

CURRICULUM MAPS FOR GRADE 11**CONTENTS:**

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Subject:	English Language Arts	Grade:	20-1
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				
	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
	assess the potential of understandings, interpretations and positions on ideas and issues communicated by literature and other texts by connecting own and others' explorations, and by exploring additional aspects of these texts	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				
1.2.1 Consider new perspectives				
	select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed [for example, record new understandings in a learning log; develop new group perspectives using a fish bowl organization]			
	compare own ideas, perspectives and interpretations with those of others, through a variety of means, to expand perceptions and understandings when exploring and responding to texts [for example, pro-con charts, alternative Internet search engines, comparison tables and think-pair-share charts]			
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

	describe the relationships among plot, setting, character, atmosphere and theme when studying a narrative	1-5 2-1	Faith Prudence	Work and perseverance Honesty
	compare the personality traits, roles, relationships, motivations, attitudes, values and archetypal qualities, when appropriate, of characters developed/persons presented in literature and other texts	1-5 2-1	Faith Prudence	Work and perseverance Honesty
	describe a text creator's tone and register; and identify the moral and ethical stance communicated by a text	1-5 2-1	Faith Prudence	Work and perseverance Honesty
	interpret figurative language, symbol and allusions; recognize imagery; and explain how imagery contributes to atmosphere, characterization and theme in a text	1-5 2-1	Faith Prudence	Work and perseverance Honesty
	analyze visual and aural elements, and explain how they contribute to the meaning of texts	1-5 2-1	Faith Prudence	Work and perseverance Honesty
	describe the relationship 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
	assess personal expectations for texts to be studied in light of prior experiences with and observations about similar contexts, content and text forms	3-3 4-6	Justice Faith	Integrity
	use metacognitive strategies to understand how knowledge of rhetorical devices, textual elements and structures used in previously studied texts contributes to 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 creator's choice of form and medium [for example, age, gender and culture of the audience]	1-2 2-3	Charity Justice	Responsibility

	explain how a variety of organizational patterns and structural features contribute to purpose and content	1-5 2-1	Faith Prudence	Work and perseverance Honesty
	analyze the effect of medium on message	1-5 2-1	Faith Prudence	Work and perseverance Honesty
2.2.2 Relate elements, devices and techniques to created effects		Task:	Virtue:	Value:
	explain how rhetorical devices and stylistic techniques used in print and nonprint texts create clarity, coherence and emphasis	1-5	Prudence	Work and perseverance Honesty respect
	explain how various textual elements and stylistic techniques contribute to the creation of atmosphere, tone and voice [for example, qualification and interrupted movement]	1-5	Prudence	Work and perseverance Honesty respect
	analyze the use of irony and satire to create effects in print and nonprint texts [for example, dramatic irony to create suspense, verbal irony to create humour, and satire to evoke response]	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
	explain the contribution of motif and symbol to controlling idea and theme	1-5	Prudence	Work and perseverance Honesty respect
	differentiate between effective and ineffective presentations, and analyze the differences	1-5	Prudence	Work and perseverance Honesty respect
	analyze persuasive techniques used in a variety of print and nonprint texts	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
	explain how the choices and motives of characters and people presented in texts may provide insight into the 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
	analyze and assess settings and plots in terms of created reality and plausibility [for example, determine the authenticity of the setting of a work of historical fiction]	1-5 2-6	Prudence	Responsibility
	analyze and assess character and characterization in terms of consistency of behaviour, motivation and plausibility, and in terms of contribution to theme [for example, determine the meanings suggested by a change in a character's behaviour or values]	1-5 2-6	Prudence	Responsibility
	analyze and assess images in print and nonprint texts in terms of created reality and appropriateness to purpose and audience	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:
	select and monitor the effectiveness of strategies to determine the depth and breadth of inquiry or research and to identify the purpose, audience and form of presentation	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
	select from a repertoire of effective strategies to develop appropriate inquiry or research plans that will address the topic and satisfy contextual and presentation requirements [for example, questions within questions, inquiry charts, preliminary interviews, and consultations with the teacher and/or librarian]	4-6 1-2 2-3	Justice	Responsibility Work and perseverance
	determine the breadth and depth of prior knowledge, and formulate questions to determine and categorize information needs and to guide the collection of required information [for example, a chart to demonstrate what is already known and what needs to be learned]	3-3 4-6	Justice Faith	Integrity
	identify and predict the usefulness of information sources intended to fill gaps between prior knowledge and required information [for example, whether or not a survey or interview will be useful]	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, 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, and describe the possible effects of such biases on the credibility of information [for example, examine the credibility of the author or organization, the proportion of verifiable facts to generalizations, or the sponsor/ author/purpose/date of a Web site]	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	2-5 2-7	Temperance Charity	Responsibility Self discipline

	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]		Prudence	
	identify purpose and target audience for text creation, and select strategies to accomplish purpose and engage audience [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]	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline
	address audience factors that affect text creation [for example, reread parts of a text and refine work, when creating the good copy of a personal response to literature, in order to address suggestions made at a peer conference about areas that were overlooked]	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline
	analyze expectations and constraints of a communication situation, and select preferred strategies to address expectations and constraints [for example, when making a presentation, watch audience cues to determine background knowledge of the subject area, and provide additional information as required; request extra time in advance if time is a constraint]	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
	explore a variety of structures consistent with form, content and purpose when creating texts [for example, explore definition, example and illustration, classification and other methods of development consistent with the essay form when creating an essay]	2-3	Temperance Prudence	Responsibility Self discipline
	select an effective medium appropriate to content and context, and explain its use [for example, select a medium such as print advertisements in magazines, and explain the use of this medium to sell merchandise; explore the content of the advertisements in terms of the messages and values communicated; and explain the context, including audience and purpose]	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	1-7	Prudence	Responsibility Integrity

	variables to increase the likelihood of successful text creation			
	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 to support a controlling idea or to produce a unifying effect [for example, condense information, summarize content and define a thesis statement to construct a précis of a magazine article]	2-5 2-7	Temperance Charity Prudence	Responsibility Self discipline
	develop content appropriate to form and context [for example, provide grounds and evidence to construct an argument, and use chronological order in an informal essay to write a factual narrative account of a personal experience]	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
	adapt presentation materials, strategies and technologies to suit purpose, audience and situation [for example, increase audience participation in a lecture by providing a note-taking frame]	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
	develop a repertoire of effective strategies that can be used to create rapport with an audience [for example, use personal anecdotes and examples]	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:
	assess the effectiveness of the controlling idea or desired unifying effect of a text in progress, and refine the controlling idea or desired unifying effect as appropriate to meet the intended purpose			
	review the accuracy, specificity, precision, vividness and relevance of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to, modify or delete details, events, images, facts or other data as needed to provide complete and effective			

