholic Church's response to social issues in Canada	2-1	Charity	Cooperation Stewardship
	To recognize our capacity to become people who live justly	2-7	Charity Justice	Respect Responsibility
	To explore issues of social justice that relate to globalization and its ecological impact	2-2	Hope Justice, Temper	Stewardship
	To identify the Catholic response to global social justice issues	2-5	Hope	Stewardship Respect
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Celebrating Christ in our culture		Task:	Virtue:	Value:
	To recognize the power of Eucharistic people in our culture			
	To bring together the students' experiences of Christ and culture			
	To celebrate Christ's promise in our lives			
	To "go forth to love and serve the Lord"			

Subject:	English Language Arts	Grade:	10-1
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 possibilities				
1.1.1 Form tentative understandings, interpretations and positions		Task:	Virtue:	Value:
	generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions [for example, posing questions, suspending prejudgement as appropriate, recognizing that initial interpretations and positions may be inaccurate and incomplete, and recognizing that texts may be inaccurate, misleading or ambiguous]	2-1	Faith	Honesty Responsibility cooperation
	form tentative understandings, interpretations and positions on ideas and issues communicated in literature and other texts by expressing own explorations and considering others' explorations	2-6 4-6	Charity	Respect Cooperation
1.1.2 Experiment with language, image and structure				
	experiment with language, image and structure to create different effects in particular situations and for particular purposes and audiences [for example, present the same information to two different audiences, and make appropriate changes to the content to suit the audiences]	1-5	Charity Prudence	Respect Cooperation Responsibility
	experiment with a variety of strategies, activities and resources to explore ideas, observations, opinions, experiences and emotions [for example, stream-of-consciousness writing, free verse poetry, exploratory talk and improvisation]	1-5 4-6	Fortitude	Courage Work and perseverance
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1.2 Extend awareness		Task:	Virtue:	Value:
1.2.1 Consider new perspectives				
	describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have contributed to such responses	4-4 1-7	Charity Justice	Respect Empathy
	identify own ideas, perspectives and interpretations and evaluate them for depth of explanation, evidence or support; and consider the ideas, perspectives and interpretations of others to broaden own understandings when exploring and responding to texts	2-6	Fortitude Prudence Charity	Integrity Kindness and empathy
1.2.2 Express preferences, and expand interests				
	reflect on personal text preferences, identify influences that have contributed to the formation of these preferences, and select strategies that may be used to expand interests in texts and text creators [for example, complete and share reading inventories, and examine the role marketing plays in shaping popular culture]	2-9 2-5	Prudence Justice	Integrity
	expand interests in a range of literary genres and in a variety of other text types and text creators [for example, graphic	2-9 4-7	Prudence	Integrity Motivation and

	novels, Web sites, advertising and promotional texts, autobiographies, CD-ROMs, anecdotes, memoirs, monologues and folk songs]			initiative
1.2.3 Set personal goals for language growth				
	appraise own strengths and weaknesses as a language user and language learner; select appropriate strategies to increase strengths and address weaknesses; monitor the effectiveness of selected strategies; and modify selected strategies as needed to optimize growth [for example, assess growth in writing by using a writing portfolio and portfolio reflections]	2-1	Hope fortitude	Work and perseverance Motivation and initiative Honesty
	set goals and identify and experiment with strategies for language growth in relation to formal and informal personal communications [for example, working in a group or taking a leadership role in a club]	2-1	Hope fortitude	Work and perseverance Motivation and initiative Honesty
	identify and access learning sources and opportunities; assess, weigh and manage risk; and demonstrate a willingness to continuously learn and grow	2-1	Hope Fortitude	Work and perseverance Motivation and initiative Honesty
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GENERAL OUTCOME 2 Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively				
2.1 Construct meaning from text and context				
2.1.1 Discern and analyze context		Task:	Virtue:	Value:
	identify a variety of different kinds of texts, audiences and purposes for creating texts [for example, purposes could include to inform, persuade, entertain or inspire; the purpose of a print advertisement is to sell a product]	1-1 2-3	Prudence	Respect
	use features found within a text as information to describe the communication situation within which the text was created [for example, use specialized terminology, jargon, acronyms and idioms within a text to describe context]	1-1 2-3	prudence	Respect
	describe the relationship between text and context [for example, constraints of time and space, issues of gender and culture, whether or not the audience is present]	1-1 2-3	Prudence	Respect
	identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text	3-3 4-6	Justice Faith	Integrity
2.1.2 Understand and interpret content		Task:	Virtue:	Value:
	use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext]	4-6	Charity	Respect
	paraphrase a text's controlling idea, and identify supporting ideas and supporting details	1-5 2-1	Faith Prudence	Work and perseverance Honesty

	summarize the plot of a narrative, describe its setting and atmosphere, describe development of conflict, and identify theme	1-5 2-1	Faith Prudence	Work and perseverance Honesty
	describe the personality traits, motivations, attitudes, values and relationships of characters developed/persons presented in literature and other texts; and identify how the use of archetypes adds to an appreciation of text	1-5 2-1	Faith Prudence	Work and perseverance Honesty
	describe a text creator's tone, and relate tone to purpose and audience	1-5 2-1	Faith Prudence	Work and perseverance Honesty
	differentiate between literal and figurative statements and between imagery and nonsensory language, identify symbol, recognize familiar allusions, and describe how images are developed in texts	1-5 2-1	Faith Prudence	Work and perseverance Honesty
	describe visual elements [such as photographs, lists, tables, graphs, charts and other displays] and aural elements [such as sound effects, music and rhythm], and describe their contributions to the meaning of texts	1-5 2-1	Faith Prudence	Work and perseverance Honesty
	differentiate between audience response to the content of a presentation and audience response to the performance of the presenter	1-5 2-1	Faith Prudence	Work and perseverance Honesty
2.1.3 Engage prior knowledge		Task:	Virtue:	Value:
	reflect on and describe strategies used to engage prior knowledge as a means of assisting comprehension of new texts; and select, monitor and modify strategies as needed	3-3 4-6	Justice Faith	Integrity
	describe personal expectations for a text to be studied, by recalling prior experiences with and observations about similar contexts, content and text forms	3-3 4-6	Justice Faith	Integrity
	recall prior knowledge of rhetorical devices used in previously studied texts [such as anecdotes and rhetorical questions] and textual elements and structures employed or developed [such as characterization and narrative point of view] to assist in understanding new texts	3-3 4-6	Justice Faith	Integrity
	classify the genre/form of new texts according to attributes of genres/forms previously studied	1-5	Prudence	Cooperation
2.1.4 Use reference strategies and reference technologies		Task:	Virtue:	Value:
	use a variety of appropriate reference strategies and reference technologies to aid understanding [for example, formulating and refining questions, exploring works cited in other references, taking notes, and using library catalogues and Internet search engines]	1-5 1-7	Prudence Temperance	Self discipline Responsibility Honesty
	create and use own reference materials to aid understanding [for example, a personalized dictionary/glossary and a personalized World Wide Web/URL address list]	1-5 1-7	Prudence Temperance	Self discipline Responsibility Honesty
2.2 Understand and appreciate textual forms, elements and techniques				
2.2.1 Relate form, structure and medium to purpose, audience and content		Task:	Virtue:	Value:
	identify a variety of text forms, including communications forms and literary forms [for example, letters, memoranda, poems, narratives and dramatizations]; and describe the relationships of form to purpose and content	1-2 2-3	Charity Justice	Responsibility
	describe audience factors that may have influenced a text	1-2	Charity	Responsibility

	creator's choice of form and medium [for example, age, gender and culture of the audience]	2-3	Justice	
	describe a variety of organizational patterns and structural features that contribute to purpose and content	1-5 2-1	Faith Prudence	Work and perseverance Honesty
	describe the characteristics of various common communications media [such as the use of headlines in newspapers, and menus and tabs in Internet Web pages]	1-5 2-1	Faith Prudence	Work and perseverance Honesty
2.2.2 Relate elements, devices and techniques to created effects		Task:	Virtue:	Value:
	describe rhetorical devices [such as parallel structure and repetition] and stylistic techniques [such as purposeful use of precise denotative language and straightforward sentence structure] that create clarity, coherence and emphasis in print and nonprint texts	1-5	Prudence	Work and perseverance Honesty respect
	describe aspects of a text that contribute to atmosphere, tone and voice [for example, textual elements, such as setting, music and lighting, and stylistic techniques, such as a text creator's choice of words and expressions]	1-5	Prudence	Work and perseverance Honesty respect
	recognize irony and satire in print and nonprint texts, and identify language used to create irony and satire	1-5	Prudence	Work and perseverance Honesty respect
	describe the effects of musical devices, figures of speech and sensory details in print and nonprint texts [for example, alliteration used to create emphasis, metaphor used to evoke images, and sensory details used to evoke pathos]	1-5	Prudence	Work and perseverance Honesty respect
	recognize the use of motif and symbol in print and nonprint texts	1-5	Prudence	Work and perseverance Honesty respect
	recognize the use of elements of effective oral, visual and multimedia presentations [such as movement, gesture, use of space, shape and colour]; and describe their effects	1-5	Prudence	Work and perseverance Honesty respect
	identify persuasive techniques used in a variety of print and nonprint texts [such as appealing to emotion and citing experts]	1-5	Prudence	Work and perseverance Honesty respect
2.3 Respond to a variety of print and nonprint texts				
2.3.1 Connect self, text, culture and milieu		Task:	Virtue:	Value:
	identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion	1-2 2-3	Prudence Justice	Integrity Kindness and empathy
	respond personally and analytically to ideas developed in works of literature and other texts; and analyze the ways in which ideas are reflected in personal and cultural opinions, values, beliefs and perspectives	1-2 2-3	Prudence Justice	Integrity Kindness and empathy
	compare choices and motives of characters and people portrayed in texts with choices and motives of self and others	1-2 2-3	Prudence Justice	Integrity Kindness and empathy

