

## Black on the Prairies: Saskatchewan Curriculum Connections by Subject

**\*\* Please note that care has been taken to include as many Saskatchewan curriculum connections to the Black on the Prairies Teacher Guide and web resources as possible. Understanding that some connections might have been missed, please contact the STF if you find a curriculum connection that has not been identified and it will be added to this document in the spirit of supporting all teachers.**

Access to the Black on the Prairies Teacher Guide (with embedded links to the print, audio, video, and online resources):  
<https://curio.ca/media/catalog/guides/botpguidec.pdf>

With the goal of supporting Saskatchewan teachers with their use of this important resource, Saskatchewan curriculum connections from K-12 has been identified for the five themes within the teacher resource:

- Theme 1: Migration
- Theme 2: Putting in Work
- Theme 3: Black and Indigenous Relations
- Theme 4: Politics and Resistance
- Theme 5: Black to the Future

These curriculum connections can be accessed by grade and by subject area.

Please note that connections to Senior Social Studies curricula will be made when renewals are available.

Beginning with the front end of the curriculum, strong connections can be found in the Broad Areas of Learning, Cross-curricular Competencies, and Aims and Goals for each area of study.

### Broad Areas of Learning (BALs) – K-12

Multiple connections can be made between key ideas and issues within Black on the Prairies and the following Broad Areas of Learning:

**Sense of Self, Community, and Place:** Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages, and practices from the First Peoples of Saskatchewan and from the diversity of cultures in our province. Through these relationships, students demonstrate empathy and a deep understanding of self, others, and the influence of place on identity. In striving to balance their intellectual, emotional, physical, and spiritual dimensions, students' sense of self, community, and place is strengthened.

**Lifelong Learners:** Students are curious, observant, and reflective as they imagine, explore, and construct knowledge. They demonstrate the understandings, abilities, and dispositions necessary to learn from subject discipline studies, cultural experiences, and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with, and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement students demonstrate a passion for lifelong learning.

**Engaged Citizens:** Students demonstrate confidence, courage, and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social, and economic sustainability of local and global communities. Their informed life, career, and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility students recognize and respect the mutual benefits of Charter, Treaty, and other constitutional rights and relationships. Through this recognition, students advocate for self and others and act for the common good as engaged citizens.

[Source: Saskatchewan Ministry of Education. (2010). *Renewed Curricula. Understanding Outcomes*, p. 22.]

### Cross-Curricular Competencies (CCCs) – K-12:

Multiple connections can be made between key ideas and issues within Black on the Prairies and the following Cross-Curricular Competencies:

**Developing Thinking:** Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations independently and with others.

K-12 Goals:

- Think and learn contextually.
- Think and learn creatively.
- Think and learn critically.

**Developing Identity and Interdependence:** Identity develops as an individual interacts with others and the environment and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future.

K-12 Goals:

- Understand, value, and care for oneself (intellectually, emotionally, physically, and spiritually).
- Understand, value, and care for others.
- Understand and value social, economic, and environmental interdependence and sustainability.

**Developing Literacies:** Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills, and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

K-12 Goals:

- Construct knowledge related to various literacies.
- Explore and interpret the world using various literacies.
- Express understanding and communicate meaning using various literacies.

**Develop Social Responsibility:** Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space to engage in dialogue, address mutual concerns, and accomplish shared goals.

K-12 Goals:

- Use moral reasoning processes.
- Engage in communitarian thinking (the ability to “think with” others, learn from others, and support the thinking of others) and dialogue.
- Take social action.

[Source: Saskatchewan Ministry of Education. (2010). *Renewed Curricula. Understanding Outcomes*, pp. 24-27.]

### Aims for Areas of Study

Connections can be made between the Black on the Prairies resources and teacher guide and the following areas of study.

**Arts Education:** The K-12 aim of arts education curricula is to enable students to understand and value art expressions throughout life.

**English Language Arts:** The K-12 aim of English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

**Health Education:** The K-12 aim of health education curricula is to develop confident and competent students who understand, appreciate, and apply health knowledge, skills, and strategies throughout life.

**Physical Education:** The K-12 aim of physical education curricula is to support students in becoming physically educated individuals who have the understandings and skills to engage in movement activity and the confidence and disposition to live a healthy, active lifestyle.

**Social Studies and Social Sciences:** The purpose of Kindergarten to Grade 12 social studies is to help students know and appreciate the past, understand the present, influence the future, and make connections between events and issues of the past, the present,

and the future. Further, its purpose is to make students aware that, just as contemporary events have been shaped by actions taken by people in the past, they have the opportunity to shape the future. The ultimate aim is for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, and interdependent world.

[Source: Saskatchewan Ministry of Education. (2010). *Renewed Curricula. Understanding Outcomes*, pp. 28.]

## Goals for Areas of Study

Connections can be made between the Black on the Prairies resources and teacher guide and the following goals for areas of study:

### Arts Education

- Cultural/Historical (CH) - Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and the human experience.
- Critical/Responsive (CR) - Students will respond to artistic expressions of Saskatchewan, Canadian, and international artists using critical thinking, research, creativity, and collaborative inquiry.
- Creative/Productive (CP) - Students will inquire, create, and communicate through dance, drama, music, and visual art.

### English Language Arts

- Comprehend and Respond (CR) - Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.
- Compose and Create (CC) - Students will extend their abilities to represent, speak, and write to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

### Health

- Understanding, Skills, and Confidences (USC) - Students will develop the understanding, skills, and confidences necessary to take action to improve health.

### Physical Education

- Relationships - Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

### Social Studies

- Interactions and Interdependence of Peoples and Cultures (IN) - Students will examine the local, Indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations.
- Dynamic Relationships (DR) - Students will analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future.
- Power and Authority (PA) - Students will investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations.

[Source: Saskatchewan Ministry of Education. (2010). *Renewed Curricula. Understanding Outcomes*, pp. 29-30.]

Arts Education		
Grade	Strands/Theme	Outcomes
<b>K</b>	Critical/ Responsive	<p>CRK.1 Respond to arts expressions verbally and non-verbally (e.g., through movement or drawing).</p> <ul style="list-style-type: none"> <li>a. Ask questions and describe thoughts and feelings evoked by arts expressions in a variety of ways (e.g., respond through movement, drawing, talking, clapping, or sound compositions).</li> <li>b. Tell stories, recall prior experiences, and make personal and imaginative connections to arts expressions.</li> <li>c. Demonstrate curiosity when viewing and responding to dances, dramatic presentations, music, and visual art expressions (e.g., contemporary, historical, cultural, and popular).</li> <li>d. Use senses and discuss observations about the effects of various arts expressions (e.g., music that is calming, dance that is lively, drama that shows emotions, visual art that looks peaceful).</li> <li>e. Show interest in knowing more about arts expressions and artists.</li> <li>f. Observe and respond to a range of arts expressions, incorporating age-appropriate discussion of arts elements and principles (e.g., lines and colours in picture book illustrations, rhythm or dynamics of a song, use of space in a dance, variety of roles in a drama).</li> </ul>
<b>1</b>	Creative/ Productive	CP1.1 Create movements and movement patterns in response to stimuli such as stories, poems, music, or objects as starting points.
	Critical/ Responsive	CR1.1 Demonstrate understanding that the arts are a way of expressing ideas.