	support or development			
	assess reasoning for logic and evidence for consistency, completeness and relevance; and strengthen reasoning as needed by adding to, modifying or deleting details to provide significant evidence and make effective and convincing 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]			
	assess the plausibility and appropriateness of literary interpretations and the precision, completeness and relevance of evidence when reviewing and revising critical/analytical responses to literature			
4.2.2 Enhance organization		Task:	Virtue:	Value:
	assess the beginning of a text in progress, and revise it as needed to establish purpose and engage audience [for example, the thesis statement of an essay, the initial monologue of a script, or the statement of purpose of a proposal]			
	assess the organizational components of a text in progress, and revise them as needed to strengthen their effectiveness as units of thought or experience or to strengthen their contribution to other intended effects [such as emphasis or transition]			
	assess the closing of a text in progress; and revise it as needed to ensure that it is related to purpose, that it establishes a sense of developed understanding and that it will have an appropriate effect on audience			
	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			
	assess the appropriateness and effectiveness of diction, and revise word choice as needed to create intended effects			
	assess syntax for appropriateness and effectiveness, and revise sentence structures as needed to create intended effects			
	apply understanding of stylistic techniques and rhetorical devices when creating print and nonprint texts [for example, use imagery to create pathos, use parallel structure to create emphasis, and use sound in multimedia texts to create humour]			
	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			
	understand the importance of grammatical agreement; and assess and revise texts in progress to ensure correctness of grammatical agreement, including correct pronoun reference and pronoun–antecedent agreement, and correct use of modifiers and other parts of speech			
	assess and revise texts in progress to ensure correct subject–verb agreement, correct pronoun case and appropriate consistency of verb tense			
	use unconventional punctuation, spelling and sentence structure for effect, when appropriate [for example, use nonstandard spelling to indicate dialect, and use sentence fragments for emphasis, when appropriate]			
	assess and revise texts in progress to ensure the correct use of clauses and phrases, including verbal phrases (participle, gerund and infinitive), and to ensure the correct use of structural features [such as appositives and parallel structure]			
	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

5.1 Respect others and strengthen community

5.1.1 Use language and image to show respect and consideration

Task:	Virtue:	Value:
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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]			
	explain how language and images are used in literature and other texts to convey respectful and considerate, or disrespectful and inconsiderate, perspectives and attitudes [for example, parody or journalistic bias in print, visual and multimedia texts]			
	analyze and describe positive or negative portrayals of characters in literature and persons in life, and be sensitive to the feelings of others			
	analyze behavioural expectations of a communication situation, explain how verbal and nonverbal communication 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 empathetic listening skills when working in groups, and be aware of body language]			
	differentiate between constructive criticism and ridicule, and between irony and sarcasm [for example, seek clarification by asking questions]			
	analyze the parameters of public tolerance regarding the use of language and images in a specific text, and use appropriate language and images in communication situations			

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			
	explain how selected works of literature and other print and nonprint texts convey, shape and, at times, challenge individual and group values and behaviours			
	analyze the relationship between a text creator’s ideas and opinions and his or her underlying assumptions [such as those deriving from ideology or social status]			
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”]			
	describe various means by which language and image are used appropriately to honour people and to celebrate events, and explain how these means of using language and image help to build community [for example, heritage day; wall of honour or photography exhibit; and naming ceremonies, religious ceremonies and prayers of First Nations and Aboriginal peoples]			
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]			
	understand and appreciate the function of teamwork tools, assess how to work effectively and collaboratively as a team			

	to accomplish a task, understand the role of conflict in a group to reach solutions, and manage and resolve conflict when appropriate			
	identify and analyze the communications needs of, and assess the working relationships among, individuals and groups involved in a variety of communications careers [such as advertising, public relations and broadcast journalism]			

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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]			
	assess the potential of understandings, interpretations and positions on ideas and issues communicated by literature and other texts by connecting own and others' explorations, and by exploring additional aspects of these texts			
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]			
	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]			
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1.2 Extend awareness		Task:	Virtue:	Value:
1.2.1 Consider new perspectives				
	select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed [for example, record new understandings in a learning log; develop new group perspectives using a fish bowl organization]			
	compare own ideas, perspectives and interpretations with those of others, through a variety of means, to expand perceptions and understandings when exploring and responding to texts [for example, pro-con charts, alternative Internet search engines, comparison tables and think-pair-share charts]			
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]			

	expand interests in a range of genres and in a variety of texts and text creators, and explain how the content and style of various texts appeal to audiences with particular interests and preferences [for example, various versions of the same text]			
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]			
	set goals and employ strategies for language growth in relation to formal and informal personal communications and community involvement [for example, auditioning for a play or applying to be a volunteer]			
	identify and access learning sources and opportunities; assess, weigh and manage risk; and demonstrate a willingness to continuously learn and grow			
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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:
	paraphrase key messages in a specific text and identify elements present in the communication situation, in order to describe the text creator’s purpose and target audience [for example, understand the subtext in a television commercial to know the intended audience]			
	explain how a text can be studied to understand the context— or aspects of the communication situation within which the text was created [for example, recognize that specialized terminology in a text may represent a particular occupational group and provide insight in understanding the text; understand current issues to recognize satire in a political cartoon]			
	use strategies to gain background knowledge about history and society when studying a particular text [for example, use references, including the personal experiences and understandings of teachers and elders, to help develop background knowledge of the historical period of a particular text]			
	identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text			
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]			
	paraphrase a text’s controlling idea, and relate supporting			

	ideas and supporting details to the controlling idea			
	develop an understanding of the relationships among plot, setting and character when studying a narrative text, by relating the text to personal experiences			
	compare the personality traits, relationships, motivations and attitudes of characters developed/persons presented in works of literature and other texts			
	describe a text creator’s tone, relate tone to purpose and audience, and identify the point of view communicated by a text			
	identify figurative language[such as metaphor], symbol and familiar allusions in texts; interpret figurative language in terms of its contribution to the meaning of a text; and explain how imagery contributes to the creation of atmosphere, theme and characterization in a text			
	recognize visual and aural elements in texts, and explain how these elements add meaning to texts			
	respond to the content of a presentation; and describe the relationship, in general, between audience response to content and audience response to the performance of a presenter			
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			
	assess personal expectations for texts to be studied in light of prior experiences with and observations about similar contexts, content and text forms			
	use metacognitive strategies to relate prior understandings of textual elements used in previously studied texts to understandings of new texts			
2.1.4 Use reference strategies and reference technologies				
	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]			
	create and use own reference materials to aid understanding [for example, a personalized dictionary/glossary and a personalized World Wide Web/URL address list]			
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 relationship of form to purpose			
	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]			
	explain how organizational patterns and structural features contribute to purpose and content			
	analyze the effect of medium on message			
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			
	describe how textual elements that are effective in the creation of atmosphere are also effective in terms of tone and voice [for example, setting, music, lighting, diction, syntax and image]			
	recognize irony and humour in print and nonprint texts, and identify language and ideas used to create irony and humour			
	describe the effects of musical devices and figures of speech in print and nonprint texts [for example, personification, hyperbole, alliteration, onomatopoeia and imitative harmony]			
	explain the contribution of symbol to theme			
	differentiate between effective and ineffective presentations, identify the differences, and analyze the reasons for the differences			
	analyze persuasive techniques used in a variety of print and nonprint texts			
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			
	respond personally and analytically to ideas developed in literature and other texts			
	explain how the choices and motives of characters and people presented in texts may provide insight into the choices and motives of self and others			
	respond personally and critically to cultural and societal influences presented in Canadian and international texts			
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]			
	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			
	analyze and assess settings and plots in terms of created reality and plausibility [for example, determine the authenticity of the setting of a work of historical fiction]			
	analyze and assess character and characterization in terms of consistency of behaviour, motivation and plausibility, and in terms of contribution to theme [for example, determine the meanings suggested by a change in a character's behaviour or values]			
	analyze and assess images in print and nonprint texts in terms of created reality and appropriateness to purpose and audience			
	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			