	identify and examine ways in which cultural and societal influences are reflected in a variety of Canadian and international texts	2-3 4-6	Charity Justice	Kindness and empathy Respect
2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts		Task:	Virtue:	Value:
	identify criteria to evaluate the effectiveness of texts, monitor the effectiveness of the criteria, and modify the criteria as needed [for example, use criteria to assess the adequacy, relevance and effectiveness of content and to assess the text creator's voice and style]	1-5 2-6	Prudence	Responsibility
	assess the appropriateness of own and others' understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence	2-1	Faith Prudence	Integrity
	describe settings and plots in terms of reality and plausibility, as appropriate	1-5 2-6	Prudence	Responsibility
	describe character and characterization in terms of consistency of behaviour, motivation and plausibility	1-5 2-6	Prudence	Responsibility
	describe images in print and nonprint texts in terms of created reality and appropriateness to purpose	1-5 2-6	Prudence	Responsibility
	assess the significance of a text's theme or controlling idea, and the adequacy, relevance and effectiveness of its supporting details, examples or illustrations, and content in general	1-5 2-6	Prudence	Responsibility
2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts		Task:	Virtue:	Value:
	use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of text forms	1-2 2-3	Prudence Justice	Integrity Kindness and empathy
	describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response	1-7 2-3	charity	Respect Kindness and empathy
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GENERAL OUTCOME 3 Students will listen, speak, read, write, view and represent to manage ideas and information				
3.1 Determine inquiry or research requirements				
3.1.1 Focus on purpose and presentation form		Task:	Virtue:	Value:
	reflect on and describe strategies to determine the depth and breadth of inquiry or research and to identify the purpose, audience and potential forms of presentation[for example, define parameters of inquiry or research, analyze available resources, create a timeline to guide inquiry or research, and understand purpose and audience]	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
	describe the purpose of inquiry or research and the scope of the inquiry or research topic; identify the target audience; and identify the potential form for the presentation of inquiry or research findings, when applicable[such as a narrative, report, diary entry or biography]	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
	refine the purpose of inquiry or research by limiting or expanding the topic as appropriate	4-6 1-2	Justice	Responsibility Work and

		2-3		perseverance
3.1.2 Plan inquiry or research, and identify information needs and sources		Task:	Virtue:	Value:
	reflect on and describe strategies for developing an inquiry or research plan that will foster understanding, select and monitor appropriate strategies, and modify strategies as needed to plan inquiry or research effectively [for example, use a research journal to keep and record reflections on the research process, clarify thinking, revisit initial perceptions and ask questions that lead to new research]	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
	develop an appropriate inquiry or research plan that will address the topic and satisfy contextual requirements—purpose, audience and situation—and requirements of presentation form	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
	determine the breadth and depth of prior knowledge, and formulate questions to determine information needs and to guide the collection of required information	3-3 4-6	Justice Faith	Integrity
	identify information sources intended to fill gaps between prior knowledge and required information	1-5	Prudence	Responsibility Honesty
	identify and select potential strategies and technologies for gathering, generating and recording information [for example, outlining, webbing, taking notes in point form, recording sources accurately during information gathering, writing direct quotations correctly and bookmarking Internet sites]	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
3.2.1 Select, record and organize information		Task:	Virtue:	Value:
	reflect on and describe strategies that may be used to select, record and organize information; select and monitor appropriate strategies; and modify selected strategies as needed	1-5 1-7	Prudence Temperance	Self discipline Responsibility Honesty
	select information and other material appropriate to purpose from a variety of print and nonprint sources [for example, from museums, archives, government agencies, periodicals, microfiche, Internet, CD-ROMs, films, television and radio broadcasts, interviews, surveys, and print and online encyclopedias]	1-5 1-7	Prudence Temperance	Self discipline Responsibility Honesty
	record information accurately and completely; and document and reference sources, as appropriate [for example, document direct quotations, others' ideas and arguments, maps, charts, statistics, pictures and diagrams from books, magazines, bibliographies, newspapers, audiovisual materials, electronic sources, interviews and films to avoid plagiarism]	1-5 1-7	Prudence Temperance	Self discipline Responsibility Honesty
	organize information logically [such as by question, by category, by chronology or by cause and effect]	1-5 1-7	Prudence Temperance	Self discipline Responsibility Honesty
	observe guidelines for Internet use [for example, keep passwords, telephone numbers and addresses confidential; visit appropriate sites; respect copyright; and observe rules for citing Internet sources, following correct procedures to avoid plagiarism]	1-5 1-7	Prudence Temperance	Self discipline Responsibility Honesty
3.2.2 Evaluate sources, and assess information		Task:	Virtue:	Value:
	reflect on and describe strategies to evaluate information sources for credibility and bias and for quality; and select, monitor and modify strategies as needed to evaluate sources	1-5 2-6	Prudence	Responsibility

	and detect bias			
	assess information sources for appropriateness to purpose, audience and presentation form	1-5 2-6	Prudence Charity	Responsibility Respect
	assess the accuracy, completeness, currency and relevance of information selected from sources; and assess the appropriateness of the information for purpose	1-5 2-6	Prudence	Responsibility
	identify and describe possible biases of sources [such as possible biases of text creators]	1-5 2-6	Prudence	Responsibility
3.2.3 Form generalizations and conclusions		Task:	Virtue:	Value:
	form generalizations by integrating new information with prior knowledge	4-6	Prudence	Integrity
	draw conclusions that are appropriate to findings, reflect own understandings and are consistent with the identified topic, purpose and situation	4-6	Prudence	Integrity
	distinguish between support and generalization, and provide support for generalizations and conclusions	4-6	Prudence	Integrity
3.2.4 Review inquiry or research process and findings		Task:	Virtue:	Value:
	reflect on and assess the effectiveness of strategies used to guide inquiry or research [such as the effective use of time and the division of labour when involved in group research]	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
	identify strategies to improve future inquiry or research, and monitor the effectiveness of these strategies	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
	review the appropriateness, accuracy and significance of findings, conclusions and generalizations drawn from gathered data and information; prepare a detailed record of references; determine how best to share the information; and determine next steps, if any	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
	seek feedback from others and use own reflections to evaluate the entire inquiry or research process, strive for craftsmanship and accuracy, and take pride in efforts and accomplishments	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
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GENERAL OUTCOME 4 Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication				
4.1 Develop and present a variety of print and nonprint texts				
4.1.1 Assess text creation context		Task:	Virtue:	Value:
	reflect on the purposes for text creation [for example, to inform, explain, persuade, entertain or inspire] and on own motives for selecting strategies to engage an audience [for example, to communicate information, promote action or build relationships]; and consider potential consequences of choices regarding text creation [for example, follow-up action may be required to clarify information, a position may need to be defended and opposing viewpoints addressed, and tone and style must be appropriate for intended audience]	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline
	identify purpose and target audience for text creation, and select strategies to accomplish purpose and engage audience	2-5 2-7	Temperance Charity	Responsibility Self discipline

	[for example, plan a campaign—public relations, advertising or lobbying— identifying the text forms to be used to influence the attitudes of the audience with respect to the chosen issue]		Prudence	
	describe and address audience factors that affect text creation [such as age, prior knowledge, gender, culture, values, interests, attitudes, position of authority and power of decision]	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline
	describe expectations and constraints of a communication situation, including assignment parameters, expected standards of quality and availability of resources; and select strategies to address expectations and constraints [for example, paraphrase assignment instructions to identify tasks; seek clarification regarding teacher expectations, including assessment criteria related to quality standards; assess supplies and resources needed; and develop a work plan for completion, which includes a timeline]	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline
4.1.2 Consider and address form, structure and medium		Task:	Virtue:	Value:
	select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text [for example, select a photo essay to demonstrate a personal or critical/analytical response to poetry or other literature when the content to be presented is well suited to the creation of a visual text]	2-3	Temperance Prudence	Responsibility Self discipline
	identify and use structures consistent with form, content and purpose when creating texts [for example, chronological order to structure events in a narrative, and juxtaposed images to suggest contrast in a poster]	2-3	Temperance Prudence	Responsibility Self discipline
	explore the interplay among medium, content and context [for example, explore the use of an electronic slide show to make a classroom presentation in terms of whether or not it is an effective way to communicate information]	2-3	Temperance Prudence	Responsibility Self discipline
	understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate [for example, understand the common conventions of a modern play script; and include dialogue, stage directions, and directions for lighting and sound effects when creating a script, as appropriate]	2-3	Temperance Prudence	Responsibility Self discipline
4.1.3 Develop content		Task:	Virtue:	Value:
	take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging	1-7	Prudence	Responsibility Integrity
	recognize and assess personal variables [such as personal experience and prior knowledge] and contextual variables [such as availability of time and resources] that influence the selection of a topic, concept or idea; and address these variables to increase the likelihood of successful text creation	1-7	Prudence	Responsibility Integrity
	establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect	1-7	Prudence	Work and perseverance
	develop supporting details, by using developmental aids appropriate to form and purpose [for example, use charts to collect and assemble details in creating character comparisons when developing a comparison and contrast essay, or use a think-aloud reading strategy to make notes from informational text when writing a summary]	1-7	Prudence	Responsibility Integrity

	develop content appropriate to purpose [for example, relate supporting information and examples to conclusions when creating a written or oral report; and relate imagery, figurative language and musical devices to purpose when developing a poem]	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline
	develop content appropriate to audience and situation [for example, use descriptive details to capture events in a narrative, and craft rich visual images to develop a video that will engage an audience]	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline
	incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate [for example, incorporate visual aids in a prepared speech and taped sound effects in a dramatization of a scene from a play]	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline
4.1.4 Use production, publication and presentation strategies and technologies consistent with context		Task:	Virtue:	Value:
	meet particular production, publication and display requirements for print texts [for example, adhere to a particular manuscript style when creating a research paper]; and explain requirements in light of purpose, audience and situation	2-3	Justice	Motivation and initiative
	develop presentation materials; and select strategies and technologies appropriate to purpose, audience and situation [for example, use technologies such as presentation software, videos, CD-ROMs, DVDs, audiotaped interviews and handouts]	2-3	Justice	Motivation and initiative
	develop and deliver oral, visual and multimedia presentations, using voice production factors [such as volume, tone and stress], nonverbal factors [such as gestures, posture, distance and eye contact] and visual production factors [such as colour and contrast] appropriate to purpose, audience and situation	2-3	Justice	Motivation and initiative
	experiment with various strategies to create rapport between the presenter and the audience [for example, ask questions to involve the audience]	2-3	Justice	Motivation and initiative
4.2 Improve thoughtfulness, effectiveness and correctness of communication				
4.2.1 Enhance thought and understanding and support and detail		Task:	Virtue:	Value:
	review the controlling idea or desired unifying effect of a text in progress for clarity and focus [for example, in a rehearsal, mock-up or draft], and modify the controlling idea or desired unifying effect as appropriate to meet the intended purpose			
	review the accuracy, specificity and precision of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to details, events, images, facts or other data as needed to provide sufficient support or development			
	detect and correct logical fallacies			
	review own critical/analytical response to literature for plausibility, appropriateness of interpretations, and precision, completeness and relevance of evidence; and revise interpretations and evidence, as necessary			