		<ul style="list-style-type: none"> <li>a. View and listen to arts expressions with curiosity (e.g., students are intrigued and ask questions about the work and/or artists).</li> <li>b. Make connections between arts expressions and own lives (e.g., What do you like about this music? What does it make us think about?).</li> <li>d. Discuss how arts expressions can represent feelings and ideas.</li> <li>e. Share thoughts and feelings evoked by works of art.</li> <li>f. Use grade-appropriate arts terminology when discussing the arts (e.g., bright colours, quiet sounds, fast movements).</li> <li>h. Describe ways that arts expressions can have an effect on people (e.g., the music makes us feel like moving, the actors made us think about why some people act like bullies).</li> </ul>
	Cultural/ Historical	<p>CH1.1 Describe the arts and cultural traditions found in own home and school community.</p> <ul style="list-style-type: none"> <li>c. Demonstrate awareness that people from various cultures create artistic products and presentations as an important part of their heritage.</li> </ul>
2	Creative/ Productive	<p>CP2.1 Create and connect dance phrases using ideas about community as stimuli (e.g., our school, community events, farm life, city life, cultural heritage).</p> <p>CP2.3 Adopt roles and collaborate with others in role within dramatic contexts, using community as inspiration (e.g., contexts inspired by local stories and songs, photographs of local people and places, or events from real or fictional communities).</p> <p>CP2.5 Create sound compositions using communities as inspiration.</p> <p>CP2.7 Create visual art works that draw on observations and express ideas about own communities.</p>
	Cultural/ Historical	<p>CH2.1 Identify key features of arts and cultural traditions in own community.</p> <ul style="list-style-type: none"> <li>c. Recognize there are a variety of arts expressions in Saskatchewan (e.g., film, dance, theatre, music, photography, graphic design, sculpture, architecture).</li> <li>d. View and listen to the work of artists from various cultural groups.</li> </ul>

<b>3</b>	Creative/ Productive	<p>CP3.1 Generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment (e.g., natural, constructed, imagined) as stimuli.</p> <p>CP3.3 Sustain roles in dramatic situations and accept/respond to others in role, using the environment (e.g., natural, constructed, imagined) as inspiration.</p> <p>CP3.5 Demonstrate basic skills in use of voice and a variety of sound objects and instruments (traditional and/or homemade) using the environment (e.g., natural, constructed, imagined) as inspiration.</p> <p>CP3.7 Create visual art works that express ideas about the natural, constructed, and imagined environments.</p>
	Critical/ Responsive	<p>CR3.1 Describe ideas and problem-solving processes used in own arts expressions.</p> <p style="padding-left: 40px;">a. Identify and describe how arts expressions make them think and feel.</p>
	Cultural/ Historical	<p>CH3.1 Compare how arts expressions from various groups and communities may be a reflection of their unique environment (e.g., North and South Saskatchewan, urban and rural).</p> <p style="padding-left: 40px;">a. Investigate many different kinds of arts expressions.</p> <p style="padding-left: 40px;">d. Describe how an arts expression tells something about the community and culture in which it was created (e.g., heritage harvest dances).</p> <p style="padding-left: 40px;">e. Describe ways that people of various cultures in own and surrounding communities participate in the arts and discuss why they do so.</p>
<b>4</b>	Creative/ Productive	<p>CP4.1 Create dance compositions that express ideas about Saskatchewan using collaborative inquiry and movement problem solving.</p> <p>CP4.3 Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.</p> <p>CP4.5 Demonstrate increased skills and abilities in the use of voice and instruments (traditional and/or homemade) and develop compositions using Saskatchewan as inspiration.</p>



		<p>CP4.7 Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan.</p>
	<p>Critical/ Responsive</p>	<p>CR4.1 Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives.</p> <ul style="list-style-type: none"> <li>a. Discuss a variety of arts expressions comparing similarities (e.g., similar styles from specific movements or eras) and unique characteristics (e.g., individual artist's style or perspective).</li> <li>c. Evaluate how arts expressions reflect and affect the daily lives of people (e.g., graphic designs, cultural events, popular music, music videos, drama and films, architecture) and apply this understanding in own work.</li> </ul> <p>CR4.2 Respond thoughtfully to a variety of contemporary Saskatchewan arts expressions.</p> <ul style="list-style-type: none"> <li>a. Demonstrate critical and creative thinking when responding to dance, drama, music, and visual art expressions.</li> <li>b. Express personal responses in various ways (e.g., written critique, using presentation software, through own arts expressions).</li> <li>c. Describe why it is important to support opinions of arts expressions with reasons related to the work itself.</li> </ul>
	<p>Cultural/ Historical</p>	<p>CH4.1 Investigate and share discoveries about the arts in Saskatchewan through collaborative inquiry.</p> <ul style="list-style-type: none"> <li>a. Ask questions about Saskatchewan arts expressions to initiate, develop, and document inquiry learning.</li> <li>b. Research, using the Internet and other methods, and report on the careers and contributions of Saskatchewan artists.</li> <li>c. Practise and perform music and dances of various styles and cultural groups represented in Saskatchewan, and discuss what the work tells about the cultural heritages of Saskatchewan people.</li> <li>d. Describe how the arts tell something about the society in which they are created.</li> <li>e. Research and discuss why people become involved with artistic production in own community.</li> </ul>

<b>6</b>	Creative/ Productive	<p>CP6.1 Create dance compositions that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).</p> <p>CP6.6 Collaborate on a drama that expresses ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).</p> <p>CP6.9 Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).</p> <p>CP6.10 Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).</p> <p>CP6.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.</p>
	Critical/ Responsive	<p>CR6.1 Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music).</p> <ul style="list-style-type: none"> <li>a. Demonstrate critical and creative thinking when responding to the work of Saskatchewan and other Canadian dance, drama, music, and visual artists (e.g., composers, graphic artists, architects, actors, filmmakers).</li> <li>c. Discuss interpretations of arts expressions and create own expressions in response to the original work.</li> <li>d. Describe how personal response and own arts expression connects to the original work.</li> </ul> <p>CR6.2 Investigate and identify ways that the arts can express ideas about identity.</p> <p>CR6.3 Examine arts expressions and artists of various times and places.</p>
	Cultural/ Historical	<p>CH6.1 Investigate how personal, cultural, or regional identity may be reflected in arts expressions.</p> <ul style="list-style-type: none"> <li>a. Apply critical thinking when analyzing and describing how identity is expressed in arts expressions (e.g., hip hop, blues, country music).</li> </ul>

		<p>d. Describe why personal and cultural identity is often an important influence in the creation of arts expressions.</p> <p>CH6.3 Investigate arts expressions from a range of cultures and countries, and analyze how cultural identity is reflected in the work.</p>
7	Creative/ Productive	<p>CP7.1 Create dance compositions that express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments).</p> <p>CP7.6 Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments) in drama and/or collective creation.</p> <p>CP7.9 Use traditional and/or homemade instruments to investigate relationships between musical expression and place (e.g., world music, African and Latin drumming, Indonesian gamelan, North American First Nations' flutes, Caribbean steel bands, urban street culture).</p> <p>CP7.10 Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).</p> <p>CP7.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about place.</p>
	Critical/ Responsive	<p>CR7.1 Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research.</p>
8	Creative/ Productive	<p>CP8.1 Create dance compositions that express ideas and student perspectives on social issues (e.g., poverty, <b>racism</b>, homophobia, sustainability, gangs).</p> <p>CP8.6 Express student perspectives on social issues (e.g., poverty, <b>racism</b>, homophobia, sustainability, gangs) in drama and/or collective creation.</p> <p>CP8.9 Compose sound compositions in response to social issues (e.g., poverty, <b>racism</b>, homophobia, sustainability, gangs).</p> <p>CP8.10 Create visual art works that express student perspectives on social issues (e.g., poverty, <b>racism</b>, homophobia, sustainability).</p>

	<p>Critical/ Responsive</p>	<p>CR8.1 Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.</p> <ul style="list-style-type: none"> <li>a. Describe, analyze, and interpret arts expressions of personal interest.</li> <li>b. Analyze and discuss how dance, drama, music, visual and interdisciplinary arts are expressions of individual or collective perspectives.</li> <li>d. Create own work (e.g., visual or performing arts) in response to a professional arts expression, and describe how own work is inspired or influenced by the original work.</li> </ul> <p>CR8.2 Investigate and identify ways that today's arts expressions often reflect concern for social issues.</p> <ul style="list-style-type: none"> <li>a. Reflect on and analyze the intentions, development, and interpretations of own and peers' arts expressions in relation to social contexts (e.g., Is the work influenced by pop culture or local community issues?).</li> <li>b. Conduct inquiry into social justice and diversity issues in the arts including stereotyping and bias (e.g., stereotyping of male dancers, or the lack of women or First Nations artists represented in history of the arts books).</li> <li>c. Describe, analyze, and interpret the work (dance, drama, music, visual, film) of a variety of artists whose work incorporates social commentary.</li> </ul>
	<p>Cultural/ Historical</p>	<p>CH8.1 Research and share insights about arts expressions that incorporate social commentary.</p>
<p>9</p>	<p>Creative/ Productive</p>	<p>CP9.1 Create dance compositions that express perspectives and raise awareness about a topic of concern to youth.</p> <p>CP9.6 Express perspectives and raise awareness about a topic of concern to youth in a collective creation.</p> <p>CP9.9 Compose and perform sound compositions to express perspectives and raise awareness about a topic of concern to youth.</p> <p>CP9.10 Create visual art works to express perspectives and raise awareness about a topic of concern to youth.</p>