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			
	describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response			
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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:
	select and monitor the effectiveness of strategies to determine the depth and breadth of inquiry or research and to identify the purpose, audience and form of presentation			
	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]			
	refine the purpose of inquiry or research by limiting or expanding the topic as appropriate			
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]			
	select from a repertoire of effective strategies to develop appropriate inquiry or research plans that will address the topic and satisfy contextual and presentation requirements [for example, questions within questions, inquiry charts, preliminary interviews, and consultations with the teacher and/or librarian]			
	determine the breadth and depth of prior knowledge, and formulate questions to determine and categorize information needs and to guide the collection of required information [for example, a chart to demonstrate what is already known and what needs to be learned]			
	identify and predict the usefulness of information sources intended to fill gaps between prior knowledge and required information [for example, whether or not a survey or interview will be useful]			
	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]			
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			
	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]			
	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]			
	organize information logically [such as by question, by category, by chronology or by cause and effect]			
	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]			
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			
	assess information sources for appropriateness to purpose, audience and presentation form			
	assess the accuracy, completeness, currency and relevance of information selected from sources; and assess the appropriateness of the information for purpose			
	identify and describe possible biases of sources, and describe the possible effects of such biases on the credibility of information [for example, examine the credibility of the author or organization, the proportion of verifiable facts to generalizations, or the sponsor/ author/purpose/date of a Web site]			
3.2.3 Form generalizations and conclusions		Task:	Virtue:	Value:
	form generalizations by integrating new information with prior knowledge			
	draw conclusions that are appropriate to findings, reflect own understandings and are consistent with the identified topic, purpose and situation			
	distinguish between support and generalization, and provide support for generalizations and conclusions			
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]			
	identify strategies to improve future inquiry or research, and monitor the effectiveness of these strategies			
	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			

	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			
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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]			
	describe the purpose and target audience, and select from a repertoire of strategies to accomplish the purpose and engage the audience [for example, one purpose of a job application letter may be to persuade the employer to read the résumé; address the letter to the potential employer, using the correct name and title, and explain in the letter that you have the required skills and talents for the job]			
	address audience factors that affect text creation [for example, address comments made by peers about the lack of healthy food served in the school cafeteria while creating a photograph and paragraph to communicate own response to the issue]			
	analyze expectations and constraints of a communication situation, and select strategies to address expectations and constraints [for example, when making a presentation, request extra time in advance if time is a constraint]			
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]			
	explore a variety of structures consistent with form, content and purpose when creating texts [for example, explore the use of background information, examples, anecdotes and other structures when creating personal essays]			
	select an effective medium appropriate to content and context, and explain its use [for example, select a medium such as print advertisements in magazines, and explain the use of this medium to sell merchandise; explore the content of the advertisements in terms of the messages and values communicated; and explain the context, including audience and purpose]			
	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]			
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			
	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			
	establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect			
	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]			
	develop content to support a controlling idea or to produce a unifying effect [for example, use a graphic organizer such as an inverted pyramid to analyze a television broadcast of a newsworthy event, to understand the structure of news stories and to identify a media theme to explore]			
	develop content appropriate to form and context [for example, provide grounds and evidence to construct an argument, and use chronological order in an autobiography to write a factual narrative account of a personal experience]			
	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]			
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]			
	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]			
	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			
	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]			
4.2	<i>Improve thoughtfulness, effectiveness and correctness of communication</i>			

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; and modify the controlling idea or desired unifying effect as appropriate to meet the requirements of purpose, audience and situation [for example, use a read-aloud strategy to read a draft in progress to a partner, and incorporate feedback from the partner in creating the next 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 and engage audience [for example, the thesis statement of an essay, the initial monologue of a script, or the statement of purpose of a proposal]			
	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 [for example, keep a personal editing checklist as a style guide for writing]			
	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 prepositions, definite and indefinite articles, and coordinating and subordinating conjunctions; and review and revise texts in progress to ensure correct use of parts of speech, including correctness of pronoun reference and pronoun–antecedent agreement			
	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			
	develop the use of common sentence structures—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]			
	explain how language and images are used in literature and other texts to convey respectful and considerate, or disrespectful and inconsiderate, perspectives and attitudes [for example, parody or journalistic bias in print, visual and multimedia texts]			
	analyze and describe positive or negative portrayals of characters in literature and persons in life, and be sensitive to the feelings of others			
	analyze behavioural expectations of a communication situation, explain how verbal and nonverbal communication 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 empathetic listening skills when working in groups, and be aware of body language]			
	accept, offer and appreciate the value of constructive criticism [for example, use writing to respond to constructive criticism, and accept and provide feedback in a constructive and considerate manner]			
	analyze the parameters of public tolerance regarding the use of language and images in a specific text, and use appropriate language and images in communication situations			
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			
	explain how selected works of literature and other print and nonprint texts convey, shape and, at times, challenge individual and group values and behaviours			
	analyze the relationship between a text creator’s ideas and opinions and his or her underlying assumptions [such as those deriving from ideology or social status]			
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”]			
	describe various means by which language and image are used appropriately to honour people and to celebrate events, and explain how these means of using language and image help to			

	build community [for example, heritage day; wall of honour or photography exhibit; and naming ceremonies, religious ceremonies and prayers of First Nations and Aboriginal peoples]			
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]			
	understand and appreciate the function of teamwork tools, assess how to work effectively and collaboratively as a team to accomplish a task, understand the role of conflict in a group to reach solutions, and manage and resolve conflict when appropriate			
	identify and analyze the communications needs of, and assess the working relationships among, individuals and groups involved in a variety of communications careers [such as advertising, public relations and broadcast journalism]			

Subject:	Social Studies		Grade:	20
Unit:	Topic A	Title:	THE GROWTH OF THE GLOBAL PERSPECTIVE	
Topic:	Development and Interaction of Nations: Nineteenth Century Europe			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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CRITICAL AND CREATIVE THINKING GOALS				
	<ul style="list-style-type: none"> identify underlying values that helped shape ideas and influence events in the European experience analyze why certain ideologies developed in the nineteenth century assess the influence of selected events and ideas of the nineteenth century on the twentieth century compare and contrast examples of nationalism from the nineteenth century with the nature and role of nationalism today 			
Examples of Issues		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> To what extent should governments encourage nationalistic feelings among their people? To what extent should nations place their interests above the interests of other nations? Should governments control the spread of ideologies within their borders? 			
Examples of Questions		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> Why did revolution occur in France? How did the various segments of a particular society adjust to change? How did industrialization contribute to the rise of nationalism and imperialism? How did the Industrial Revolution contribute to the rise of new ideologies? How did quality of life change as a result of industrialization? Why did World War I occur? 			
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THEME I: NATIONALISM <i>Students will be expected to understand that:</i>				
the emergence of new ideas and forces resulted in changes within society		Task:	Virtue:	Value:
	Examine ideas and forces that contributed to the French Revolution: <ul style="list-style-type: none"> intellectual political economic social 			