4.2.2 Enhance organization		Task:	Virtue:	Value:
	assess the beginning of a text in progress, and revise it as needed to establish purpose [for example, the exposition of a narrative, the initial stanza or opening lines of a poem, or the introduction of a written or oral report]			
	review the organizational components of a text in progress [such as paragraphs, scenes or steps in a process], and revise them as needed to strengthen their effectiveness as units of thought or experience			
	review the closing of a text in progress, and revise it as needed to strengthen its relationship to purpose and to establish a sense of developed understanding			
	assess relationships among controlling idea, supporting ideas and supporting details; and strengthen relationships as needed to enhance the unity of texts			
	assess transitions and transitional devices, and revise them as needed to strengthen coherence [for example, assess the use of repetition and balance in an essay, or fade-outs and dissolves in a video production, to create smooth transitions between elements in a text]			
4.2.3 Consider and address matters of choice		Task:	Virtue:	Value:
	reflect on personal vocabulary and repertoire of stylistic choices and on their effectiveness; and expand vocabulary and repertoire of stylistic choices			
	use words and expressions appropriately [for example, use words with straightforward denotations to strengthen clarity in informative and persuasive texts, and use words with connotative meanings to evoke images in poetry and narrative texts]			
	use a variety of sentence patterns and structures appropriately and effectively [for example, use straightforward sentence structures to strengthen clarity in informative and persuasive texts, and use short sentences to create emphasis or to indicate action in narrative texts]			
	describe the effects of own use of stylistic techniques and rhetorical devices [for example, describe the clarity achieved by arranging words and phrases in lists; describe the emphasis created by using repetition, balance or parallel structure; and describe the audience effects achieved by using visual elements and sounds in presentations and multimedia texts]			
	recognize personal voice in texts created; and continue to develop personal craft through practice, using various methods			
4.2.4 Edit text for matters of correctness		Task:	Virtue:	Value:
	use handbooks and other tools, including electronic tools, as resources to assist with text creation [for example, dictionaries, thesauri, spell checkers and handbooks]			
	know and be able to apply capitalization and punctuation conventions correctly, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics			
	know and be able to apply spelling conventions consistently and independently			
	identify and be able to use parts of speech correctly, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, definite and indefinite articles, and coordinating and			

	subordinating conjunctions			
	identify parts of the sentence in own and others' texts, including subject, verb, predicate complement, and direct and indirect object			
	review and revise texts in progress to correct common sentence faults—comma splice, run-on sentence and unintended sentence fragment			
	know and be able to use common sentence structures correctly— simple, compound, complex and compound-complex			
	pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices			
	assess strengths and areas of need [for example, develop a checklist of skills mastered and skills to be developed, and set goals for language growth]			
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GENERAL OUTCOME 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others				
<i>5.1 Respect others and strengthen community</i>				
5.1.1 Use language and image to show respect and consideration		Task:	Virtue:	Value:
	monitor own use of verbal and nonverbal communication in order to convey respect and consideration, as appropriate [for example, use euphemism and body language appropriately and sensitively]			
	analyze and describe language and images used in literature and other texts to convey respectful and considerate, or disrespectful and inconsiderate, perspectives and attitudes [for example, stereotyping that contributes to negative portrayals of characters in literature and persons in life]			
	analyze and describe positive or negative portrayals of characters in literature and persons in life, and be sensitive to the feelings of others			
	analyze and describe verbal and nonverbal communication that contributes to the inclusion or exclusion of individuals involved in a communication situation, and use verbal and nonverbal communication that is inclusive of other individuals [for example, use allusions and acronyms that will be familiar to an audience, and use gender inclusive nouns and pronouns]			
	differentiate between constructive criticism and ridicule, and between irony and sarcasm [for example, seek clarification by asking questions]			
5.1.2 Appreciate diversity of expression, opinion and perspective		Task:	Virtue:	Value:
	appreciate diversity of thought and expression, select and monitor appropriate strategies for appreciating diversity, and modify selected strategies as needed			
	describe the ways in which selected works of literature and other print and nonprint texts influence individual and group values and behaviours			
	identify the underlying assumptions reflected in the ideas and opinions presented in a text			

5.1.3 Recognize accomplishments and events		Task:	Virtue:	Value:
	use language and image to honour own and others' accomplishments [for example, celebrate together when classmates have accomplished a particular task or produced, published or presented a particular text; or celebrate the completion of a portfolio with family and friends by holding a "portfolio launch"]			
	identify formal and informal ways in which language and image are used appropriately to honour people and to celebrate events [for example, eulogy, toast and public service announcements]			
5.2 Work within a group				
5.2.1 Cooperate with others, and contribute to group processes		Task:	Virtue:	Value:
	set appropriate personal goals for participation in a group; respect, be open to, and be supportive of the thoughts, opinions and contributions of others in a group; and share personal knowledge, expertise and perspectives with others, as appropriate			
	reflect on and describe strategies used to negotiate, coordinate and cooperate with others; select appropriate strategies for negotiating, coordinating and cooperating with others; monitor selected strategies; and modify selected strategies as needed to accomplish group goals			
	ensure that a team's purpose and objectives are clear			
5.2.2 Understand and evaluate group processes		Task:	Virtue:	Value:
	develop and use criteria to monitor and assess group processes [such as division of labour and time management]			
	understand the various potential roles and responsibilities of group members [such as researcher and presenter; director and participant; and chairperson, recorder and timekeeper; or roles of Aboriginal Elders in teaching about the medicine wheel and about respect, humility, kindness, sharing, honesty, faith and perseverance], and appreciate the contribution that these roles make to group processes			
	identify and use various means to facilitate completion of group projects [for example, establish clear purposes and procedures for solving problems, monitor progress, and make modifications to meet stated objectives]			
	analyze the function of teamwork tools [such as checklists, role descriptors, timelines and flow charts, whiteboards for brainstorming, electronic list servers, agendas, and meeting notes], and use such tools as appropriate			

Subject:	English Language Arts	Grade:	10-2
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 possibilities				
1.1.1 Form tentative understandings, interpretations and positions		Task:	Virtue:	Value:
	generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions [for example, posing questions, suspending prejudgement as appropriate, recognizing that initial interpretations and positions may be inaccurate and incomplete, and recognizing that texts may be inaccurate, misleading or ambiguous]	2-1	Faith	Honesty Responsibility cooperation
	form tentative understandings, interpretations and positions on ideas and issues communicated in literature and other texts by expressing own explorations and considering others' explorations	2-6 4-6	Charity	Respect Cooperation
1.1.2 Experiment with language, image and structure				
	experiment with language, image and structure to create different effects in particular situations and for particular purposes and audiences [for example, present the same information to two different audiences, and make appropriate changes to the content to suit the audiences]	1-5	Charity Prudence	Respect Cooperation Responsibility
	experiment with a variety of strategies, activities and resources to explore ideas, observations, opinions, experiences and emotions [for example, stream-of-consciousness writing, free verse poetry, exploratory talk and improvisation]	1-5 4-6	Fortitude	Courage Work and perseverance
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1.2 Extend awareness		Task:	Virtue:	Value:
1.2.1 Consider new perspectives				
	describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have contributed to such responses	4-4 1-7	Charity Justice	Respect Empathy
	identify own ideas, perspectives and interpretations and evaluate them for depth of explanation, evidence or support; and consider the ideas, perspectives and interpretations of others to broaden own understandings when exploring and responding to texts	2-6	Fortitude Prudence Charity	Integrity Kindness and empathy
1.2.2 Express preferences, and expand interests		Task:	Virtue:	Value:
	reflect on personal text preferences, identify influences that have contributed to the formation of these preferences, and select strategies that may be used to expand interests in texts and text creators [for example, complete and share reading inventories, and examine the role marketing plays in shaping popular culture]	2-9 2-5	Prudence Justice	Integrity
	expand interests in a range of literary genres and in a variety of other text types and text creators [for example, graphic	2-9 4-7	Prudence	Integrity Motivation and

	novels, Web sites, advertising and promotional texts, autobiographies, CD-ROMs, anecdotes, memoirs, monologues and folk songs]			initiative
1.2.3 Set personal goals for language growth				
	appraise own strengths and weaknesses as a language user and language learner; select appropriate strategies to increase strengths and address weaknesses; monitor the effectiveness of selected strategies; and modify selected strategies as needed to optimize growth [for example, assess growth in writing by using a writing portfolio and portfolio reflections]	2-1	Hope fortitude	Work and perseverance Motivation and initiative Honesty
	set goals and identify and experiment with strategies for language growth in relation to formal and informal personal communications [for example, working in a group or taking a leadership role in a club]	2-1	Hope fortitude	Work and perseverance Motivation and initiative Honesty
	identify and access learning sources and opportunities; assess, weigh and manage risk; and demonstrate a willingness to continuously learn and grow	2-1	Hope Fortitude	Work and perseverance Motivation and initiative Honesty
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GENERAL OUTCOME 2 Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively				
2.1 Construct meaning from text and context				
2.1.1 Discern and analyze context		Task:	Virtue:	Value:
	identify a variety of texts, purposes for creating texts and audiences [for example, purposes could include to inform, persuade, entertain or inspire	1-1 2-3	Prudence	Respect
	identify features of a text that provide information about the text [for example, specialized terminology, jargon, acronyms and idioms	1-1 2-3	prudence	Respect
	describe elements found in a variety of communication situations, and explain how these elements influence the creation of texts [for example, constraints of time and space, issues of gender and culture, whether or not the audience is present in the communication situation]	1-1 2-3	Prudence	Respect
	identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text	3-3 4-6	Justice Faith	Integrity
2.1.2 Understand and interpret content		Task:	Virtue:	Value:
	use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext]	4-6	Charity	Respect
	identify a text’s controlling idea, supporting ideas and supporting details	1-5 2-1	Faith Prudence	Work and perseverance Honesty