	Critical/ Responsive	<p>CR9.1 Respond to professional dance, drama, music, and visual art works through individual or collaborative inquiry and the creation of own arts expressions.</p> <p>CR9.2 Investigate and identify ways that today's arts expressions can inspire change.</p> <p>CR9.3 Investigate and identify how arts expressions can challenge thinking about values, ideas, and beliefs.</p>
	Cultural/ Historical	<p>CH9.1 Investigate and discuss the role of artists in raising awareness or taking action on topics of concern.</p> <p>CH9.3 Investigate diversity of artistic ideas, styles, and media in contemporary arts expressions.</p>
<b>10</b>	Cultural/ Historical	<p>CH10.1 Investigate how the arts can challenge, reinforce or draw attention to ideas, values and/or beliefs.</p> <p>CH10.3 Analyze how the arts can express identity and culture, past and present.</p>
<b>20</b>	Cultural/ Historical	<p>CH20.1 Conduct an inquiry into how the arts can challenge or reinforce societal norms of a given time and place.</p> <p>CH20.3 Investigate how the arts support, influence and shape diverse communities (e.g., gender and sexual diversity, people with disabilities, ethnic groups, popular music sub-cultures, social media-based groups).</p>
<b>30</b>	Creative/ Productive	<p>CP30.3 Communicate ideas of social relevance, creatively through the arts.</p> <ul style="list-style-type: none"> <li>d. Develop and share artistic creations using ideas based on a topic of social relevance to students.</li> <li>g. Represent and/or challenge society through own arts expressions.</li> </ul>
	Cultural/ Historical	<p>CH30.1 Create an arts expression to challenge, reinforce or draw attention to ideas or societal norms.</p>

	Critical/ Responsive	CR30.2 Investigate contemporary arts practices as a response to place and time.  b. Examine the work of artists who respond to contemporary social issues as potential points of inspiration.
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English Language Arts		
Grade		Outcomes
K	Comprehend and Respond	<p>CRK.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing).</p> <p>CRK.2 View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos.</p> <p>CRK.3 Listen, comprehend, and respond to gain meaning in oral texts.</p> <p>CRK.4 Comprehend, retell, and respond to basic ideas in stories, poems, songs, and informational texts read to them.</p>
	Compose and Create	<p>CCK.1 Compose and create various visual, multimedia, oral, and written texts that explore and present thoughts, ideas, and experiences.</p> <p>a. Compose and create a variety of texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing).</p> <p>CCK.2 Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways.</p> <p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>CCK.4 Create messages using a combination of pictures, symbols, and letters.</p>

<p><b>1</b> Contexts: Personal and Philosophical; Social, Cultural, and Historical</p>	<p>Comprehend and Respond</p>	<p>CR1.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility, and relate to own feelings, ideas, and experiences.</p> <ul style="list-style-type: none"> <li>a. View, listen to, read, and respond to a variety of texts including First Nations and Métis resources that present different viewpoints and perspectives on issues related to identity, community, and social responsibility.</li> <li>b. Make and share connections among texts, prior knowledge, and personal experiences (e.g., family traditions).</li> <li>c. Relate aspects of stories and characters from various texts to personal feelings and experiences.</li> <li>d. Show awareness of the experiences and ideas of other persons encountered through texts.</li> <li>e. Describe characters, the way they might feel, and the way situations might cause them to feel.</li> <li>f. Show respect for own culture and the various cultures, lifestyles, and experiences represented in texts including First Nations and Métis cultures.</li> </ul> <p>CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).</p> <ul style="list-style-type: none"> <li>h. View and demonstrate understanding that visual texts are sources of information including ideas and information about First Nations, Métis, Inuit peoples, and other cultures.</li> </ul> <p>CR1.3 Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).</p>
	<p>Compose and Create</p>	<p>CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility.</p>

		<ul style="list-style-type: none"> <li>a. Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues related to identity, community, and social responsibility.</li> <li>b. Dictate to another person and compose stories that tell personal feelings, ideas, experiences, opinions, observations, and reactions.</li> <li>e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied.</li> </ul> <p>CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways (including dramatization, pictures, sounds, physical movement, charts, models, and drawings).</p> <p>CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.</p> <ul style="list-style-type: none"> <li>a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read.</li> </ul>
<p style="text-align: center;"><b>2</b></p> <p>Contexts: Personal and Philosophical; Social, Cultural and Historical</p>	<p style="text-align: center;">Comprehend and Respond</p>	<p>CR2.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility, and make connections to prior learning and experiences.</p> <ul style="list-style-type: none"> <li>a. View, listen to, read, and respond to a variety of texts... that present different viewpoints and perspectives on issues and topics related to identity, community, and social responsibility and relate to own experiences.</li> <li>b. Discuss the experiences and traditions of various communities and cultures portrayed in texts including First Nations and Métis resources.</li> <li>c. Connect situations portrayed in texts (including First Nations and Métis texts) to personal experiences and prior learning.</li> <li>d. Identify similarities and differences between what is known and what is presented in texts.</li> </ul>



		<p>CR2.2 View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.</p> <ul style="list-style-type: none"> <li>a. View and demonstrate comprehension of grade-appropriate visual and multimedia texts including multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters.</li> <li>d. Obtain information from different media (e.g., multimedia clips, websites, video clips, magazine photographs).</li> </ul> <p>CR2.3 Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.</p> <ul style="list-style-type: none"> <li>a. Listen and demonstrate comprehension by retelling key points (who, what, where, when, and why) in grade-appropriate literary and informational texts including First Nations and Métis resources.</li> </ul>
	<p>Compose and Create</p>	<p>CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility.</p> <ul style="list-style-type: none"> <li>a. Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues and make connections to own life.</li> <li>f. Use inquiry to explore a question or topic that is of individual or group interest.</li> </ul> <p>CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.</p> <p>CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.</p> <ul style="list-style-type: none"> <li>a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play.</li> </ul>

		<p>h. Make relevant contributions to class discussions and take turns.</p> <p>CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</p> <p>i. Write a response with supporting details from a text viewed, listened to, or read.</p>
<p><b>3</b></p> <p>Contexts: Personal and Philosophical; Social, Cultural and Historical</p>	<p>Comprehend and Respond</p>	<p>CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility, and make comparison with personal experiences.</p> <p>a. View, listen to, read, and respond to a variety of texts that reflect the issues related to identity, community, and social responsibility and connect to personal experiences, other texts, and other areas of study.</p> <p>c. Compare portrayals of individuals or situations in various texts to personal experiences.</p> <p>d. Recognize the range of cultures, human behaviours, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts.</p> <p>CR3.2 View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.</p> <p>CR3.3 Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.</p>
	<p>Compose and Create</p>	<p>CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity, community, and social responsibility, and make connections across areas of study.</p> <p>a. Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues and make connections to learning in other areas of study.</p> <p>f. Use inquiry to explore a question, topic, problem, or issue that students, individually or as a group, want to know more about...</p>

		<p>CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.</p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding of the topic, problem, question, or issue in a variety of ways (e.g., dance pieces, visual representations, drama in context, diagram, demonstration, chart).</li> </ul> <p>CC3.3 Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations, delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes.</p> <ul style="list-style-type: none"> <li>a. Use oral language to clarify and extend personal understanding, interact courteously with others (e.g., share ideas and opinions, complete tasks, discuss concerns or problems), and sustain conversations by extending others' contributions.</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p>Contexts: Personal and Philosophical; Social, Cultural and Historical</p>	<p style="text-align: center;">Comprehend and Respond</p>	<p>CR4.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address identity, community, and social responsibility.</p> <ul style="list-style-type: none"> <li>a. View, listen to, read, and respond to a variety of texts that reflect diverse personal identities, worldviews, and backgrounds (e.g., culture, age, gender, language) including First Nations and Métis texts.</li> <li>d. Identify similarities and differences between personal experiences and the experiences of people from different cultures portrayed in a variety of texts...</li> <li>e. Identify cultural representations in oral, print, and other media texts from various communities including First Nations and Métis communities.</li> </ul> <p>CR4.2 View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator's technique and the impact on viewers.</p> <p>CR4.3 Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions.</p>

		<p>a. Listen critically and respond appropriately to a range of oral communications including oral traditions passed on by First Nations Elders and Knowledge Keepers.</p>
	<p>Compose and Create</p>	<p>CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility through personal experiences and inquiry.</p> <p>a. Create spoken, written, and other representations that include a specific message, a coherent organization of ideas, ideas and information which are clear and complete, and appropriate use of language and conventions.</p> <p>b. Compose and communicate findings and conclusions about problems, questions, or issues in a clear visual, oral, and written format.</p> <p>c. Use inquiry to explore authentic problems, questions, and issues associated with identity, community, and social responsibility...</p> <p>CC4.2 Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.</p> <p>CC4.3 Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.</p> <p>j. Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with others to share ideas and opinions, ask for support, complete tasks, and explain concerns or problems.</p> <p>CC4.4 Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.</p> <p>j. Communicate and demonstrate understanding by creating original texts (e.g., poem, play, letter, journal entry) and by writing responses to texts, supporting judgements through references to both the text and prior knowledge.</p>