	Identify changes to French society: <ul style="list-style-type: none"> • individual rights • structure of society 			
a new form of nationalism emerged during the French Revolution		Task:	Virtue:	Value:
	Examine how this new form of nationalism contributed to the evolution of the modern nation-state: <ul style="list-style-type: none"> • symbols of nationalism 			
the French Revolution led to the spread of revolutionary ideas throughout Europe		Task:	Virtue:	Value:
	Examine the changes brought about by revolutionary forces and Napoleon: <ul style="list-style-type: none"> • carrying the ideas of the revolution abroad • centralization of the nation-state 			
the revolutionary changes of the Napoleonic period resulted in a conservative reaction		Task:	Virtue:	Value:
	Illustrate the changes brought about by the Congress of Vienna: <ul style="list-style-type: none"> • conservative reaction • reaction to nationalism 			
nationalism continued as a force of change in European society		Task:	Virtue:	Value:
	Refer to one or two examples of nationalistic movements; e.g.: <ul style="list-style-type: none"> • Italy • Germany 			
THEME II: INDUSTRIAL- IZATION AND IDEOLOGIES				
<i>Students will be expected to understand that</i>				
industrialization resulted in changes in society		Task:	Virtue:	Value:
	Describe changes in methods of production: <ul style="list-style-type: none"> • agricultural revolution • domestic to factory production • subsistence to surplus production Briefly examine the changes brought about by industrialization: <ul style="list-style-type: none"> • political changes Fabian Society rise of Labour parties • social changes urbanization impact on the family role of women • rise of the middle class • rise of the working class • universal education • cultural changes as illustrated through selected examples from at least one of the following areas: literature art music science religion 			
many modern political and economic ideas and ideologies developed in nineteenth century Europe		Task:	Virtue:	Value:

	Briefly examine ideological changes and ideas as advanced by: <ul style="list-style-type: none"> • Adam Smith • Edmund Burke • John Stuart Mill • Robert Owen • Karl Marx • Others 			
THEME III: IMPERIALISM <i>Students will be expected to understand that:</i>				
nations engage in imperialism for a variety of motives		Task:	Virtue:	Value:
	Briefly examine the reasons for imperialism: <ul style="list-style-type: none"> • Economic • Political • Social • Cultural • Humanitarian • religious 			
nations expanded their empires		Task:	Virtue:	Value:
	Refer to examples of European imperialism on a global scale and the impact of imperialism: <ul style="list-style-type: none"> • on colonies <ul style="list-style-type: none"> economic political • on the imperial powers <ul style="list-style-type: none"> economic political 			
the expansion of empires by European nations led to cultural diffusion		Task:	Virtue:	Value:
	Briefly explain the diffusion of European culture throughout the world			
imperialist powers both competed and cooperated		Task:	Virtue:	Value:
	Identify examples of conflict and cooperation among the imperialist powers: <ul style="list-style-type: none"> • conflict; e.g.: Fashoda incident Moroccan crisis the Middle East the Balkans • agreements; e.g.: Berlin Conference partition of China 			
THEME IV: INTERNATIONAL CONFLICT <i>Students will be expected to understand that:</i>				
the pursuit of national interests at the expense of other nations may result in international conflict		Task:	Virtue:	Value:
	Examine the causes of World War I: <ul style="list-style-type: none"> • emergence of new nations Italy Germany • competing foreign policies • imperial rivalries • arms race • nationalistic fervour Balkans • alliance system • diplomatic errors 			

warfare leads to change		Task:	Virtue:	Value:
	Briefly examine the “Great War” to show change: <ul style="list-style-type: none"> • strategies and objectives of the competing powers • technological changes • Wilson’s Fourteen Points • conscription Examine peace treaties; e.g.: <ul style="list-style-type: none"> • Treaty of Brest-Litovsk • Treaty of Versailles 			

Skill Objectives		Task:	Virtue:	Value:
Process Skills				
	<ul style="list-style-type: none"> • summarize information from a variety of print and nonprint sources • distinguish among different points of view • make decisions and defend their choice 			
Communication Skills				
	<ul style="list-style-type: none"> • establish a thesis or take a position, and defend it in a well-written essay • present ideas effectively in class debate • convey information and express ideas, using timelines, charts and concept maps 			
Participation Skills				
	<ul style="list-style-type: none"> • interact effectively with others in a variety of group settings • participate in group decision making 			
Inquiry Strategies				
	<ul style="list-style-type: none"> • use creative and critical thinking skills in problem-solving and decision-making strategies • consider alternatives, make decisions and substantiate choices • critically examine processes and changes that have affected society • use appropriate inquiry models to answer questions, solve problems and resolve issues 			
Attitude Objectives				
	<ul style="list-style-type: none"> • an appreciation of the influence of ideas from the past on society • an awareness of different points of view on issues and episodes in the human experience • respect for the right of others to hold a different point of view • an appreciation of the need to understand the background to events and issues 			

Subject:	Social Studies		Grade:	20
Unit:	Topic B	Title:	THE GROWTH OF THE GLOBAL PERSPECTIVE	
Topic:	Interdependence in the Global Environment			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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CRITICAL AND CREATIVE THINKING GOALS				
	<ul style="list-style-type: none"> analyze examples of global interaction evaluate various perspectives on global questions and issues evaluate the effect of economic development and technological advancement on quality of life present alternative solutions to selected issues 			
Examples of Issues		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> Should individuals be concerned about quality of life in other parts of the world? Should developed countries set the standard for quality of life? To what extent should environmental concerns restrict economic development? Should economic growth and development be a primary goal for all nations? To what extent should the world be optimistic about its future? 			
Examples of Questions		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> What is the relationship between global interdependence and economic development? What constitutes quality of life? What are the consequences of economic development on the environment? How will proposed solutions on a particular issue affect quality of life in the future? 			
THEME I: GLOBAL DIVERSITY <i>Students will be expected to understand that:</i>				
diversity and disparity exist in the modern world		Task:	Virtue:	Value:
	Illustrate diversity and disparity through a brief overview of world geography: <ul style="list-style-type: none"> geographic regions political alignments economic zones cultural/ethnic groups 			
nations are interdependent		Task:	Virtue:	Value:
	Introduce the concept of interdependence among nations; e.g.: <ul style="list-style-type: none"> trade technology 			