	retell the plot of a narrative, describe its setting, and identify the conflict developed	1-5 2-1	Faith Prudence	Work and perseverance Honesty	
	describe the personality traits, attitudes and relationships of characters developed/persons presented in works of literature and other texts	1-5 2-1	Faith Prudence	Work and perseverance Honesty	
	identify a text creator's tone	1-5 2-1	Faith Prudence	Work and perseverance Honesty	
	differentiate between literal and figurative statements, describe images developed in texts, and recognize imagery	1-5 2-1	Faith Prudence	Work and perseverance Honesty	
	identify visual elements [such as photographs, lists, tables, graphs, charts and other displays] and aural elements [such as sound effects, music and rhythm] that add meaning to texts	1-5 2-1	Faith Prudence	Work and perseverance Honesty	
	differentiate between audience response to the content of a presentation and audience response to the performance of the presenter	1-5 2-1	Faith Prudence	Work and perseverance Honesty	
2.1.3 Engage prior knowledge		Task:	Virtue:	Value:	
	reflect on and describe strategies used to engage prior knowledge as a means of assisting comprehension of new texts; and select, monitor and modify strategies as needed	3-3 4-6	Justice Faith	Integrity	
	describe personal expectations for texts to be studied, by recalling prior experiences with and observations about similar contexts and content	3-3 4-6	Justice Faith	Integrity	
	recall prior knowledge of the development of textual elements in previously studied texts [such as plot, setting and character] to assist in understanding new texts	3-3 4-6	Justice Faith	Integrity	
2.1.4 Use reference strategies and reference technologies					1-5
	use a variety of appropriate reference strategies and reference technologies to aid understanding [for example, formulating and refining questions, exploring works cited in other references, taking notes, and using library catalogues and Internet search engines]	1-5 1-7	Prudence Temperance	Self discipline Responsibility Honesty	
	create and use own reference materials to aid understanding [for example, a personalized dictionary/glossary and a personalized World Wide Web/URL address list]	1-5 1-7	Prudence Temperance	Self discipline Responsibility Honesty	
2.2 Understand and appreciate textual forms, elements and techniques					
2.2.1 Relate form, structure and medium to purpose, audience and content		Task:	Virtue:	Value:	
	identify common text forms and their purposes, including communications forms [such as letters and memoranda] and literary forms [such as poems, narratives and dramatizations]	1-2 2-3	Charity Justice	Responsibility	
	describe audience factors that may have influenced a text creator's choice of form and medium [for example, age, gender and culture of the audience]	1-2 2-3	Charity Justice	Responsibility	
	identify and describe organizational patterns and structural features that contribute to purpose and content [such as the use	1-5	Faith	Work and	

	of chronology to structure a narrative and the use of categories and headings to structure a report]	2-1	Prudence	perseverance Honesty
	identify and describe the characteristics of various common communications media [such as the use of headlines in newspapers, and menus and tabs in Internet Web pages]	1-5 2-1	Faith Prudence	Work and perseverance Honesty
2.2.2 Relate elements, devices and techniques to created effects		Task:	Virtue:	Value:
	identify rhetorical devices [such as repetition] and stylistic techniques [such as straightforward sentence structures] that create clarity, coherence and emphasis in print and nonprint texts	1-5	Prudence	Work and perseverance Honesty respect
	identify aspects of a text that are effective in the creation of atmosphere [such as setting, music, lighting and choice of words]	1-5	Prudence	Work and perseverance Honesty respect
	recognize irony and humour in print and nonprint texts, and identify language and ideas used to create irony and humour	1-5	Prudence	Work and perseverance Honesty respect
	recognize the use of simile and metaphor in print and nonprint texts, and describe their effects [for example, in making comparisons and evoking images]	1-5	Prudence	Work and perseverance Honesty respect
	explain the contribution of symbol to theme	1-5	Prudence	Work and perseverance Honesty respect
	recognize elements of effective oral, visual and multimedia presentations [such as movement, gesture, use of space, shape and colour]; and describe their effects	1-5	Prudence	Work and perseverance Honesty respect
	identify persuasive techniques used in a variety of print and nonprint texts [for example, appealing to emotion and citing experts]	1-5	Prudence	Work and perseverance Honesty respect
2.3 Respond to a variety of print and nonprint texts				
2.3.1 Connect self, text, culture and milieu		Task:	Virtue:	Value:
	identify and consider personal moral and ethical perspectives, as well as cultural perspectives, when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion	1-2 2-3	Prudence Justice	Integrity Kindness and empathy
	respond personally and analytically to ideas developed in literature and other texts	1-2 2-3	Prudence Justice	Integrity Kindness and empathy
	compare choices and motives of characters and people portrayed in texts with choices and motives of self and others	1-2 2-3	Prudence Justice	Integrity Kindness and empathy
	recognize Canadian content in texts, and describe contextual elements that represent Canadian culture	2-3 4-6	Charity Justice	Kindness and empathy Respect

2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts		Task:	Virtue:	Value:
	identify criteria to evaluate the effectiveness of texts, monitor the effectiveness of the criteria, and modify the criteria as needed [for example, use criteria to assess the adequacy, relevance and effectiveness of content and to assess the text creator’s voice and style]	1-5 2-6	Prudence	Responsibility
	assess the appropriateness of own and others’ understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence	2-1	Faith Prudence	Integrity
	describe settings and plots in terms of created reality and plausibility	1-5 2-6	Prudence	Responsibility
	describe character and characterization in terms of consistency of behaviour, motivation and plausibility	1-5 2-6	Prudence	Responsibility
	describe images in print and nonprint texts in terms of created reality and appropriateness to purpose	1-5 2-6	Prudence	Responsibility
	assess the significance of a text’s theme or controlling idea, and the effectiveness of the content in terms of adequate and relevant supporting details, examples or illustrations	1-5 2-6	Prudence	Responsibility
2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts		Task:	Virtue:	Value:
	recognize that texts can be effective and artistic, and use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of texts	1-2 2-3	Prudence Justice	Integrity Kindness and empathy
	describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response	1-7 2-3	charity	Respect Kindness and empathy
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GENERAL OUTCOME 3 Students will listen, speak, read, write, view and represent to manage ideas and information				
3.1 Determine inquiry or research requirements				
3.1.1 Focus on purpose and presentation form		Task:	Virtue:	Value:
	reflect on and describe strategies to determine the depth and breadth of inquiry or research and to identify the purpose, audience and potential forms of presentation[for example, define parameters of inquiry or research, analyze available resources, create a timeline to guide inquiry or research, and understand purpose and audience]	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
	describe the purpose of inquiry or research and the scope of the inquiry or research topic; identify the target audience; and identify the potential form for the presentation of inquiry or research findings, when applicable[such as a narrative, report, diary entry or biography]	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
	refine the purpose of inquiry or research by limiting or expanding the topic as appropriate	4-6 1-2 2-3	Justice	Responsibility Work and perseverance

3.1.2 Plan inquiry or research, and identify information needs and sources		Task:	Virtue:	Value:
	reflect on and describe strategies for developing an inquiry or research plan that will foster understanding, select and monitor appropriate strategies, and modify strategies as needed to plan inquiry or research effectively [for example, use a research journal to keep and record reflections on the research process, clarify thinking, revisit initial perceptions and ask questions that lead to new research]	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
	develop an appropriate inquiry or research plan that will address the topic and satisfy contextual requirements—purpose, audience and situation—and requirements of presentation form	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
	determine the breadth and depth of prior knowledge, and formulate questions to determine information needs and to guide the collection of required information	3-3 4-6	Justice Faith	Integrity
	identify information sources intended to fill gaps between prior knowledge and required information	1-5	Prudence	Responsibility Honesty
	identify and select potential strategies and technologies for gathering, generating and recording information [for example, outlining, webbing, taking notes in point form, recording sources accurately during information gathering, writing direct quotations correctly and bookmarking Internet sites]	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
3.2.1 Select, record and organize information		Task:	Virtue:	Value:
	reflect on and describe strategies that may be used to select, record and organize information; select and monitor appropriate strategies; and modify selected strategies as needed	1-5 1-7	Prudence Temperance	Self discipline Responsibility Honesty
	select information and other material appropriate to purpose from a variety of print and nonprint sources [for example, from museums, archives, government agencies, periodicals, microfiche, Internet, CD-ROMs, films, television and radio broadcasts, interviews, surveys, and print and online encyclopedias]	1-5 1-7	Prudence Temperance	Self discipline Responsibility Honesty
	record information accurately and completely; and document and reference sources, as appropriate [for example, document direct quotations, others' ideas and arguments, maps, charts, statistics, pictures and diagrams from books, magazines, bibliographies, newspapers, audiovisual materials, electronic sources, interviews and films to avoid plagiarism]	1-5 1-7	Prudence Temperance	Self discipline Responsibility Honesty
	organize information logically [such as by question, by category, by chronology or by cause and effect]	1-5 1-7	Prudence Temperance	Self discipline Responsibility Honesty
	observe guidelines for Internet use [for example, keep passwords, telephone numbers and addresses confidential; visit appropriate sites; respect copyright; and observe rules for citing Internet sources, following correct procedures to avoid plagiarism]	1-5 1-7	Prudence Temperance	Self discipline Responsibility Honesty
3.2.2 Evaluate sources, and assess information		Task:	Virtue:	Value:
	reflect on and describe strategies to evaluate information sources for credibility and bias and for quality; and select, monitor and modify strategies as needed to evaluate sources and detect bias	1-5 2-6	Prudence	Responsibility
	assess information sources for appropriateness to purpose,	1-5	Prudence	Responsibility