<p><b>5</b> Contexts: Personal and Philosophical; Social, Cultural and Historical</p>	<p>Comprehend and Respond</p>	<p>CR5.1 Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address identity, community, and social responsibility.</p> <ul style="list-style-type: none"> <li>a. View, listen to, read and respond to a variety of visual, multimedia, oral, and print texts that examine the diverse range of personal identities, perspectives, and backgrounds (e.g., appearance, culture, socio-economic status, abilities, age, gender, sexual orientation, language, career path) including First Nations and Métis texts.</li> <li>d. Compare the challenges and situations encountered in daily life with those experienced by people in other times, places, and cultures as portrayed in a variety of texts including First Nations and Métis texts.</li> </ul> <p>CR5.2 View and evaluate, critically, visual and multimedia texts identifying the persuasive techniques including promises, flattery, and comparisons used to influence or persuade an audience.</p> <ul style="list-style-type: none"> <li>a. Gather information from a variety of media (e.g., photographs, web sites, maps, diagrams, posters, videos, advertising, double bar graphs, maps, videos).</li> </ul> <p>CR5.3 Listen purposefully to a range of texts from a variety of cultural traditions (including oral traditions shared by First Nations and Métis Elders and Knowledge Keepers) to understand ideas and instructions, to evaluate the message heard and the required follow-up action, and to draw conclusions about speaker’s verbal and nonverbal message(s), purpose, point of view, and techniques used in presentation.</p>
	<p>Compose and Create</p>	<p>CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility.</p> <ul style="list-style-type: none"> <li>a. Create spoken, written, and other representations that include: a clear and specific message, a logical and coherent organization of ideas, and a competent use of language and conventions.</li> <li>b. Express and explain findings on a topic, question, problem, or issue in an appropriate visual, multimedia, oral, and written format using inquiry.</li> </ul>

		<p>c. Use inquiry to explore a problem, question, or issue related to a topic being studied in ELA or a topic of personal interest..</p> <p>CC5.2 Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts.</p> <p>CC5.3 Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.</p> <p>h. Deliver oral responses to literary and other texts (including First Nations and Métis texts) or presentations that include both personal responses and textual evidence or examples from the work to support insights and conclusions.</p> <p>j. Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.</p> <p>CC5.4 Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader.</p> <p>j. Experiment with different forms including poems, short scripts, and journal entries to communicate and demonstrate understanding.</p>
<p><b>6</b> Contexts: Personal and Philosophical; Social, Cultural and Historical</p>	<p>Comprehend and Respond</p>	<p>CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.</p> <p>a. View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).</p>

		<p>CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).</p> <p>CR6.5 Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.</p> <p>CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.</p> <p>CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, nonfiction books, reports and articles from magazines and journals, reference materials, and written instructions.</p>
	<p>Compose and Create</p>	<p>CC6.1 Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.</p> <ul style="list-style-type: none"> <li>a. Represent ideas, opinions, and facts about identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences.</li> <li>c. Create a variety of visual, oral, written, and multimedia (including digital) texts including personal narratives, responses or reactions to reports, articles, instructions, explanations, letters, illustrations, diagrams, leaflets, stories, poems, storyboards, cartoons, skits, or short video scripts.</li> <li>e. Use speaking, writing, and other forms of representing to respond to experiences and to texts.</li> </ul> <p>CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.</p>

		<p>CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).</p> <p>c. Contribute to structured discussion and dialogues to explore perspectives, ideas, and issues and to complete tasks.</p> <p>CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.</p> <p>g. Prepare and give oral presentations (e.g., on a topic under study or of personal interest).</p> <p>CC6.8 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).</p> <p>CC6.9 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.</p>
<p><b>7</b> Contexts: Personal and Philosophical; Social, Cultural and Historical</p>	<p>Comprehend and Respond</p>	<p>CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.</p> <p>a. View, listen to, and read and respond to a variety of visual, oral, print, and multimedia (including digital) texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).</p> <p>CR7.4 4 View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features (e.g., circle graphs) and complex ideas including the visual components of media such as magazines, newspapers, websites, reference books, graphic novels, broadcast media, videos, and promotional materials.</p>



		<p>CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media).</p> <p>CR7.6 Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.</p> <p>CR7.7 Read independently and demonstrate comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials, and websites.</p>
	<p>Compose and Create</p>	<p>CC7.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity, social responsibility, and efficacy.</p> <p style="padding-left: 40px;">a. Create with clarity and correctness, and appropriate to a particular audience and purpose, a variety of expressions (oral presentations, written compositions, and other representations) that represent ideas and information about identity, social responsibility, and efficacy.</p> <p>CC7.2 Create and present a teacher-guided inquiry project related to a topic, theme, or issue studied in English language arts.</p> <p>CC7.5 Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.</p> <p>CC7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building).</p> <p>CC7.7 Use oral language to express effectively information and ideas of some complexity in formal and informal situations (e.g., a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization).</p>

		<p>CC7.9 Experiment with a variety of text forms (e.g., meeting, presentation to adults, descriptive poem, opinion piece, a review, front page of a newspaper, short script) and techniques (e.g., dialogue, figurative language).</p>
<p><b>8</b> Contexts: Personal and Philosophical; Social, Cultural and Historical</p>	<p>Comprehend and Respond</p>	<p>CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.</p> <ul style="list-style-type: none"> <li>a. View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).</li> <li>g. Identify stereotyping in what is seen, heard, and read and begin to recognize its negative impact on individuals and society.</li> <li>j. Consider how text has contributed to understanding of self and others (e.g., cultural groups).</li> </ul> <p>CR8.4 View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.</p> <p>CR8.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes, or prejudices.</p> <p>CR8.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.</p> <p>CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections</p>

		<p>between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.</p>
	<p>Compose and Create</p>	<p>CC8.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity, social responsibility, and efficacy.</p> <ul style="list-style-type: none"> <li>a. Create a variety of texts (i.e., oral presentations, written and other compositions) that represent experiences, ideas, and information about identity, social responsibility, and efficacy with clarity, correctness, and variety.</li> <li>e. Participate in group inquiry related to the themes and issues being studied in English language arts.</li> </ul> <p>CC8.2 Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.</p> <p>CC8.5 Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain (e.g., an important concept), to persuade (e.g., an opinion on an issue, a mini-debate), and to entertain (e.g., a humorous incident).</p> <p>CC8.6 Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions (expressing feelings and viewpoints and contributing to group harmony).</p> <p>CC8.7 Use oral language to effectively express information and ideas of complexity in formal and informal situations (e.g., to debate a point, to participate in a meeting, to give a dramatic reading of a poem or play excerpt).</p> <p>CC8.9 Experiment with a variety of text forms (e.g., Reader's Theatre, role play, humorous instructions, an electronic presentation, a dramatization, a mini-debate) and techniques (e.g., imagery, music, graphics and statistics in a multimedia presentation).</p>

<p><b>9</b> Contexts: Personal and Philosophical; Social, Cultural and Historical</p>	<p>Comprehend and Respond</p>	<p>CR9.1a/b View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.</p> <p style="padding-left: 40px;">a. View, listen to, read, and respond to a variety of visual, oral, print and multimedia (including digital) texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).</p> <p>CR9.4a View and demonstrate comprehension and evaluation of visual and multimedia texts including illustrations, maps, charts, graphs, pamphlets, photography, art works, video clips, and dramatizations to glean ideas suitable for identified audience and purpose. / CR9.4b View and demonstrate comprehension of visual and multimedia texts to synthesize and summarize ideas from multiple visual and multimedia sources.</p> <p>CR9.5a/b Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches. / CR9.5b Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including directions and speeches, recognizing train of thought, main points, and presentation techniques.</p> <p>CR9.6a/b Read and demonstrate comprehension and interpretation of grade-level appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to develop an insightful interpretation and response.</p> <p>CR9.7a/b Read independently and demonstrate comprehension of a variety of information texts including expository essays, historical accounts, news articles, and scientific writing.</p>
	<p>Compose and Create</p>	<p>CC9.1a/b Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.</p> <p style="padding-left: 40px;">a. Create and deliver a variety of personal, literary, and informational communications, including poems, stories, personal essays, and oral, visual, written, and multimedia</p>