	<ul style="list-style-type: none"> • markets • communications • migration • transportation 			
national interests affect international relationships		Task:	Virtue:	Value:
	Identify factors that affect international relationships, such as: <ul style="list-style-type: none"> • competition for markets and resources • ideologies • pressure and prestige • tied aid • defensive alliances 			
THEME II: ECONOMIC DEVELOPMENT AND INTERDEPENDENCE <i>Students will be expected to understand that:</i>				
there are factors that affect economic development		Task:	Virtue:	Value:
	Examine how the following factors influence economic development: <ul style="list-style-type: none"> • geography • capital • resources • technology • culture • markets • politics • decision making • role of tradition • role of new ideas • costs/benefits analysis • impact of imperialism 			
economic growth and interactions have increased global interdependence		Task:	Virtue:	Value:
	Select examples from the following areas to illustrate international interdependence: <ul style="list-style-type: none"> • food • energy • minerals • manufactured goods • multinational/transnational corporations • financial institutions • foreign debt 			
countries approach economic expansion in different ways		Task:	Virtue:	Value:
	Use case studies of economic development to illustrate various approaches: <ul style="list-style-type: none"> • examples should include successful and unsuccessful approaches 			
development is a complex issue influenced by local and international factors		Task:	Virtue:	Value:
	Identify those factors that contributed to the success or failure in each case study above. Consider how the approaches might work in other situations			
THEME III: QUALITY OF LIFE <i>Students will be expected to understand that:</i>				

quality of life is composed of a variety of factors		Task:	Virtue:	Value:
	Explain quality of life by examining: <ul style="list-style-type: none"> • economics <ul style="list-style-type: none"> standard of living basic material needs industrial development technological development • culture <ul style="list-style-type: none"> personal/societal views cultural perspectives spiritual beliefs tradition/change • human rights considerations <ul style="list-style-type: none"> basic human rights individual rights collective rights 			
quality of life is defined from different perspectives		Task:	Virtue:	Value:
	Compare the emphasis on technological advancement and economic growth with at least one other perspective			
quality of life is increasingly affected by issues of global concern		Task:	Virtue:	Value:
	Choose several examples and study their impact on human populations: <ul style="list-style-type: none"> • deforestation • desertification • pollution <ul style="list-style-type: none"> acid rain oceans nuclear and oil waste disposal • irrigation <ul style="list-style-type: none"> fresh water effect on land • atmosphere • greenhouse effect • energy depletion 			
THEME IV: ALTERNATIVE FUTURES: POSSIBILITIES FOR CHANGE <i>Students will be expected to understand that:</i>				
there are issues of common global concern		Task:	Virtue:	Value:
	Study at least one issue of global concern in the following areas: <ul style="list-style-type: none"> • food sources and distribution • resource consumption • energy sources • spread of disease • armed conflict • demographic pressures • distribution of wealth 			
solutions to global concerns often require international dialogue		Task:	Virtue:	Value:
	Identify opportunities for international dialogue and cooperation: <ul style="list-style-type: none"> • United Nations' agencies and resolutions • international law 			

	<ul style="list-style-type: none"> • trade agreements • worldwide conferences • non-governmental organizations 			
there are potential solutions to global concerns		Task:	Virtue:	Value:
	<p>Study several examples to illustrate solutions to global problems; e.g.:</p> <ul style="list-style-type: none"> • consumer awareness • education • new food sources • transportation/communications • alternative energy sources • waste management • medical advances • atmospheric regulations • appropriate technology • volunteerism • social action 			

Skills Objectives				
Process Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • summarize materials after listening to and observing presentations • interpret and use information from maps, graphs, charts and tables • identify appropriate information and ideas as evidence to support a point of view • develop and evaluate proposed solutions 			
Communication Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • use comparisons and examples in a written presentation • present information effectively in a group forum • convey information by producing illustrations of proposed solutions • use quotes and references to provide support for their views (footnotes, bibliographies) 			
Participation Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • participate in an informed way in discussions on global issues that affect society • resolve differences of opinion by debating reasonably and rationally • work effectively with others in a variety of group settings 			
Inquiry Strategies		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • consider alternative perspectives, make decisions and substantiate choices regarding global issues • examine the processes whereby decisions affecting themselves and global society are made • use appropriate inquiry models to answer 			

	<p>questions, solve problems and resolve issues about interdependence in the global environment</p> <ul style="list-style-type: none"> • evaluate alternative solutions on global issues 			
Attitude Objectives		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • an appreciation of the diversity that exists in the world • an appreciation that different perspectives exist on quality of life • an awareness and appreciation of the interdependent nature of the world • a willingness to consider a variety of perspectives on global issues and questions 			

Subject:	Social Studies		Grade:	23
Unit:	Topic A	Title:	THE GROWTH OF THE GLOBAL PERSPECTIVE	
Topic:	The Development of the Modern World			

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"> analyze the impact on the world of the growth of nationalism in Europe assess the impact of industrialization on Europe analyze the growth of egalitarianism in Europe draw comparisons between changes in Europe and developments in the world today evaluate the impact of nationalism on the world of the future 			
Examples of Issues		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> To what extent should nationalism be encouraged? Should further industrialization be encouraged? Should society provide for greater social equality 			
Examples of Questions		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> How did nationalism develop in Europe? What were some positive and negative consequences of the development of nationalism? Why can industrialization be viewed as a positive or a negative force? How have demands for social equality had an impact on Europe 			
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THEME I: NATIONALISM		<i>Students will be expected to understand that:</i>		
people lived more localized lives in the past		Task:	Virtue:	Value:
	Select an example to illustrate locally focused life: <ul style="list-style-type: none"> pre-revolutionary France 			
a sense of national identity came to play a more important role in people's lives		Task:	Virtue:	Value:
	Examine the French Revolution to show evolving nationalism: <ul style="list-style-type: none"> causes new sense of nationalism; e.g.: National Assembly symbols (flag/anthem/holidays) levée en masse public education 			

	<ul style="list-style-type: none"> • Napoleon's use of nationalism 			
the rise of nationalism has resulted in conflicting national interests		Task:	Virtue:	Value:
	<p>Examine nationalism in the nineteenth and early twentieth centuries:</p> <ul style="list-style-type: none"> • national unification Germany • World War I causes, including national, economic and military rivalries the nature of the conflict; e.g., trench warfare, new weapons Treaty of Versailles 			
nationalism continues to be an important force in the twentieth century		Task:	Virtue:	Value:
	<p>Select an example to illustrate types of nationalism in today's world; e.g.:</p> <ul style="list-style-type: none"> • a group seeking to be recognized as a nation • a nation striving to maintain its independence • a nation acting in its own interest within the international sphere; e.g., economically, militarily, or in sports 			
THEME II: INDUSTRIALIZATION <i>Students will be expected to understand that:</i>				
European society was agrarian and localized in the past		Task:	Virtue:	Value:
	<p>Select an example to illustrate the nature of pre-industrial society:</p> <ul style="list-style-type: none"> • England • France 			
industrialization contributed to numerous and extensive changes in European society		Task:	Virtue:	Value:
	<p>Examine the impact of industrialization in England or France:</p> <ul style="list-style-type: none"> • causes • economic development expansion of markets growth of factories • society urbanization quality of life rise of the middle class rise of the working class • politics a brief reference to liberalism, conservatism, socialism 			
industrialization affected Europe's relations with the rest of the world		Task:	Virtue:	Value:
	<p>Examine the relations between industrialized European nations and other nations:</p> <ul style="list-style-type: none"> • nineteenth century imperialism causes 			

	examples effects on international relations			
industrialization continues to be a major force		Task:	Virtue:	Value:
	Select at least one example of the impact of industrialization on today's world; e.g.: <ul style="list-style-type: none"> • effects of new technology; e.g., computers, automation • newly industrialized nations; e.g., South Korea, Mexico 			
THEME III: EGALITARIANISM <i>Students will be expected to understand that:</i>				
people lived in a more stratified and highly immobile society in the past		Task:	Virtue:	Value:
	Examine the structure of society in pre-revolutionary France: <ul style="list-style-type: none"> • Three Estates 			
equality and the potential for social mobility have increased for the individual		Task:	Virtue:	Value:
	Select examples from revolutionary France or nineteenth century England to illustrate: <ul style="list-style-type: none"> • social mobility • distribution of wealth • extension of suffrage 			
changes in equality and social mobility have had, and continue to have, an impact on society		Task:	Virtue:	Value:
	Examine the impact on society (past and present) of several of the following changes: <ul style="list-style-type: none"> • social programs • education • universal suffrage • role of women • protection of rights 			