	audience and presentation form	2-6	Charity	Respect
	assess the accuracy, completeness, currency and relevance of information selected from sources; and assess the appropriateness of the information for purpose	1-5 2-6	Prudence	Responsibility
	identify and describe possible biases of sources [such as possible biases of text creators]	1-5 2-6	Prudence	Responsibility
3.2.3 Form generalizations and conclusions		Task:	Virtue:	Value:
	form generalizations by integrating new information with prior knowledge	4-6	Prudence	Integrity
	draw conclusions that are appropriate to findings, reflect own understandings and are consistent with the identified topic, purpose and situation	4-6	Prudence	Integrity
	distinguish between support and generalization, and provide support for generalizations and conclusions	4-6	Prudence	Integrity
3.2.4 Review inquiry or research process and findings		Task:	Virtue:	Value:
	reflect on and assess the effectiveness of strategies used to guide inquiry or research [such as the effective use of time and the division of labour when involved in group research]	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
	identify strategies to improve future inquiry or research, and monitor the effectiveness of these strategies	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
	review the appropriateness, accuracy and significance of findings, conclusions and generalizations drawn from gathered data and information; prepare a detailed record of references; determine how best to share the information; and determine next steps, if any	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
	seek feedback from others and use own reflections to evaluate the entire inquiry or research process, strive for craftsmanship and accuracy, and take pride in efforts and accomplishments	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
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GENERAL OUTCOME 4 Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication				
4.1 Develop and present a variety of print and nonprint texts				
4.1.1 Assess text creation context		Task:	Virtue:	Value:
	reflect on the purposes for text creation [for example, to inform, explain, persuade, entertain or inspire] and on own motives for selecting strategies to engage an audience [for example, to communicate information, promote action or build relationships]; and consider potential consequences of choices regarding text creation [for example, follow-up action may be required to clarify information, a position may need to be defended and opposing viewpoints addressed, and tone and style must be appropriate for intended audience]	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline
	identify the purpose and target audience for text creation, and select strategies to accomplish the purpose and engage the audience [for example, plan a campaign—public relations, advertising or lobbying— identifying the text forms to be used	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline

	to influence the attitudes of the audience with respect to the chosen issue]			
	identify and address audience factors that affect text creation [such as age, prior knowledge, gender, culture, values, interests, attitudes, position of authority and power of decision	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline
	identify expectations and constraints of a communication situation, including assignment parameters, expected standards of quality and availability of resources; and select strategies to address expectations and constraints [for example, paraphrase assignment instructions to identify tasks; seek clarification regarding teacher expectations, including assessment criteria related to quality standards; assess supplies and resources needed; and develop a work plan for completion, which includes a timeline	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline
4.1.2 Consider and address form, structure and medium		Task:	Virtue:	Value:
	select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text [for example, select a photo essay to demonstrate a personal or critical/analytical response to poetry or other literature when the content to be presented is well suited to the creation of a visual text	2-3	Temperance Prudence	Responsibility Self discipline
	identify and use structures consistent with form, content and purpose when creating texts [for example, chronological order to structure events in a narrative, and juxtaposed images to suggest contrast in a poster]	2-3	Temperance Prudence	Responsibility Self discipline
	identify and use a medium appropriate to content and context	2-3	Temperance Prudence	Responsibility Self discipline
	understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate [for example, understand the common conventions of a modern play script; and include dialogue, stage directions, and directions for lighting and sound effects when creating a script, as appropriate]	2-3	Temperance Prudence	Responsibility Self discipline
4.1.3 Develop content		Task:	Virtue:	Value:
	take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging	1-7	Prudence	Responsibility Integrity
	recognize and assess personal variables [such as personal experience and prior knowledge] and contextual variables [such as availability of time and resources] that influence the selection of a topic, concept or idea; and address these variables to increase the likelihood of successful text creation	1-7	Prudence	Responsibility Integrity
	establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect	1-7	Prudence	Work and perseverance
	develop supporting details, by using developmental aids appropriate to form and purpose [for example, use charts to collect and assemble details in creating character comparisons when developing a comparison and contrast essay, or use a think-aloud reading strategy to make notes from informational text when writing a summary]	1-7	Prudence	Responsibility Integrity
	develop content appropriate to purpose [for example, relate supporting information and examples to conclusions when creating a written or oral report; and relate imagery, use of	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline

	metaphor and use of musical devices to purpose when developing a poem]			
	develop content appropriate to audience and situation [for example, use descriptive details to capture events in a narrative, and craft rich visual images to develop a video that will engage an audience]	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline
	incorporate appropriate examples from personal experience into created texts, when appropriate	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline
4.1.4 Use production, publication and presentation strategies and technologies consistent with context		Task:	Virtue:	Value:
	meet production, publication and display requirements for print texts as appropriate to purpose, audience and situation [for example, consider layout, font and visuals, costs and timelines when publishing a brochure]	2-3	Justice	Motivation and initiative
	develop presentation materials; and select strategies and technologies appropriate to purpose, audience and situation [for example, use technologies such as presentation software, videos, CD-ROMs, DVDs, audiotaped interviews and handouts]	2-3	Justice	Motivation and initiative
	develop and deliver oral, visual and multimedia presentations, using voice production factors [such as volume, tone and stress], nonverbal factors [such as gestures, posture, distance and eye contact] and visual production factors [such as colour and contrast] appropriate to purpose, audience and situation	2-3	Justice	Motivation and initiative
	experiment with various strategies to create rapport between the presenter and the audience [for example, use personal anecdotes and examples, ask questions to involve the audience, and use engaging body language]	2-3	Justice	Motivation and initiative
4.2 Improve thoughtfulness, effectiveness and correctness of communication				
4.2.1 Enhance thought and understanding and support and detail		Task:	Virtue:	Value:
	identify the controlling idea or desired unifying effect of a text in progress [for example, in a rehearsal, mock-up or draft]			
	review the accuracy, specificity and precision of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to details, events, images, facts or other data as needed to provide sufficient support or development [for example, use a revision strategy such as the Five R's to read, react, rework, reflect and refine work]			
	assess own critical/analytical responses for consistency, completeness and relevance of evidence; and strengthen reasoning as needed by adding to, modifying or deleting details to provide reliable and pertinent evidence and make effective arguments [for example, work with a small group to use a revision strategy like Workshop Advice, where each person in the group provides one suggestion for a sentence change]			

4.2.2 Enhance organization		Task:	Virtue:	Value:
	assess the beginning of a text in progress, and revise it as needed to establish purpose [for example, the exposition of a narrative, the initial stanza of a poem, or the introduction of a written or oral report]			
	review the organizational components of a text in progress [such as paragraphs, scenes or steps in a process], and revise them as needed to strengthen their effectiveness as units of thought or experience			
	review the closing of a text in progress, and revise it as needed to strengthen its relationship to purpose [for example, to review the closing of a written text, learn two or three common structural patterns for writing conclusions, and practise writing two or three conclusions for a text in progress; then choose the most effective conclusion]			
	assess relationships among controlling idea, supporting ideas and supporting details; and strengthen relationships as needed to enhance the unity of texts [for example, to analyze these relationships write an outline for another student's completed essay and review the outline for own completed essay created by the other student]			
	assess transitions and transitional devices, and revise them as needed to strengthen coherence [for example, assess the use of repetition and balance in an essay, or fade-outs and dissolves in a video production, to create smooth transitions between elements in a text]			
4.2.3 Consider and address matters of choice		Task:	Virtue:	Value:
	develop a list of effective vocabulary words and stylistic choices [for example, develop a list of effective verbs, by listing all the verbs used in own text and replacing frequently used verbs with new verbs as appropriate]			
	develop the use of appropriate words and expressions [for example, use words with straightforward denotations to strengthen clarity in informative and persuasive texts, and use words with connotative meanings to evoke images in poetry and narrative texts]			
	use a variety of sentence patterns and structures appropriately [for example, use straightforward sentence structures to strengthen clarity of informative and persuasive texts, and use short sentences to indicate action in narrative texts]			
	describe the effects of own use of stylistic techniques and rhetorical devices [for example, underline effective words and phrases in written text, and describe the effects created, such as clarity and emphasis; and describe the use of sound in multimedia text in terms of the effects created, such as humour and realism]			
	recognize personal voice as a text creator, and practise various methods to develop craft [for example, to recognize voice in own writing and to develop craft, note personal preferences related to the types and number of sentences used that follow various patterns; read a section of writing from a favourite author, and note the author's use of the same and different patterns; and rewrite some sentences in own work to achieve variety, noting the effect]			

4.2.4 Edit text for matters of correctness	Task:	Virtue:	Value:
use handbooks and other tools, including electronic tools, as resources to assist with text creation [for example, dictionaries, thesauri, spell checkers and handbooks]			
know and be able to apply capitalization and punctuation conventions correctly, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics			
know and be able to apply spelling conventions independently or with the use of a handbook or other tools, such as a list of spelling strategies or rules			
know and be able to identify parts of speech in own and others’ texts, including nouns, pronouns, verbs, adjectives and adverbs			
know and be able to identify parts of the sentence in own and others’ texts, including subject, verb, direct object and indirect object			
detect and correct common sentence faults—run-on sentence and unintended sentence fragment			
identify and be able to use common sentence structures correctly—simple, compound, complex and compound-complex			
pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices			
assess strengths and areas of need [for example, develop a checklist of skills mastered and skills to be developed, and set goals for language growth]			
explain why certain communication situations demand particular attention to correctness of punctuation, spelling, grammar, usage and sentence construction			

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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

5.1.1 Use language and image to show respect and consideration	Task:	Virtue:	Value:
monitor own use of verbal and nonverbal communication in order to convey respect and consideration, as appropriate [for example, use euphemism and body language appropriately and sensitively]			
analyze and describe language and images used in literature and other texts to convey respectful and considerate, or disrespectful and inconsiderate, perspectives and attitudes [for example, stereotyping that contributes to negative portrayals of characters in literature and persons in life]			
analyze and describe positive or negative portrayals of characters in literature and persons in life, and be sensitive to the feelings of others			
analyze and describe verbal and nonverbal communication that contributes to the inclusion or exclusion of individuals involved in a communication situation, and use verbal and nonverbal communication that is inclusive of other individuals			