		<p>presentations (e.g., written explanations, summaries, arguments, letters, biographies) that address identity, social responsibility, and efficacy.</p> <p>CC9.2a/b Create and present an individual researched inquiry project related to a topic, theme, or issue studied in English language arts.</p> <p>CC9.5a Create and present a variety of visual and multimedia presentations to best represent message for an intended audience and purpose. / CC9.5b Create and present a variety of visual and multimedia presentations including addressing various audiences for one proposal.</p> <p>CC9.6a/b Use oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in one-to-one, small group, and large group discussions (e.g., prompting and supporting others, solving problems, resolving conflicts, building consensus, articulating and explaining personal viewpoint, discussing preferences, speaking to extend current understanding, and celebrating special events and accomplishments).</p> <p>CC9.9a/b Experiment with a variety of text forms (e.g., debates, meetings, presentations to unfamiliar audiences, poetry, précis, short script, advice column, video documentary, comic strip) and techniques (e.g., tone, persona, point of view, imagery, dialogue, figurative language).</p>
<p><b>A10</b> The Challenges of Life</p>	<p>Comprehend and Respond</p>	<p>CR A10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, social responsibility, and social action.</p> <ul style="list-style-type: none"> <li>a. View, listen to, read, and respond to First Nations and Métis resources and other texts that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, language, social structures, and decision making).</li> <li>h. Respond personally and critically to individuals, events, and ideas presented in a variety of First Nations, Métis, and other Canadian and international texts.</li> <li>i. Generate relevant questions about texts on issues related to identity, social responsibility, and social action (agency).</li> </ul>

		<p>j. Discuss ways in which texts convey, challenge, or support and affirm individual and community values and behaviours.</p> <p>CR A10.2 View, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of illustrations, charts, graphs, and television, film, and video presentations including a documentary or current affairs program.</p> <p>a. View, interpret, and summarize grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.</p> <p>CR A10.3 Listen to, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of literary and informational texts including group discussions, oral readings, interviews, and prepared talks about a topic being studied.</p> <p>a. Listen to and interpret grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.</p> <p>CR A10.4 Read, interpret, and draw conclusions about the ideas, information, concepts, and themes presented in a variety of literary (including poems, plays, essays, short stories, novels) and informational (including magazines, newspapers, and on-line information) texts.</p> <p>a. Read, comprehend, and explain the human experiences and values reflected in various literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.</p>
	<p>Compose and Create</p>	<p>CC A10.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity, social responsibility, and social action (agency).</p> <p>a. Use representing, speaking, and writing to respond to experiences or texts (e.g., a staged dramatic scene, a television episode, a significant personal event).</p> <p>c. Develop and present a project-based inquiry related to a theme or topic of the course.</p>

		<p>CC A10.2 Explain and present to a familiar audience the key ideas and events (actual or based on a text studied) through an appropriate combination of charts, diagrams, sound, models, drama, and print.</p> <p>CC A10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a familiar topic, an oral presentation of a passage of prose or poetry, retelling a narrative or recounting an experience or event) and informal (discussion and group work) situations.</p> <p>CC A10.4 Compose and create a variety of written literary (including a historical persona essay and a review) and informational (including an observation (eye-witness) report and researched or technical report) texts attending to various elements of discourse (e.g., purpose, speaker, audience, form).</p> <ul style="list-style-type: none"> <li>i. Experiment with and explore a variety of written text forms (such as poems, memorandums, legends) and techniques (such as foreshadowing, flashback, imagery, allegory, figurative language, symbolism, point of view, parallelism, hyperbole) and explain their appeal.</li> </ul>
<p><b>B10</b> Equity and Ethics; The World Around and Within Us</p>	<p>Comprehend and Respond</p>	<p>CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, social responsibility, and social action.</p> <ul style="list-style-type: none"> <li>a. View, listen to, read, comprehend, and respond to a variety of contemporary and traditional texts including First Nations and Métis resources that present different viewpoints and perspectives on issues and reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, language).</li> <li>c. Respond personally and critically to individuals, events, and ideas presented in a variety of First Nations, Métis, Canadian, and international texts.</li> <li>d. Discuss ways in which texts convey and challenge individual and community values and behaviours.</li> <li>g. View, listen to, read, and respond to historically or culturally significant works (texts) that reflect and enhance studies in history and social science.</li> </ul>

		<p>CR B10.2 View, interpret, and report on ideas and information from more than one source to develop and support positions on various topics related to the course including identity, social responsibility, and personal agency.</p> <ul style="list-style-type: none"> <li>a. View, comprehend, interpret, and summarize grade-appropriate visual and multimedia texts created by First Nations, Métis Saskatchewan, Canadian, and international developers and artists from various cultural communities that address identity, social responsibility, and personal agency.</li> </ul> <p>CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.</p> <ul style="list-style-type: none"> <li>a. Listen to, interpret, and summarize grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities that address identity, social responsibility, and personal agency.</li> </ul> <p>CRB10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.</p> <ul style="list-style-type: none"> <li>a. Read, interpret, and summarize grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities that address identity, social responsibility, and personal agency.</li> </ul>
	<p>Compose and Create</p>	<p>CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity, social responsibility, and social action (agency).</p> <ul style="list-style-type: none"> <li>a. Develop and articulate defensible points of view on individual, community, national, and world issues.</li> <li>c. Develop a project-focused inquiry related to a theme or issue of the course.</li> </ul>



		<p>CC B10.2 Create and present a visual or multimedia presentation supporting a prepared talk on a researched issue, using either digital or other presentation tools.</p> <p>CC B10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a researched issue, an interview, an oral reading of prose or poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.</p> <p>CC B10.4 Create a variety of written informational (including a business letter, biographical profile, problem-solution essay) and literary (including fictionalized journal entries and a short script) communications.</p> <p>j. Experiment with and explore a variety of written text forms (such as letter of complaint, obituary, brochure) and techniques (such as figurative language, literary devices, anecdotes).</p>
<p><b>20</b> Starting Out – Beginning and Becoming; Moving Forward – Establishing and Realizing</p>	<p>Comprehend and Respond</p>	<p>CR 20.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address: identity; social responsibility; and social action (agency).</p> <p>a. Examine topics and contemporary and traditional visual, oral, written, multimedia, and digital (including social media) First Nations, Métis, Saskatchewan, Canadian, and international texts that present different viewpoints and perspectives on issues related to identity, social responsibility, and social action (agency).</p> <p>b. View, listen to, and read First Nations, Métis, Saskatchewan, Canadian, and international texts that reflect diverse personal identities, world views, traditions, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, language).</p> <p>CR 20.2 View, comprehend, and develop coherent and plausible interpretations of informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts that use specialized visual features including illustrations, photographs, art works, maps, charts, graphs.</p>

		<p>CR 20.3 Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts, including spoken instructions, and argumentative and persuasive speeches.</p> <p>CR 20.4 Read and demonstrate comprehension and appreciation of grade-appropriate informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) First Nations, Métis, Saskatchewan, Canadian, and international texts.</p> <ul style="list-style-type: none"> <li>a. Read, interpret, and summarize grade-appropriate literary and informational texts that address identity, social responsibility, and social action (agency) by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.</li> </ul>
	<p>Compose and Create</p>	<p>CC 20.1 Create a range of visual, multimedia, oral, and written texts to explore identity, social responsibility, and social action (agency).</p> <ul style="list-style-type: none"> <li>d. Conduct and present an extended inquiry/research based on a topic of the course.</li> </ul> <p>CC 20.3 Speak to present ideas and information appropriately in informal (including discussions and collaborative work) and formal (including an interview, a dramatic reading, and introducing and thanking a speaker) situations.</p> <p>CC 20.4 Create a variety of written informational (including an essay of explanation of a process, an application letter and résumé, and an argumentative or a persuasive essay) and literary (including a reflective or personal essay and an analysis of a literary text) communications.</p> <ul style="list-style-type: none"> <li>i. Experiment with and explore a variety of written text forms (e.g., articles, radio dramatization, radio documentary, blog posting) and techniques, and explain their appeal.</li> </ul>
<p><b>A30</b> Canadian Perspectives:</p>	<p>Comprehend and Respond</p>	<p>CR A30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address: identity, social responsibility, and social action (agency).</p>