Skill Objectives				
Process Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • interpret written and visual materials • summarize written materials • analyze data through concept mapping or retrieval charts • use maps to gather, analyze and provide information • assess more than one point of view on an issue 			
Communication Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • construct time lines, flow charts and retrieval charts to display ideas • defend a point of view in a multi-paragraph composition • prepare a research project with a 			

	<ul style="list-style-type: none"> • bibliography • present an informed position in a discussion or informal debate 			
Participation Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • contribute to group discussions • work effectively with others in a variety of group settings • work within group rules and decisions to complete a task • organize and plan activities, and help make decisions as a group member 			
Inquiry Strategies		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • evaluate the effect of a particular change on European society in the past • examine the impact of one force of change from Europe on the modern world • examine a variety of viewpoints before forming an opinion 			
Objectives Attitude		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • an appreciation that present society has been shaped by past experiences • an appreciation that change in society is accompanied by positive and negative consequences • an appreciation that alternative viewpoints exist toward developments that have changed our society • an appreciation of the role of new ideas and developments in a changing society • respect for the right of others to hold a different point of view 			

Subject:	Social Studies		Grade:	23
Unit:	Topic B	Title:	THE GROWTH OF THE GLOBAL PERSPECTIVE	
Topic:	Challenges in the Global Environment			

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"> evaluate the diversity and disparity of world regions explain the interdependent nature of the world examine quality of life from their own perspective and from other perspectives evaluate the impact of different approaches to development assess proposed future alternatives to current quality of life 			
Examples of Issues		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> To what extent should our concept of quality of life be used as a measure of quality of life in other nations? To what extent should the resources of the world be shared? Should we, as individuals, share the responsibility for meeting the social and economic needs of other people 			
Examples of Questions		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> What are some perspectives on quality of life? How do political and economic decisions and actions taken in one part of the world have effects on another part of the world? How does the use of resources affect the environment? How does the use of resources affect global relations? How can individuals or groups play a role in international issues 			

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THEME I: GLOBAL REGIONALISM <i>Students will be expected to understand that:</i>				
there is diversity in the economic and social conditions and cultural backgrounds of people in the world		Task:	Virtue:	Value:
	Illustrate diversity in the world through a brief overview of world geography: <ul style="list-style-type: none"> • political units and alignments • geographical regions • economic zones 			
	Focus on examples of diversity in the world through a brief overview: <ul style="list-style-type: none"> • social conditions; e.g., health, literacy, nutrition, population growth • economic development; e.g., agriculture, manufacturing • cultural backgrounds; e.g., language, religion • political stability 			
perspectives on quality of life are influenced by various factors within a society		Task:	Virtue:	Value:
	Illustrate differing perspectives and factors that influence quality of life by comparing selected countries from Africa, Asia and the Americas: <ul style="list-style-type: none"> • beliefs and values; e.g., religious, social and material • social structure • demography • environment • government policies • economic strategies 			
THEME II: GLOBAL INTERDEPENDENCE AND QUALITY OF LIFE <i>Students will be expected to understand that:</i>				
quality of life is influenced by the interdependence of peoples and nations		Task:	Virtue:	Value:
	Select examples to illustrate global interdependence and its effect on quality of life; e.g.: <ul style="list-style-type: none"> • trade • multinational/transnational corporations • migration of people • technological exchange • cultural exchange/tourism • communication/transportation • diplomacy; e.g., economic summits • medical advances • foreign debt 			
environmental situations affect quality of life		Task:	Virtue:	Value:

	<p>Select examples of environmental situations focusing on their effects on quality of life; e.g.:</p> <ul style="list-style-type: none"> • deforestation/reforestation • desertification/reclamation • environmental pollution/ restoration; e.g., recycling, ozone layer depletion, greenhouse effect • ecological management; e.g., new crops, irrigation, conservation farming 			
economic activities affect quality of life		Task:	Virtue:	Value:
	<p>Select examples of economic activities that affect quality of life; e.g.:</p> <ul style="list-style-type: none"> • foreign investment • trade • resource development • multinational corporations • industrial integration • local economic activities <ul style="list-style-type: none"> subsistence agriculture cooperatives industries other activities 			
differing perspectives and approaches may be used to improve quality of life		Task:	Virtue:	Value:
	<p>Choose examples of possible strategies that individuals or groups may take to improve quality of life; e.g.:</p> <ul style="list-style-type: none"> • changes in government • redistribution of land • foreign aid • foreign investment • nationalization of key institutions/industries • education/training • use of technology • self-help projects and local initiatives • consumer awareness • volunteerism • political action 			

Skill Objectives				
Process Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • locate, interpret and organize information from print and nonprint sources • identify points of view or perspectives from various sources of information • predict outcomes of alternative futures based on factual data • examine evidence and evaluate alternatives before making a decision 			
Communication Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> • write a report based on factual data to 			

	<ul style="list-style-type: none"> support a position present information in such forms as maps, diagrams and charts prepare visuals and notes for delivery of a presentation defend a position in a group discussion 			
Participation Skills		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> contribute information on issues and questions in the classroom work independently as part of a larger group work effectively with others in a variety of group settings 			
Inquiry Strategies		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> consider alternative perspectives, make decisions and defend their choices use appropriate inquiry models to answer questions, solve problems and resolve issues critically examine developments that may affect quality of life evaluate alternative solutions on global issues 			
Attitude Objectives		Task:	Virtue:	Value:
	<ul style="list-style-type: none"> an appreciation that diversity exists in the world an appreciation that there are different perspectives on quality of life an appreciation that responsible world citizenship includes recognizing the interdependent nature of the world a respect for the right of others to hold different viewpoints on global issues an appreciation that there are varied approaches to the resolution of global issues an interest in current international issues 			

Subject:	CALM	Grade:	Grade 11
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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General Outcome 1: Personal Choices				
<p><i>Students will</i> apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.</p>				
Specific Outcomes		Task:	Virtue:	Value:
	<p>P1. analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life</p> <ul style="list-style-type: none"> • describe the combination of factors that contribute to personal well-being • examine the determinants of health and their effect on lifestyle choices • explain the holistic nature of well-being • demonstrate an understanding of the interrelated and interdependent aspects of well-being and healthy lifestyles • describe the importance of balance in life and the changing/dynamic nature of this balance 			
	<p>P2. evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health</p> <ul style="list-style-type: none"> • appreciate the value of positive attitudes about self when making choices • analyze poor choices or lack of ability to pursue healthy choices and decisions • assess the effects of substance use and abuse—tobacco, alcohol, drugs—on health • evaluate the impact of situations of risk and risks in combination • describe how peer pressure and the expectations of others influence choices • develop and implement a personal plan to improve one aspect of well-being 			