	[for example, use allusions and acronyms that will be familiar to an audience, and use gender inclusive nouns and pronouns]			
	differentiate between constructive criticism and ridicule, and between irony and sarcasm [for example, seek clarification by asking questions]			
5.1.2 Appreciate diversity of expression, opinion and perspective		Task:	Virtue:	Value:
	appreciate diversity of thought and expression, select and monitor appropriate strategies for appreciating diversity, and modify selected strategies as needed			
	describe the ways in which selected works of literature and other print and nonprint texts influence individual and group values and behaviours			
	identify the underlying assumptions reflected in the ideas and opinions presented in a text			
5.1.3 Recognize accomplishments and events		Task:	Virtue:	Value:
	use language and image to honour own and others' accomplishments [for example, celebrate together when classmates have accomplished a particular task or produced, published or presented a particular text; or celebrate the completion of a portfolio with family and friends by holding a "portfolio launch"]			
	identify formal and informal ways in which language and image are used appropriately to honour people and to celebrate events [for example, eulogy, toast and public service announcements]			
5.2 Work within a group				
5.2.1 Cooperate with others, and contribute to group processes		Task:	Virtue:	Value:
	set appropriate personal goals for participation in a group; respect, be open to, and be supportive of the thoughts, opinions and contributions of others in a group; and share personal knowledge, expertise and perspectives with others, as appropriate			
	reflect on and describe strategies used to negotiate, coordinate and cooperate with others; select appropriate strategies for negotiating, coordinating and cooperating with others; monitor selected strategies; and modify selected strategies as needed to accomplish group goals			
	ensure that a team's purpose and objectives are clear			
5.2.2 Understand and evaluate group processes		Task:	Virtue:	Value:
	develop and use criteria to monitor and assess group processes [such as division of labour and time management]			
	understand the various potential roles and responsibilities of group members [such as researcher and presenter; director and participant; and chairperson, recorder and timekeeper; or roles of Aboriginal Elders in teaching about the medicine wheel and about respect, humility, kindness, sharing, honesty, faith and perseverance], and appreciate the contribution that these roles make to group processes			
	identify and use various means to facilitate completion of group projects [for example, establish clear purposes and procedures for solving problems, monitor progress, and make modifications to meet stated objectives]			
	analyze the function of teamwork tools [such as checklists,			

	role descriptors, timelines and flow charts, whiteboards for brainstorming, electronic list servers, agendas, and meeting notes], and use such tools as appropriate			
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Subject:	Social Studies		Grade:	10
Unit:	Topic A	Title:	CANADA IN THE MODERN WORLD	
Topic:	Topic A: Challenges for Canada: The 20th Century and Today			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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CRITICAL AND CREATIVE THINKING GOALS				
	assess the action required to maintain Canadian sovereignty in an interdependent world			
	interpret the long-term effects of regionalism on Canada			
	assess the importance of Canada developing a strong national identity			
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THEME I: SOVEREIGNTY <i>Students will be expected to understand that:</i>				
geographic factors influence a nation’s sovereignty		Task:	Virtue:	Value:
	Briefly review Canada’s geographic location in the world: <ul style="list-style-type: none"> • boundaries • trade and transport links to the world 			
the achievement of sovereignty has been a developmental process shaped by internal and external forces		Task:	Virtue:	Value:
	Examine historical and current involvements that contribute to Canadian independence: <ul style="list-style-type: none"> • Canada’s role in World War I aims and contributions consequences • attaining independence <i>Treaty of Versailles</i> League of Nations <i>Statute of Westminster</i>, 1931 Newfoundland, 1949 the <i>Constitution Act</i>, 1982 			
there are benefits and costs attached to independence/sovereignty		Task:	Virtue:	Value:
	Briefly examine Canada’s efforts to maintain security: <ul style="list-style-type: none"> • Canada’s role in World War II contributions • Canada’s role in the Cold War • current defence policy 			
a nation’s foreign policy must be balanced between its interests and the interests of other nations		Task:	Virtue:	Value:
	Briefly examine Canada’s foreign policy: <ul style="list-style-type: none"> • Department of Foreign Affairs and International Trade • aims and objectives of Canada’s foreign policy 			

the consequences of foreign policy can result in conflict or cooperation with other nations		Task:	Virtue:	Value:
	<p>Briefly examine Canada’s involvement in the global community with attention to:</p> <ul style="list-style-type: none"> • Canada and the United Nations: examples of Canadian involvement in selected UN agencies peacekeeping activities; e.g., Suez crisis, Bosnia military actions/peace making; e.g., Korea, Gulf War (Iraq–Kuwait) • Canada/United States of America relations: defence agreements; e.g., NORAD boundary disputes (choose one example—Arctic, Northwest Passage, Fisheries) trade; e.g., NAFTA environment (choose one example—acid rain, water pollution) • Canada and the Pacific Rim: location markets/trade current initiatives future importance • Canada and Europe: joint defence; e.g., NATO, G7/G8 trade and the European Union • Canada and other international organizations; e.g.: Commonwealth La Francophonie OAS • Canada and the developing world: CIDA and selected examples of non-governmental organizations • Canada and global concerns (select several examples for discussion): GATT/WTO Trade immigration policy environment aid 			
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THEME II: REGIONALISM <i>Students will be expected to understand that:</i>				
Canada is composed of geographic regions with diverse political, economic and cultural interests		Task:	Virtue:	Value:
	<p>Examine regions of Canada by outlining the:</p> <ul style="list-style-type: none"> • political, economic and cultural composition of Canada 			
Canada’s political, economic and social fabric is influenced by geographic factors		Task:	Virtue:	Value:
	Identify the factors that lead to the power and influence of various regions			

regional differences both strengthen and challenge Canadian unity		Task:	Virtue:	Value:
	Select at least two examples of regional interests from the following: <ul style="list-style-type: none"> regionally-based political parties Quiet Revolution Quebec separatism western alienation; e.g., National Energy Policy northern development Atlantic fisheries West Coast and Pacific Rim 			
regional differences are accommodated in various ways		Task:	Virtue:	Value:
	Examine Canada’s constitutional structure and federal/provincial relations: <ul style="list-style-type: none"> the <i>Constitution Act</i>, 1982 First Ministers’ Conferences equalization policies negotiated agreements between federal–provincial levels of governments; e.g., Meech Lake Accord, Charlottetown Accord Creation of Nunavut 			
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THEME III: IDENTITY <i>Students will be expected to understand that:</i>				
Canadians identify with community, region and nation		Task:	Virtue:	Value:
	Examine how others perceive Canadians: <ul style="list-style-type: none"> reputation on the world scene honouring commitments; e.g., involvement in UN peacekeeping duties 			
the Canadian identity is shaped by our values, attitudes and cultures as they have emerged from our history and geography		Task:	Virtue:	Value:
	Examine the perception we have of ourselves: <ul style="list-style-type: none"> symbols of nationalism forces of nationalism (positive and negative) self-concept <ul style="list-style-type: none"> culture sports values; e.g., pluralism <ul style="list-style-type: none"> attitudes (respect for others, respect for ourselves) 			
bilingualism and multiculturalism are fundamental to the Canadian identity		Task:	Virtue:	Value:
	Briefly review why Canada is a bilingual and multicultural country by referring to our historical background in order to understand our official policies: <ul style="list-style-type: none"> Aboriginal peoples two founding nations other cultural groups bilingual policies multicultural policies 			

interaction among groups influences one's identity		Task:	Virtue:	Value:
	Examine examples of interaction with others in order to understand how they shape one's cultural identity: <ul style="list-style-type: none"> • legitimacy of self • majority–minority status • assimilation, cultural maintenance, cultural promotion 			
<u>SKILLS OBJECTIVES</u>				
Process Skills		Task:	Virtue:	Value:
	acquire information from print and non print resources <ul style="list-style-type: none"> • record and organize information in note form • analyze and evaluate information, including detecting bias and distinguishing fact from opinion • interpret and summarize materials 			
Communication Skills		Task:	Virtue:	Value:
	express and defend ideas in written form <ul style="list-style-type: none"> • Present ideas through visual/multimedia materials • debate issues effectively • report on research results 			
Participation Skills		Task:	Virtue:	Value:
	work at individual tasks in a group situation <ul style="list-style-type: none"> • work together in proposing and discussing alternative solutions to issues • cooperate in decision making 			
Inquiry Strategies		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • apply critical and creative thinking skills in problem solving and decision making • develop the ability to propose and discuss alternative solutions to issues • develop the skills necessary for composing an argumentative essay • use appropriate inquiry models to answer questions, solve problems and resolve issues 			
Attitude Objectives		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • respect for and an appreciation of the uniqueness of Canada • an appreciation of our evolving Canadian heritage • openness to new ideas and opinions about the nature of Canadian society • respect for the right of all Canadian citizens to express alternative points of view • sensitivity to what being Canadian means to different people in different regions of Canada • preference for peaceful resolution of conflict in personal relations and in society as a whole 			

	<ul style="list-style-type: none">• respect for the many cultural groups in Canada• continuing interest in national, political, social and cultural affairs in Canada• an appreciation of Canada's role as a nation in an interdependent world			
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Subject:	Social Studies		Grade:	10
Unit:	Topic B	Title:	CANADA IN THE MODERN WORLD	
Topic:	Citizenship in Canada			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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CRITICAL AND CREATIVE THINKING GOALS				
	<ul style="list-style-type: none"> examine the process whereby decisions affecting themselves and society are made design and evaluate alternative methods of providing for the protection of human rights in society examine how questions that involve the needs of the individual and the needs of the state are resolved 			
Issues and Questions		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> To what extent should elected representatives represent the views of their constituents or themselves? Should an individual be required to participate in political decision making? To what extent should Canada pursue a leadership role in working for the protection of human rights? How can citizens influence decision making by governments in Canada? What responsibilities does the individual have in Canadian society? How are human rights protected in Canada? 			
////////////////////////////////////				
THEME I: POLITICS AND GOVERNMENT <i>Students will be expected to understand that:</i>				
politics are a feature of everyday life		Task:	Virtue:	Value:
	Identify examples of consensus, majority rule, influence, negotiation and compromise at school, community, provincial and national levels (laws, services, etc.)			
the structure and functions of government in Canada are important		Task:	Virtue:	Value:
	Examine parliamentary democracy in Canada including the following: <ul style="list-style-type: none"> levels of government federal provincial municipal constitution <i>Constitution Act, 1867</i> (formerly known as the <i>British North America Act</i> [B.N.A.] 1867) majority and minority rights 			