<p>Distinct and Rich; Canadian Landscapes: Diverse and Dynamic (Personal and Societal)</p>		<ul style="list-style-type: none"> <li>a. Explore topics and contemporary and traditional visual, oral, multimedia (including digital) and written First Nations, Métis, Saskatchewan, and Canadian texts that present different viewpoints and perspectives including those that reflect the diversity of Canada and its citizens' diverse personal identities, worldviews, and backgrounds (e.g., community, culture, values, spirituality, socio-economic status, language, ability, age, gender, appearance).</li> <li>b. Analyze and respond to a variety of First Nations, Métis, Saskatchewan, and Canadian texts representative of various time periods and of the diverse cultures and regions of Canada in order to extend understanding of the ideas, themes, and issues explored in the texts.</li> <li>c. Analyze First Nations, Métis, Saskatchewan, and Canadian texts to identify particular perspectives presented, and the forms and stylistic means used to communicate those perspectives.             <ul style="list-style-type: none"> <li>i. Explain how First Nations, Métis, Saskatchewan, and Canadian texts raise awareness about a variety of regional issues, ideas, cultures, events, and people, and promote social and personal change.</li> </ul> </li> </ul> <p>CR A30.2 View and evaluate critically information and ideas obtained from First Nations, Métis, Saskatchewan, and Canadian visual and multimedia texts including an advertisement, news broadcast, poster, and film.</p> <ul style="list-style-type: none"> <li>a. View and respond to grade-appropriate visual and multimedia texts created by First Nations, Métis, Saskatchewan, and Canadian artists and authors from various cultural communities.</li> </ul> <p>CR A30.3 Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, and Canadian speakers and authors from various communities.</p> <ul style="list-style-type: none"> <li>a. Listen to, respond to, and interpret oral texts created by First Nations, Métis, Saskatchewan, and Canadian speakers and authors from various cultural communities.</li> </ul> <p>CR A 30.4 Read, demonstrate comprehension of, and apply knowledge from grade-appropriate informational (including editorials, reviews, and articles) and literary (including</p>
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		<p>fiction, script, poetry, and non-fiction) texts from First Nations, Métis, Saskatchewan, and Canadian authors as a basis for understanding self and the multiplicity of voices and perspectives that make up Canadian culture.</p>
	<p>Compose and Create</p>	<p>CC A30.1 Create a range of visual, multimedia, oral, and written texts that explore identity, social responsibility, and social action (agency).</p> <p>b. Develop independently an inquiry project relating to a particular topic or issue with reference to purpose and audience and employing a variety of research tools and resources.</p> <p>CC A 30.2 Create and present visual and multimedia representations including using photographs to explain a range of contemporary course-related perspectives or landscapes.</p> <p>CC A 30.3 Present and express a range of ideas and information in formal (including a panel presentation and a business or community meeting) and informal (including discussions and collaborative work) situations for differing audiences and purposes.</p> <p>CC A 30.4 Create a variety of informational (including an inquiry/research paper and an editorial) and literary (including a real or invented narrative and a literary criticism essay) texts that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining.</p> <p>h. Experiment with and explore a variety of written text forms (e.g., chapter of a novel, short story, minutes of a meeting) and techniques (such as satire, tone, mood) and explain their appeal.</p>
<p><b>B30</b> The Search for Self; The Social Experience</p>	<p>Comprehend and Respond</p>	<p>CR B30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address identity, social responsibility, and social action (agency).</p> <p>a. Explore topics and contemporary and traditional visual, oral, written, and multimedia (including digital) texts that present different viewpoints and perspectives on issues related to identity, diverse personal identities, worldviews, and backgrounds (e.g., culture, socio-economic status, ability, age, gender, language).</p>

		<p>b. View, listen to, read, and respond to a variety of historical and contemporary literary and informational (including business and technological communication) texts by authors from a variety of cultures, backgrounds, and time periods.</p> <p>f. Explain how informational and literary texts contribute to an understanding of human nature and of self, and raise awareness about a range of topics, ideas, cultures, events, people, and issues.</p> <p>g. Identify ways in which informational and literary texts might promote social and personal change.</p> <p>CR B 30.2 View, comprehend, and evaluate critically a variety of visual and multimedia texts by international, including indigenous, artists and authors from various cultural communities, and identify how the texts address beliefs, values, and power.</p> <p>a. View, respond to, and interpret visual and multimedia texts created by artists and authors from various cultural communities including indigenous peoples.</p> <p>CR B 30.3 Listen to and comprehend grade-appropriate informational and literary texts created by international, including indigenous, speakers and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.</p> <p>a. Listen to and develop interpretations of oral and multimedia texts created by international speakers and authors from various cultural communities.</p> <p>CR B 30.4 Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, poetry, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous, cultures and analyze the philosophical, ethical, and social influences that have shaped information, issues, characters, plots, and themes.</p>
	<p>Compose and Create</p>	<p>CC B30.1 Create a range of visual, multimedia, oral, and written texts that explore identity, social responsibility, and social action (agency).</p>

		<p>a. Develop and articulate defensible positions on individual, community, national, and world issues.</p> <p>e. Research a global social issue and develop a problem scenario and position paper to teach others about this issue.</p> <p>CC B30.2 Create a visual or multimedia presentation that suits the topic, purpose, and audience; teaches others about a global social issue; and persuades them to act on the issue in a responsible manner.</p> <p>CC B30.3 Create and defend an informed critical response to a global issue in formal (including a workshop presentation, a debate, and an oral reading of poetry or a prose passage related to the issue) and informal (including discussion and collaborative group work) situations.</p>
<p><b>Creative Writing 20</b></p>		<p>CW20.1 Investigate visual, multimedia, oral and written texts as sources of inspiration for creative writing.</p> <p>b. Examine traditional and contemporary visual, multimedia, oral and written texts that present different viewpoints and perspectives on issues related to identity, social responsibility and social action.</p> <p>CW20.2 Investigate mentor texts as resources to inform the craft of creative writing.</p> <p>a. Examine traditional and contemporary visual, multimedia, oral and written texts that present different viewpoints and perspectives on issues related to identity, social responsibility and social action.</p> <p>CW20.3 Speak to communicate ideas and information in informal and formal situations such as discussions, conferences and presentations.</p> <p>CW20.4 Listen to, comprehend and interpret information and ideas presented in informal and formal situations such as discussions, conferences and presentations.</p> <p>CW20.5 Compose and create a variety of poems that explore identity, social responsibility and social action.</p>

		<p>CW20.6 Compose and create a variety of short fiction texts that explore identity, social responsibility and social action.</p> <p>CW20.7 Compose and create scenes and short scripts that explore identity, social responsibility and social action.</p> <p>CW20.8 Compose and create creative nonfiction texts that explore identity, social responsibility and social action.</p> <p>CW20.9 Explore a topic, question or issue of personal interest relevant to Creative Writing 20.</p>
<p><b>Journalism Studies 20</b></p>		<p>JS20.4 Employ journalistic interview skills to gather and communicate information.</p> <p>JS20.5 Employ journalistic research skills to gather and communicate information.</p> <p>JS20.6 Compose and create a variety of print journalism texts that explore identity, social responsibility and social action.</p> <p>JS 20.7 Create and present broadcast journalism texts that explore identity, social responsibility and social action.</p> <p>JS20.8 Create photojournalism texts that explore identity, social responsibility and social action.</p> <p>JS20.9 Explore a topic, question or issue of personal interest relevant to Journalism Studies 20.</p>

Social Studies		
Grade	Strands/Theme	Outcomes
K	Interactions and Interdependence	<p>INK.1: Demonstrate an understanding of similarities and differences among individuals in the classroom.</p> <p>INK.2 Describe the diversity of groups represented in the classroom.</p> <ul style="list-style-type: none"> <li>a. Investigate the diversity of languages and cultural traditions represented in the classroom and school, and recognize the role language and culture play in an individual's unique identity.</li> <li>b. Describe various cultural traditions, festivals, and celebrations recognized by children's families and communities, and discuss the importance of these cultural traditions, festivals, and celebrations.</li> </ul>
	Dynamic Relationships	<p>DRK.2 Explore examples of promises made through actions and words, and why it is important to keep promises.</p>
1	Interactions and Interdependence	<p>IN1.1 Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school.</p> <ul style="list-style-type: none"> <li>b. Describe behaviours, actions, or activities that are part of students' family traditions or celebrations.</li> <li>c. Gather information regarding traditions, celebrations, or stories of others by identifying and accessing various resources (e.g., family members, Elders, teachers, neighbours, library books, video clips).</li> <li>d. Re-tell stories about traditions and celebrations of members of the classroom (e.g., How do families spend free time? How are weddings, birthdays, anniversaries, or family reunions celebrated?)</li> </ul> <p>IN1.2 Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.</p> <ul style="list-style-type: none"> <li>b. Recognize that families are varied and diverse.</li> </ul>