	<p>P3. develop and assess personal strategies to enhance creative thinking skills</p> <ul style="list-style-type: none"> • explain the thinking process • analyze the effect of positive attitude on thinking • apply creative thinking strategies • describe how learning expands problem-solving capabilities 			
	<p>P4. develop approaches/tactics for creative problem solving and decision making</p> <ul style="list-style-type: none"> • describe the existence of self and the importance of self-confidence • assess own well-being and own ability to cope with challenges and overcome obstacles • analyze the ability to make a change or difference, for self and others • explain the impact of continual change and growth in life • discuss living and liking life’s challenges 			
	<p>P5. apply a variety of strategies for lifelong learning</p> <ul style="list-style-type: none"> • identify characteristics of effective learners • apply skills for learning, studying and being assessed • practise skills and strategies for managing time and dealing with procrastination • distinguish among learning styles, and develop strategies to adapt to various learning situations • apply relevant brain-based learning research to develop effective learning strategies • describe the relationship between continual personal change and growth in the thinking and learning process—lifelong learning 			
	<p>P6. determine practices and behaviours that contribute to optimal physical well-being</p> <ul style="list-style-type: none"> • describe how individuals have control over physical and other dimensions of well-being • analyze safety/risk-taking behaviours, nutritious choices, fitness and exercise as contributors to physical well-being • develop and implement health action 			

	plans			
	<p>P7. analyze a variety of strategies to achieve and enhance emotional and spiritual well-being</p> <ul style="list-style-type: none"> • describe the components of emotional/spiritual well-being • explain how feelings affect moods and behaviours • examine personal responsibility and acceptance for the multiplicity and range of feelings and how they are expressed—personal responsibility for constructive expression • discuss possible consequences of not constructively dealing with emotions—anger, depression, suicide • describe external influences on emotional/spiritual expression 			
	<p>P8. develop and assess strategies for anticipating, identifying, managing and embracing change</p> <ul style="list-style-type: none"> • recognize that change and stress are inevitable in life • develop strategies for managing stress; and investigate the benefits and limitations of stress and the negative, stressful and harmful responses to stress • explain role conflict and role transition • identify skills for continual change and growth, including ongoing communication with self • examine the dynamic nature of balance and the ongoing importance of balance 			
	<p>P9. demonstrate and apply effective communication, conflict resolution and team-building skills</p> <ul style="list-style-type: none"> • examine methods of communication, barriers to communication and strategies to enhance communication • describe the stages of conflict, strategies for negotiating conflict, and issues and difficulties in resolving conflict • apply skills to deal with negative peer pressure and negative views of others 			
	<p>P10. examine various attitudes, values and behaviours for developing meaningful interpersonal relationships</p> <ul style="list-style-type: none"> • explain our need for relationships • identify positive elements of relationships; i.e., trust, integrity, respect, responsibility 			

	<ul style="list-style-type: none"> • describe the skills, attitudes and behaviours for building, maintaining and enhancing healthy, positive relationships • describe how roles and role expectations change with age, growth and changes in life • generate a list of ways to provide support to others • identify strategies for dealing with significant change and loss in a relationship and for ending a relationship • develop strategies for identifying unhealthy relationships and for dealing with exploitation and violence in relationships 			
	<p>P11. <i>examine the relationship between commitment and intimacy in all its levels</i></p> <ul style="list-style-type: none"> • <i>identify expectations and commitments in various relationships</i> • <i>examine a range of behaviours for handling sexual involvement</i> • <i>describe how personal values play a role in relationships</i> • <i>explain the role of trust and ways to establish trust in a relationship</i> • <i>develop strategies for dealing with jealousy</i> 			
	<p>P12. <i>examine aspects of healthy sexuality and responsible sexual behaviour</i></p> <ul style="list-style-type: none"> • <i>explain the ongoing responsibility for being sexually healthy</i> • <i>examine a range of behaviours and choices regarding sexual expression</i> • <i>describe sexually healthy actions and choices for one's body, including abstinence</i> • <i>analyze strategies for choosing responsible and respectful sexual expression</i> • <i>describe the ways in which personal values influence choices</i> • <i>assess the consequences of being sexually active</i> 			
	<p>P13. investigate how science, technology and media affect wellness</p> <ul style="list-style-type: none"> • examine the benefits and limitations of these sources of developments and discoveries • explain the media role and influence 			

	<p>R2. compare needs, wants and consequences, with consideration of self, others and society</p> <ul style="list-style-type: none"> • explain how to make thoughtful choices and decisions, using financial plans as tools • Examine the negative impact of gambling, lotteries and high-risk “get rich” strategies 			
	<p>R3. examine sources of lifestyle aspirations, and relate these to personal resources</p> <ul style="list-style-type: none"> • describe how personal values, goals and lifestyle choices must be integrated into a financial plan • define and assess the components of a personal resource plan • define and assess the components and characteristics of a financial plan • explain why plans must be flexible to adapt to changes • examine how to change plans as goals and/or lifestyles change and in response to new information • analyze how personal goals and priorities, personal needs and wants, and cultural influences affect the use of all of one’s personal resources 			
	<p>R4. demonstrate knowledge of and a commitment to achieving personal financial goals</p> <ul style="list-style-type: none"> • identify the benefits of proactive personal financial planning • develop the skills for calculating net worth and other indicators of the status of personal resources • explain the importance of flexibility • generate a list of strategies for persisting in meeting financial and personal goals 			
	<p>R5. determine the varied implications and challenges of independent/interdependent living</p> <ul style="list-style-type: none"> • develop a personal budget • assess strategies for finding a place to live • develop strategies for finding a suitable roommate and living with a roommate • describe the rights and responsibilities of a tenant • examine the obligations of living independently • discuss the consequences of moving back 			

	home			
	<p>R6. develop strategies to be informed consumers</p> <ul style="list-style-type: none"> • explain the power and importance of sustainable development • describe the influences on personal consumer choices • develop marketplace skills • explain the rights and responsibilities of a consumer • practise the skills for communicating consumer concerns • classify forms of consumer protection • demonstrate informed consumer actions regarding health issues, products and services • analyze the impact of personal values, wants and needs on being an informed and responsible consumer 			
	<p>R7. evaluate the services and costs of various types of financial institutions</p> <ul style="list-style-type: none"> • identify types of financial institutions • describe types of accounts and their uses • develop basic banking skills, including electronic fund transfers (EFT) such as automated teller machines (ATMs), online banking, telephone banking • examine the use of debit cards and their benefits and limitations <ul style="list-style-type: none"> • analyze the use of other cheque cashing services and their benefits and limitations 			
	<p>R8. evaluate the advantages and disadvantages of credit</p> <ul style="list-style-type: none"> • describe the need for credit, the forms of credit and the procedures for obtaining credit • generate strategies for using credit wisely • examine the costs of using credit, the dangers of overextended buying and the impact of credit ratings 			
	<p>R9. examine various types of investments and the practical and ethical issues of investing</p> <ul style="list-style-type: none"> • describe the continuum of saving and investing, various common investments and the pyramid of risk • explain why investments appreciate and depreciate in value • discuss investing with personal values, the meaning of “ethical investing” and the 			