	unwritten constitution the <i>Constitution Act</i> , 1982 party system elections constituency civil service <ul style="list-style-type: none"> • functions of government executive function legislative function judicial function • role of the Monarch Governor General Prime Minister Cabinet Senate House of Commons Lieutenant-Governor Premier Legislative Assembly Supreme Court 			
the political processes are influenced by a variety of groups in the community		Task:	Virtue:	Value:
	Examine how television and other media are used to create images, communicate demands, disseminate policies and ideas Select examples of how interest groups lobby for change; e.g.: <ul style="list-style-type: none"> • farm groups • consumer groups • environmental groups 			
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THEME II: CITIZEN PARTICIPATION <i>Students will be expected to understand that:</i>				
the degree of citizen participation and the exercise of an individual's political power and responsibilities are influenced by a variety of factors		Task:	Virtue:	Value:
	Select an example from each factor for discussion: <ul style="list-style-type: none"> • demographic factors population distribution and location urban rural • socioeconomic factors income by region education occupation wealth • cultural factors historical linguistic ethnic groups gender • geographical factors location resources 			

the citizen has a role in the political process		Task:	Virtue:	Value:
	Briefly examine citizens' participation in the political process: <ul style="list-style-type: none"> • voting • campaigning • joining parties • petitioning • lobbying • demonstrating • letter writing 			
political differences are resolved through a variety of approaches		Task:	Virtue:	Value:
	Identify ways of resolving differences: <ul style="list-style-type: none"> • legal actions • federal/provincial conferences • royal commissions • arbitration • elections • plebiscite • referendum 			
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THEME III: RIGHTS AND RESPONSIBILITIES <i>Students will be expected to understand that:</i>				
rights and responsibilities are associated with citizenship		Task:	Virtue:	Value:
	Examine rights (individual and collective) in Canadian society: x human <ul style="list-style-type: none"> • civil • legal • minority • economic • cultural • language • political 			
	Examine responsibilities in Canadian society: <ul style="list-style-type: none"> • political franchise • legal jury duty • moral respect for the rights of others • social participating in community activities; e.g., volunteering 			
there are basic human rights that need to be protected		Task:	Virtue:	Value:
	Develop an understanding of human rights and the need to protect them by briefly examining the following: <ul style="list-style-type: none"> • <i>Universal Declaration of Human Rights</i> • organizations dedicated to the protection of human rights; e.g., Amnesty International, Red Cross • examples of situations where human rights were not protected: Canada; e.g., Aboriginal peoples, 			

	War time internment (Japanese Canadians, Ukrainian Canadians, Italian Canadians, German Canadians), Women, Children International; e.g., Holocaust			
there are various means that help to protect and preserve rights in Canada		Task:	Virtue:	Value:
	<p>Explain how the following help to protect human rights:</p> <ul style="list-style-type: none"> • <i>Canadian Charter of Rights and Freedoms</i>, 1982 • Aboriginal Rights • <i>Official Languages Act</i> • <i>Alberta Human Rights, Citizenship and Multicultural Act</i>, 1996 • human rights commissions • ombudsmen • courts • media 			

Skill Objectives				
Process Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • identify and use relevant information from print and nonprint sources • distinguish between fact and opinion • analyze a variety of alternative positions on a problem or an issue • recognize underlying assumptions on an issue 			
Communication Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • defend a position in a short, written assignment • convey information and express ideas, using a visual format • express themselves effectively in an oral presentation • present ideas effectively in class discussion 			
Participation Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • interact effectively with others in a variety of group settings • participate in group decision making • choose appropriate strategies for bringing about change in society 			
Inquiry Strategies		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • develop further the creative and critical thinking skills necessary for responsible citizenship • develop the ability to consider alternatives, make decisions and substantiate choices 			

	<ul style="list-style-type: none"> • examine the processes whereby decisions affecting themselves and society are made • propose and evaluate alternative decision-making models • use appropriate inquiry models to answer questions, solve problems and resolve issues 			
Attitude Objectives		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • an appreciation of the rights and responsibilities inherent in the democratic way of life • a willingness to accept responsibility for the consequences of one's actions • an appreciation of and a respect for the rights of others • and value peaceful resolution of conflict • a respect for the rights of others to hold opinions different from one's own • an appreciation of the fact that citizenship involves participation in the community and the nation 			

Subject:	Social Studies		Grade:	13
Unit:	General	Title:	CANADA IN THE MODERN WORLD	
Topic:				

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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GENERAL LEARNER EXPECTATIONS				
RESPONSIBLE CITIZENSHIP		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> understanding the role, rights and responsibilities of a citizen in a democratic society and a citizen in the global community participating constructively in the democratic process by making rational decisions respecting the dignity and worth of self and others 			
KNOWLEDGE OBJECTIVES		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> Generalizations are rules or principles that show relationships among two or more concepts. Key understandings are statements of major understandings related to the content of the unit. Concepts are ideas or meanings represented by words, terms or other symbols that stand for a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, places, events or ideas 			
SKILL OBJECTIVES		Task:	Virtue:	Value:
	<p>Process Skills – skills that help one acquire, evaluate and use information and ideas</p> <p>Communication Skills – skills that help one express and present information and ideas</p> <p>Participation Skills – skills that help one interact with others</p>			
Inquiry Strategies		Task:	Virtue:	Value:
	<p><u>A Model for Answering Questions or Solving Problems</u> Define a question/problem Develop questions or hypotheses to guide research Gather, organize and interpret information Develop a conclusion/ solution</p> <p><u>A Model for Making Decisions</u> Identify an issue</p>			

	<p>Identify possible alternatives Devise a plan for research Gather, organize and interpret information Evaluate the alternatives, using collected information Make a decision; plan or take action consistent with the decision, if desirable and feasible Evaluate the action plan and decision-making process</p>			
	<p><u>A Model for the Inquiry Process</u> Identify and focus on the issue Establish research questions and procedures Gather and organize data Analyze and evaluate data Synthesize data Resolve the issue Apply the decision, or postpone taking action Evaluate the decision, the process and, where pertinent, the action</p>			
ATTITUDE OBJECTIVES		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • positive attitudes about learning • positive and realistic attitudes about one’s self • attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one’s community and in other communities: local, regional, national, global • positive attitudes about democracy, including an appreciation of the rights, privileges and responsibilities of citizenship • an attitude of responsibility toward the environment and community: local, regional, national, global 			

Subject:	Social Studies		Grade:	13
Unit:	Topic A	Title:	CANADA IN THE MODERN WORLD	
Topic:	Challenges for Canada: The 20th Century and Today			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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CRITICAL AND CREATIVE THINKING GOALS		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • assess the strengths and weaknesses of Canada as a nation • assess the effect of regionalism on Canada • understand why Canada has developed as a diverse community • develop and analyze possible solutions to current challenges for Canada as a nation 			
Examples of Issues		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • To what extent should Canadians encourage the development of a national identity? • Should Canada provide for security by maintaining membership in regional alliances? • How should Canada respond to current challenges/issues related to sovereignty? • Should Canadians become more involved with global issues 			
Examples of Questions		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • How have Canadians developed a sense of unity as a nation in spite of diversity? • Do regional differences contribute to or detract from the development of Canada? • What has Canada done to become a sovereign and secure nation while promoting cooperation with other nations? • How has Canada cooperated with other nations and international organizations 			
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THEME I: DIVERSITY <i>Students will be expected to understand that:</i>				
Canada is a pluralistic community with different political, social, cultural and economic dimensions		Task:	Virtue:	Value:
	Identify a variety of political, religious, economic, ethnic and cultural groups in Canada			

	<p>Examine geographic regions with reference to:</p> <ul style="list-style-type: none"> • economic diversity • resource distribution • population distribution 			
	<p>Identify socioeconomic indicators to illustrate disparity:</p> <ul style="list-style-type: none"> • per capita income • unemployment rate • training/educational levels • cost of living • standard of living 			
	<p>Select at least one example of a group or political party to illustrate alienation; e.g.:</p> <ul style="list-style-type: none"> • Cooperative Commonwealth Federation • Union Nationale • Social Credit • Reform Party • Parti Québécois • Bloc Québécois 			
<p>THEME II: UNITY <i>Students will be expected to understand that:</i></p>				
<p>there are political, social, cultural and economic factors that foster a sense of Canadian community</p>		<p>Task:</p>	<p>Virtue:</p>	<p>Value:</p>
	<p>Select one example of a national institution that has been used to foster a sense of community; e.g.:</p> <ul style="list-style-type: none"> • CBC • CPR • Trans-Canada Highway <p>Examine bilingualism and multiculturalism as they relate to Canadian unity:</p> <ul style="list-style-type: none"> • bilingual policies • multicultural policies 			
<p>THEME III: IDENTITY <i>Students will be expected to understand that:</i></p>				
<p>the Canadian identity is shaped by a variety of factors arising from our history and geography</p>		<p>Task:</p>	<p>Virtue:</p>	<p>Value:</p>
	<p>Examine the following factors as they relate to the Canadian identity:</p> <ul style="list-style-type: none"> • national symbols • values/beliefs • our own and others' perceptions of Canada • Cultural Diversity <ul style="list-style-type: none"> Aboriginal peoples (Inuit, First Nations, Métis) two founding nations other cultural groups • population distribution according to cultural background 			

an individual's cultural identity is influenced by interaction with others		Task:	Virtue:	Value:
	Examine how one's identity is influenced by: <ul style="list-style-type: none"> • family, church, community • majority/minority status • change in one's cultural identity occurs in part as a result of interaction with people 			
Subtopic: Canada in the World				
THEME I: SOVEREIGNTY <i>Students will be expected to understand that</i>				
Canada has evolved as a nation		Task:	Virtue:	Value:
	Examine the significance of the following in Canada's evolution toward a sovereign nation: <ul style="list-style-type: none"> • Confederation (1867) • control of foreign policy decisions • declaration of war/ World War I • <i>Statute of Westminster</i>, 1931 • declaration of war/ World War II • the <i>Constitution Act</i>, 1982 			
	Select one example to explain economic/cultural sovereignty; e.g.: <ul style="list-style-type: none"> • foreign investment • free trade; e.g., North American Free Trade Agreement (NAFTA) • fishing limits • law of the sea • acid rain • Great Lakes pollution • Arctic sovereignty • media 			
THEME II: SECURITY <i>Students will be expected to understand that:</i>				
Canadian security has been achieved and is maintained through alliances, agreements and independent action		Task:	Virtue:	Value:
	Briefly examine historical and current military involvements: <ul style="list-style-type: none"> • Canada in the British Empire • NATO • NORAD • entering World War II 			