		<ul style="list-style-type: none"> <li>c. Explore the diversity of ways of life for families (e.g., language, clothing, food, art, celebrations).</li> <li>d. Identify ways in which families are similar and ways in which families are different.</li> <li>e. Explore attributes common to cultural groups represented within the classroom and school (e.g., foods, arts, festivals, Treaties, leisure time activities, community celebrations).</li> </ul>
	Power and Authority	<p>PA1.1 Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes.</p> <ul style="list-style-type: none"> <li>g. Describe rights and responsibilities in the classroom and playground.</li> <li>h. Illustrate how individual rights and responsibilities are related to a social environment of peace and harmony.</li> </ul> <p>PA1.2 Analyze the causes of disharmony and ways of returning to harmony.</p> <ul style="list-style-type: none"> <li>a. Identify decision-making approaches which may result in positive outcomes and decision-making approaches which may result in less positive results.</li> </ul>
2	Interactions and Interdependence	<p>IN2.2 Create a representation of the diversity of cultural groups in the local community.</p> <ul style="list-style-type: none"> <li>d. Describe ways in which diverse individuals and groups contribute to the well-being of the local community.</li> </ul>
	Dynamic Relationships	<p>DR2.1 Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times.</p> <ul style="list-style-type: none"> <li>f. Research the heritage of various individuals and groups within the community, and why people came to live in the community.</li> </ul>
	Power and Authority	<p>PA2.2 Assess and practise various approaches to resolving conflicting interests within the community.</p> <ul style="list-style-type: none"> <li>c. Identify possible sources of conflict in groups to which students belong, and in the community.</li> <li>d. Identify and describe diverse viewpoints and perspectives in the local community.</li> </ul>

		<ul style="list-style-type: none"> <li>e. Identify ways of maintaining safety and harmony within communities (e.g., police, firefighters, signage).</li> <li>f. Investigate processes for resolving conflicting interests in the local government and community organizations.</li> </ul> <p>PA2.3 Analyze rights and responsibilities of citizens in the school and local community.</p> <ul style="list-style-type: none"> <li>c. Relate the rights of citizens in the community to their responsibilities to the community.</li> </ul>
<b>3</b>	Power and Authority	<p>PA3.2 Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions, and assess various means of conflict resolution.</p> <ul style="list-style-type: none"> <li>d. Construct a list of reasons why groups and communities may experience conflict, and identify ways in which conflict is resolved and harmony is restored.</li> <li>e. Respond to the following question: "Why might people be in favour or against a particular project or issue?"</li> </ul> <p>PA3.3 Make generalizations about the purpose and intent of documents that define the rights of children.</p> <ul style="list-style-type: none"> <li>a. Research the United Nations Declaration of the Rights of the Child and the Universal Declaration of Human Rights, and suggest reasons for these declarations.</li> </ul>
<b>4</b>	Interactions and Interdependence	<p>IN4.2 Describe the origins of the cultural diversity in Saskatchewan communities.</p> <ul style="list-style-type: none"> <li>g. Compare immigration patterns in Saskatchewan in the 19th and early 20th centuries to immigration patterns in the current era.</li> </ul> <p>IN4.3 Determine the influence Saskatchewan people and programs have had on a national scale.</p> <ul style="list-style-type: none"> <li>b. Represent the accomplishments of prominent Saskatchewan people whose contributions in their field are nationally or internationally recognized in a gallery, media clips, vignettes, or other media.</li> </ul>

	<p>Dynamic Relationships</p>	<p>DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.</p> <ul style="list-style-type: none"> <li>c. Make inferences about why people in Saskatchewan settled particular locations, including settlement patterns before and after coming together of First Nations and European peoples using a variety of maps (e.g., near waterways, sources of water, rail lines, natural resources, low population density in rural areas).</li> <li>g. Conduct an inquiry investigating how residents of Saskatchewan came to occupy the land that is now our province (e.g., First Nations, early Europeans, and Métis).</li> </ul>
	<p>Power and Authority</p>	<p>PA4.1 Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.</p> <ul style="list-style-type: none"> <li>c. Describe ways in which Saskatchewan people can be involved in the democratic process regarding decisions which affect their province, and explain why it is important to be an active participant in the democratic process (e.g., vote in provincial elections; belong to a political party; run for member of the provincial or First Nations legislative assembly; communicate with the member of the legislative assembly about issues of concern).</li> <li>e. Investigate the methods the provincial government uses to raise revenue (e.g., resource revenues, taxes on consumption, provincial sales tax, fuel tax, tax on cigarettes and alcohol) to pay for services and evaluate the impact on quality of life for Saskatchewan people (e.g., health care, education, highways, social services, justice).</li> </ul>
<p>5</p>	<p>Interactions and Interdependence</p>	<p>IN5.2 Analyze the evolution of Canada as a multicultural nation.</p> <ul style="list-style-type: none"> <li>a. Describe Canada's historical and current demographics, including population numbers, age, and location.</li> <li>b. Identify trends and challenges in Canada's demographics.</li> <li>c. Differentiate between refugees and immigrants.</li> <li>d. Explain what motivates newcomers to move to Canada (e.g., entrepreneurship, employment, family reunification, refuge, education, reputation as a good place to live).</li> </ul>

		<ul style="list-style-type: none"> <li>e. Undertake an inquiry which compares the immigration policies and practices of the 19th century to those of the current era, and assess the results of those policies and practices.</li> <li>f. Identify the goals of various ethnic and cultural advocacy organizations in Canada, including First Nations, Inuit, and Métis organizations, as well as organizations supporting new immigrants to Canada.</li> <li>h. Graphically display the country of origin of immigrants to Canada in the 19th and 21st centuries, and account for similarities and differences in the two eras.</li> <li>i. Examine the Canadian government treatment of various groups of immigrants to Canada (e.g., Chinese immigrants in the 1800s, Japanese Canadians in the 1930s and 1940s, Eastern European immigrants in the late 19th and early 20th century).</li> </ul>
	<p>Power and Authority</p>	<p>PA5.1 Describe Canada’s political evolution.</p> <ul style="list-style-type: none"> <li>a. Investigate the territorial evolution of Canada from 1608-1867, and from 1867 to the current era.</li> <li>e. Explain the push-pull factors that motivated various cultural groups immigrating to Canada during the 18th and 19th centuries (e.g., building of the railway, fleeing famine or religious oppression, gold rushes).</li> </ul>
<p>6</p>	<p>Interactions and Interdependence</p>	<p>IN6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.</p> <ul style="list-style-type: none"> <li>a. Compare and represent the kinship patterns, cultural traditions, and traditional worldviews of Saskatchewan First Nations, Métis, and Inuit people, and of other cultural groups residing in a selection of countries bordering the Atlantic Ocean.</li> <li>c. Investigate the contributions of First Nations, Métis, and Inuit people in Canada and indigenous peoples in a selection of countries bordering the Atlantic Ocean to local, provincial, national and global communities in various areas such as politics, business, health, education, sport, music, literature, art, dance, and architecture. [Extend this to investigation of the contributions of Black people and People of Colour.]</li> <li>d. Research and represent the historical and contemporary contributions to local communities by a variety of cultural groupings representative of Saskatchewan.</li> </ul>

		<p>IN6.3 Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.</p> <ul style="list-style-type: none"> <li>e. Investigate and represent the contribution of a Canadian individual or organization toward enhancing human welfare in Canada or in a selection of countries bordering the Atlantic Ocean.</li> <li>f. Investigate and represent the contribution of an individual not born in Canada toward enhancing human welfare in Canada.</li> </ul> <p>IN6.4 Explore aspects of cultural change over time, including reasons for cultural change, examples of cultural change, how cultural change affects youth, and how youth respond to cultural change.</p> <ul style="list-style-type: none"> <li>a. Delineate ways in which cultures might change over time.</li> <li>b. Propose reasons for changes in cultures over time by referring to First Nations and Métis peoples and other peoples in Canada and in a selection of countries bordering the Atlantic Ocean.</li> <li>c. Discuss examples of change created by cultural interaction in Canada and a selection of countries bordering the Atlantic Ocean, being sure to examine perspectives of both the cultural group and the host community (e.g., adjusting long-standing cultural traditions in a new environment, finding greeting cards in different languages, learning a different language).</li> <li>d. Analyze the effect on youth of changes resulting from cultural interaction, and assess the response of youth to changes resulting from cultural interaction.</li> </ul>
	<p>Dynamic Relationships</p>	<p>DR6.2 Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.</p> <ul style="list-style-type: none"> <li>b. Propose explanations for population distributions, densities, and growth rates in a selection of countries bordering the Atlantic Ocean, and compare this to population distributions, densities, and growth rates in Canada.</li> <li>c. Identify the historical and contemporary factors that influence the migration of people (e.g., environmental, economic, and political factors), and research examples from a selection of countries bordering the Atlantic Ocean.</li> </ul>