	importance of being a wise consumer in this regard			
	<p>R10. identify and analyze a variety of types of insurance</p> <ul style="list-style-type: none"> • identify insurable risk factors • analyze consumer strategies for obtaining appropriate insurance; e.g., automobile, tenant, health, travel, home/condominium, disability, life • examine issues of insurance fraud 			
	<p>R11. develop strategies to overcome potential resource challenges</p> <ul style="list-style-type: none"> • examine ways to adapt financial plans and spending in response to both planned and unexpected changes in life; i.e., by envisioning possible futures, by anticipating obstacles and adjusting plans to handle possible changes • explain the importance of flexibility in making financial decisions and taking action • analyze strategies to deal with crises 			
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<p>General Outcome 3: Career and Life Choices <i>Students will</i> develop and apply processes for managing personal, lifelong career development</p>				
Specific Outcomes		Task:	Virtue:	Value:
	<p>C1. examine the components of effective career development as a lifelong process</p> <ul style="list-style-type: none"> • describe the career planning process and principles • relate present daily living skills and experiences to career aspirations • explain the importance of ongoing self-assessment and self-appraisal 			
	<p>C2. update and expand a personal profile related to potential career choices</p> <ul style="list-style-type: none"> • assess personal assets, such as interests, competencies—including skills, abilities, aptitudes and talents—personality traits, limitations and strengths, to expand a personal profile • assess employability skills and personal, transferable and knowledge-based skills to expand the personal profile • examine other influential factors, including aspirations, attitudes, values, goals and the expectations of others, or lack thereof, to include in the personal profile 			

	<p>C3. examine the relationship among career planning, career decisions and lifestyles</p> <ul style="list-style-type: none"> • explain how decision making, goal setting and planning are ongoing, integrated actions • demonstrate the use of a decision-making process as part of the career planning process • describe various factors that can affect opportunities for education and careers • explain why being resourceful is important to success 			
	<p>C4. develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work</p> <ul style="list-style-type: none"> • describe the types and amount of work that can be done now • assess existing opportunities for work experience, cooperative education, and volunteer and paid part-time work • use the community in a search for information and experience through career mentoring, job shadowing, investigative interviewing, networking and personal research • build one or more plans for a transition period of 3 to 5 years • analyze the career paths of others 			
	<p>C5. develop a quality career portfolio</p> <ul style="list-style-type: none"> • describe various sources of personal career aspirations • assess a wide range of career possibilities • build a personal occupational profile, including information gathered while envisioning possible futures, examining future employment trends and researching possible career choices • discuss the importance of persistence and the creation of options throughout career development planning • build a quality career portfolio by combining the occupational profile and the personal information profile • discuss how a career portfolio can be used 			
	<p>C6. investigate the range of learning opportunities in post-secondary programs, on-the-job training and apprenticeship</p>			

	<p>training programs</p> <ul style="list-style-type: none"> • develop a network of information about a wide range of possibilities • assess the range of possibilities, their costs, and the available assistance and funding 			
	<p>C7. analyze variations in employment and the implications in the life career process</p> <ul style="list-style-type: none"> • analyze the value of work in one's life • assess the changing nature of the workplace and the ramifications of unemployment, underemployment, seasonal work and other patterns of employment • explain the importance of flexibility in career planning 			
	<p>C8. determine skills, attitudes and behaviours necessary to getting a position</p> <ul style="list-style-type: none"> • identify job search strategies for volunteer and paid positions • describe personal marketing strategies to find employment • develop guidelines for the use of portfolios and résumés, and strategies to find the "hidden job market" 			
	<p>C9. determine the skills, attitudes and behaviours necessary for retaining a job</p> <ul style="list-style-type: none"> • analyze workplace protocol • assess strategies for meeting employer expectations to succeed at a job • examine the issues and strategies for leaving a job and losing a job 			
	<p>C10. investigate employer and employee ethics, rights and responsibilities</p> <ul style="list-style-type: none"> • examine the responsibilities and rights of employers • investigate issues and regulations regarding health and safety on the job • examine the responsibilities and rights of employees, and suggest strategies for realizing these • generate a list of strategies for identifying and dealing with discrimination in the workplace 			
	<p>C11. design a plan for turning life goals and aspirations into reality</p> <ul style="list-style-type: none"> • consider aspects of enterprise and innovation as possibilities 			

	<ul style="list-style-type: none">• examine various entrepreneurs and their success• generate a list of ways to deal with the challenges of “going out on one’s own”			
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	A20-11 apply the relationship among skills, rules and strategies in the creation and playing of games			
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Application of Basic Skills in Types of Gymnastics		Task:	Virtue:	Value:
	A20-12 apply a combination of the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group			
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Application of Basic Skills in Individual Activities		Task:	Virtue:	Value:
	A20-13 develop and combine more challenging activity-specific skills in a variety of individual pursuits; e.g., self-defense			
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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:
	B20-1 compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition			
	B20-2 add to the variety of ways for achieving a personal functional fitness level			
	B20-3 plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity			
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Body Image		Task:	Virtue:	Value:
	B20-4 interpret the impact of the media and peer influences on body image			
	B20-5 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:
	B20-6 analyze the positive benefits gained from physical activity			
	B20-7 understand the consequences and risks associated with an inactive lifestyle			
	B20-8 design and implement a plan for personal stress management			
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GENERAL OUTCOME C: <i>Students will interact positively with others</i>				
Communication		Task:	Virtue:	Value:
	C20-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity			
	C20-2 demonstrate an understanding of behaviour appropriate to positive active living role modelling			
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Fair Play		Task:	Virtue:	Value:
	C20-3 demonstrate etiquette and fair play			
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Leadership		Task:	Virtue:	Value:
	C20-4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community			
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Teamwork		Task:	Virtue:	Value:
	C20-5 develop and apply practices that contribute to teamwork			
	C20-6 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:
	D20-1 model an active lifestyle			
	D20-2 refine a personal plan that is self-motivating and encourages ongoing participation			
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Safety		Task:	Virtue:	Value:
	D20-3 develop and apply safety standards and rules in a variety of activities			
	D20-4 analyze, design and assess warm-up and cool-down activities			
	D20-5 demonstrate first aid principles and survival skills as they relate to physical activity; e.g., camping; and, identify and analyze potential hazards that might affect self and others			
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Goal Setting/Personal Challenge		Task:	Virtue:	Value:
	D20-6 determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges			
	D20-7 N/A			
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Active Living in the Community		Task:	Virtue:	Value:
	D20-8 perform service, leadership and volunteer work related to physical activity, in the school and/or community			
	D20-9 evaluate the issues that affect decision making in relation to being active daily			