THEME III: COOPERATION <i>Students will be expected to understand that:</i>				
Canada works cooperatively and collectively with other nations and within world agencies and organizations		Task:	Virtue:	Value:
	Select examples of Canada’s international involvements; e.g.: <ul style="list-style-type: none"> • United Nations peacekeeping • foreign aid programs • Commonwealth • La Francophonie • sports 			

Skill Objectives				
Process Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • select appropriate sources of information on an issue • organize and use information from a variety of sources, including print and nonprint • identify bias in various sources • compare a variety of viewpoints on issues • take effective notes and summarize materials 			
Communication Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • express and defend ideas in written form • express ideas in visual form, by preparing materials for display • discuss and defend a point of view • report on research results 			
Participation Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • work at individual tasks in a group situation • work together in proposing and discussing alternative solutions to issues • cooperate in decision making 			
Inquiry Strategies		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • apply critical and creative thinking skills in problem solving and decision making • examine and consider alternatives before making a decision • assess the consequences of taking a particular course of action • evaluate the effect of a particular decision taken by the Government of Canada • use appropriate inquiry models to answer questions, solve problems and resolve issues 			

Attitude Objectives	Task:	Virtue:	Value:
<ul style="list-style-type: none"> • respect for and appreciation of the uniqueness of Canada • an appreciation of our evolving Canadian heritage • openness to new ideas and opinions about the nature of Canadian society • respect for the right of all Canadian citizens to express alternative points of view • sensitivity to what being Canadian means to different people in different regions of Canada • preference for peaceful resolution of conflict in personal relations and in society as a whole • respect for the many cultural groups in Canada • continuing interest in national, political, social and cultural affairs in Canada • an appreciation of Canada's role as a nation in an interdependent world 			

Subject:	Social Studies		Grade:	13
Unit:	Topic B	Title:	CANADA IN THE MODERN WORLD	
Topic:	Citizenship in Canada			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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CRITICAL AND CREATIVE THINKING GOALS				
	<ul style="list-style-type: none"> • assess the strengths and weaknesses of Canada’s democratic system • evaluate the adequacy of human rights protection in Canada • assess a variety of points of view on controversial citizenship issues before forming an opinion • develop and examine possible solutions to current citizenship issues 			
Examples of Issues		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • To what extent should individual freedom be limited in order to benefit society? • To what extent should citizens participate in their community? • Should voting in elections be required by law? • Should elected representatives vote according to the views of their constituents or according to the position taken by their party 			
Examples of Questions		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • What are the rights and responsibilities of a citizen in a democratic society? • How is the balance between social control and the protection of individual freedom provided for in the Canadian system of government? • How do individuals and groups influence the political decision-making process? • Why is it necessary to have an informed public in a democratic society 			
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THEME I: RIGHTS AND RESPONSIBILITIES				
<i>Students will be expected to understand that:</i>				
there are rights and responsibilities associated with citizenship		Task:	Virtue:	Value:
	Briefly explain rights and responsibilities of citizens: <ul style="list-style-type: none"> • rights <i>Canadian Charter of Rights and Freedoms, 1982</i> <i>Alberta Human Rights, Citizenship and Multicultural Act, 1996</i> 			

	<p>Alberta Human Rights Commission legal rights</p> <ul style="list-style-type: none"> responsibilities legal; e.g., jury duty implied; e.g., caring for others 			
<p>the rights and responsibilities of individuals and groups in Canadian society have evolved and continue to change</p>		Task:	Virtue:	Value:
	<p>Study at least one example of a situation where individual freedom or rights have been limited; e.g.:</p> <ul style="list-style-type: none"> Aboriginal peoples' rights children's rights the rights of persons with disabilities language rights minority rights gender rights workers' rights 			
<p>THEME II: GOVERNMENT AND POLITICS <i>Students will be expected to understand that:</i></p>				
<p>politics are a feature of everyday life</p>		Task:	Virtue:	Value:
	<p>Illustrate consensus, influence, negotiation and compromise by referring to examples from:</p> <ul style="list-style-type: none"> school community workplace provincial level national level 			
<p>in order to function, Canada's government has a formal structure based on underlying rules and principles</p>		Task:	Virtue:	Value:
	<p>Describe Canada's political structure by explaining the following:</p> <ul style="list-style-type: none"> constitutional monarchy representative government constitution levels of government federal provincial municipal branches of government executive legislative judicial passage of a bill major political parties Liberal Progressive Conservative New Democratic Party Bloc Québécois Canadian Alliance 			

in a democratic society there are a variety of means used to resolve disagreements peacefully		Task:	Virtue:	Value:
	Choose at least one example of a resolution of either an historical or a current disagreement; e.g.: <ul style="list-style-type: none"> • use of court appeals • plebiscite/referendum • political compromise • negotiation • arbitration 			
THEME III: CITIZEN PARTICIPATION <i>Students will be expected to understand that:</i>				
citizens can be involved and participate in society		Task:	Virtue:	Value:
	Select examples of community involvement; e.g.: <ul style="list-style-type: none"> • Rural/Neighbourhood Crime Watch • Block Parent • Crime Stoppers • service groups • volunteers 			
there are methods of participating in and influencing the political decision-making process in Canada		Task:	Virtue:	Value:
	Examine how individuals participate in the political process; e.g.: <ul style="list-style-type: none"> • campaigning/joining/forming parties • voting • joining or influencing those who have power and influence • example of media influence on political decision making • labour and professional groups 			
	Examine examples of input by citizens; e.g.: <ul style="list-style-type: none"> • letters • petitions • plebiscite/referendum • demonstrations • lobbying by special interest groups 			
Canadian citizenship is acquired by various methods		Task:	Virtue:	Value:
	Identify methods of gaining citizenship: <ul style="list-style-type: none"> • naturalization • birth 			

Skill Objectives				
Process Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • identify and use relevant information from print and nonprint sources • distinguish between fact and opinion • analyze a variety of proposed solutions to a problem or an issue • organize material in note form 			

Communication Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> defend a position in a short, written assignment discuss issues convey information and express ideas, using a visual format speak effectively in presenting a point of view 			
Participation Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> interact with others in a variety of group settings participate in group decision making work effectively with others 			
Inquiry Strategies		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> use the creative and critical thinking skills necessary for responsible citizenship consider alternatives, make decisions and substantiate choices examine the processes whereby decisions affecting themselves and society are made use appropriate inquiry models to answer questions, solve problems and resolve issues 			
Attitude Objectives		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> an appreciation of the responsibilities inherent in the democratic way of life a willingness to accept responsibility for the consequences of one's actions an appreciation of and respect for the rights of others and value peaceful resolution of conflict a respect for the rights of others to hold opinions different from one's own an appreciation of the fact that citizenship involves participation in the community and the nation 			

Subject:	Phys Ed	Grade:	10
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:
	A10-1 apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance			
	A10-2 N/A			
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	Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging	Task:	Virtue:	Value:
	A10-3 apply and refine nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance			
	A10-4 N/A			
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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:
	A10-5 apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance			
	A10-6 N/A			
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	Application of Basic Skills in an Alternative Environment	Task:	Virtue:	Value:
	A10-7 adapt and improve activity- specific skills in a variety of environments; e.g., camping, canoeing, survival skills			
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	Application of Basic Skills in Dance	Task:	Virtue:	Value:
	A10-8 apply the principles of dance to improve performance			
	A10-9 choreograph and perform dances for self and others; e.g., jazz, social and novelty			
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	Application of Basic Skills in Games	Task:	Virtue:	Value:
	A10-10 adapt and improve activity- specific skills in a			

	variety of games			
	A10-11 select, plan and create games that incorporate simple and more challenging strategies and tactics			
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Application of Basic Skills in Types of Gymnastics		Task:	Virtue:	Value:
	A10-12 apply the basic skills in combination with each other with personal proficiency 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:
	A10-13 adapt and improve activity- specific skills in a variety of individual pursuits; e.g., resistance training, aerobics			
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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:
	B10-1 design, analyze and modify nutrition programs that will positively affect performance in physical activity			
	B10-2 demonstrate, monitor, analyze and reflect upon ways to achieve a personal functional level of physical fitness			
	B10-3 plan, assess and maintain personal fitness, using the principles of training: frequency, intensity, duration			
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Body Image		Task:	Virtue:	Value:
	B10-4 acknowledge and analyze the media and peer influences on body image			
	B10-5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity			
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Well-being		Task:	Virtue:	Value:
	B10-6 clarify the positive benefits that occur as a result of participation in physical activity			
	B10-7 understand the consequences and risks associated with an inactive lifestyle; e.g., the benefits of a healthy heart versus the need for emergency cardiac care (CPR)			
	B10-8 select 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:
	C10-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity			
	C10-2 discuss issues related to positive athletic/active living role models			

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Fair Play		Task:	Virtue:	Value:
	C10-3 demonstrate etiquette and fair play			
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Leadership		Task:	Virtue:	Value:
	C10-4 describe, apply, monitor and assess leadership and followership skills related to physical activity			
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Teamwork		Task:	Virtue:	Value:
	C10-5 develop and apply practices that contribute to teamwork			
	C10-6 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:
	D10-1 demonstrate a commitment to an active lifestyle through participation in and out of class			
	D10-2 develop a personal plan that is self-motivating and encourages ongoing participation			
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Safety		Task:	Virtue:	Value:
	D10-3 select and apply rules, routines and procedures of safety in a variety of activities			
	D10-4 analyze, design and assess warm-up and cool-down activities			
	D10-5 define and understand first aid principles and survival skills, including cardiopulmonary resuscitation (CPR), as they relate to physical activity; e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others			
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Goal Setting/Personal Challenge		Task:	Virtue:	Value:
	D10-6 analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life			
	D10-7 N/A			
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Active Living in the Community		Task:	Virtue:	Value:
	D10-8 investigate participation in community activity programs for all ages and the influences that affect participation			
	D10-9 demonstrate decision-making skills that reflect choices for daily activity within the school and the community			