		<p>DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.</p> <p>b. Analyze the historical origins of a current issue affecting youth in Canada and a selection of countries bordering the Atlantic Ocean by tracing the evolution of the issue over time (e.g., slavery, colonization, migration, and indigenous peoples' relationships with colonizing peoples).</p>
	<p>Power and Authority</p>	<p>PA6.1 Examine the relationship between an individual's power and authority and the power and authority of others.</p> <p>a. Illustrate the forms of power (an individual or a group's ability to influence): force, authority, and influence (voice) with respect to their personal lives (e.g., force: pushing someone, saying something hurtful; authority: being elected class representative, being invited to act or speak on behalf of the group, inviting others to act or speak on behalf of the group; influence: speak out on their behalf or on the behalf of others).</p> <p>b. Give examples of the forms of power (force: gangs, bullying; authority: leadership of an organization; influence: clergy, charisma) in the local community.</p> <p>c. Determine traits common to individuals who are perceived as effective leaders in a variety of contexts in the local, provincial, territorial, national, or international arena.</p> <p>d. Identify and examine the characteristics of local, provincial, national, and international leaders and organizations in order to:</p> <ul style="list-style-type: none"> <li>• understand how the individuals and organizations identified obtained their power</li> <li>• explain how the individuals and organizations identified use influence, force, or authority</li> <li>• show the relationship between the power and authority of those individuals and organizations, and the power and authority of others.</li> </ul> <p>e. Describe diverse ways in which groups and societies, especially those groups involving young people, deal with competing claims for power.</p> <p>f. Explain choices young people must make in reconciling the tensions between the dominant social group and individual choice (e.g., drug and alcohol use; social relationships; academic programs, choice of extra-curricular activities, and career interests).</p>

		<p>PA6.2 Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.</p> <ul style="list-style-type: none"> <li>b. Suggest reasons for any economic differences among the regions in Canada and a selection of countries bordering the Atlantic Ocean, and speculate on the effects of those differences.</li> <li>c. Investigate the concept of white privilege, and assess the degree to which it exists within Canada and a selection of countries bordering the Atlantic Ocean.</li> <li>d. Identify the personal and societal impact of white privilege on individuals and groups within Canada and a selection of countries bordering the Atlantic Ocean.</li> </ul> <p>PA6.3. Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.</p> <ul style="list-style-type: none"> <li>a. Describe incidents of the misuse of power in groups of which students are aware.</li> <li>b. Research laws that specifically affect young people, minority groups, the disabled, and the elderly to determine the disposition of governments toward the status of these groups, and evaluate the reasons for and effectiveness of such laws.</li> <li>c. Propose changes needed in human behaviour and institutions in order to prevent the abuse of power.</li> <li>d. Investigate the relationship between people and their governments in Canada and a selection of countries bordering the Atlantic Ocean. Include such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education (including reference to residential schools and the intergenerational impact of those experiences).</li> </ul>
<p>7</p>	<p>Dynamic Relationships</p>	<p>DR7.3 Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.</p> <ul style="list-style-type: none"> <li>c. Analyze the influence of contact with another culture on the Aboriginal peoples of Canada, circumpolar countries, and a selection of Pacific Rim countries (e.g., the influence of Europeans on the indigenous peoples of Canada, Mexico, and Australia).</li> </ul>

		<p>e. Conduct an inquiry synthesizing the link between historical events, population dynamics, and environment.</p>
	<p>Power and Authority</p>	<p>PA7.1 Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries.</p> <p>a. Describe the source of power (resources, numbers, organization) and forms of power (force, authority, influence) used by individuals in a position of leadership in the local community or a local organization.</p> <p>b. Analyze the sources of power, including organization, resources (technological, human, and military), and numbers, evidenced in the exercise of power by an individual, organization, or nation as described in a current events article.</p> <p>d. Identify examples of the use of co-operation, balance and harmony as a sources of power used to effect change in the local, provincial, national, or international community (e.g., service organizations, trade unions, First Nations and Métis organizations, co-operative movements, advocacy groups).</p>
<p>8</p>	<p>Interactions and Interdependence</p>	<p>IN8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.</p> <p>a. Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g., transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play).</p> <p>b. Formulate a definition of culture from responses to the question, “What is culture?” (e.g., A group’s beliefs, norms, institutions, and communication patterns; a learned way of living shared by a group of people).</p> <p>c. Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., self-expression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is</p>



		<p>eligible for higher education), recreational and play patterns (e.g., sports, games, traditions, celebrations).</p> <p>IN8.2 Appraise the influence of immigration as a factor in Canadian cultural diversity.</p> <ol style="list-style-type: none"> <li>a. Research reasons for diverse peoples choosing Canada as a home (e.g., economic opportunity, economic hardship or war in the country of origin, reunification of family, escape from religious or political oppression).</li> <li>b. Construct a timeline of the historical immigration patterns in Western Canada.</li> <li>c. Investigate the evolution of Canada's immigration policy and assess the impact on historic and contemporary immigration patterns.</li> <li>d. Assess the fairness of Canada's current immigration policy by conducting an inquiry to determine if the ancestor of a student or a community member would be admitted to Canada by today's criteria (recognize that not all students will be descendants of immigrants, such as Aboriginal students or those who are recent immigrants).</li> <li>e. Assess the benefits and challenges of the multicultural policy in Canada.</li> </ol>
	<p>Dynamic Relationships</p>	<p>DR8.3 Assess how historical events in Canada have affected the present Canadian identity.</p> <ol style="list-style-type: none"> <li>e. Compare the perspectives taken in cases of injustice in Canadian history (e.g., the vote for women, vote for Aboriginal peoples, Chinese head tax, internment of Japanese and Ukrainian Canadians, restrictions on immigration of Jews during World War II).</li> </ol>
	<p>Power and Authority</p>	<p>PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians.</p> <ol style="list-style-type: none"> <li>a. Trace the changes in how citizenship has occurred for Canadians over time, including current categories of citizenship.</li> <li>c. Investigate the effects of the Canadian Charter of Rights and Freedoms on individuals and groups (e.g., language rights; right to reasonable access to justice in trials; same sex marriage; civil protections).</li> <li>f. Examine the personal implications of the rights and responsibilities of Canadian citizenship.</li> </ol> <p>PA8.4 Assess the impact of citizens' willingness and ability to actively engage in the Canadian political processes.</p>

		<p>b. Describe examples of legislation or policy at a variety of governance levels (federal, provincial, First Nation, or Métis) which were initiated, modified, or rejected as a result of public pressure.</p> <p>g. Propose avenues for people to individually and collectively influence the Canadian political system (e.g., voting, civil disobedience, participation in political parties, labour organizations, non-governmental organizations).</p>
9	Interactions and Interdependence	<p>IN9.1 Explain what constitutes a society.</p> <p>f. Investigate diverse historical views regarding the terms 'primitive' and 'civilized', and analyze the effect of the perceptions of the concepts on ethnocentrism in colonizers.</p> <p>g. Analyze the effects of ethnocentrism on indigenous peoples [and Black peoples].</p> <p>IN9.2 Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education.</p> <p>IN9.3 Analyze the ways a worldview is expressed in the daily life of a society.</p> <p>IN9.4 Determine the influence of worldview on the choices, decisions, and interactions in a society.</p> <p>b. Analyse the influence of worldviews upon attitudes toward territorial expansion, colonization, or empire-building in the societies studied, and assess the impact of such activities on the indigenous cultures and peoples [and Black peoples].</p>
	Power and Authority	<p>PA9.2 Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.</p> <p>PA9.3 Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.</p> <p>b. Investigate examples of the oppression of rights of particular groups or individuals in societies studied including examples in Canada (e.g., slavery, limited franchise, restrictions on property ownership).</p>

<b>Senior Social Studies</b>		To follow when curricula are renewed.
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Health Education (including Wellness 10)		
Grade	Strands/Theme	Outcomes
<b>K</b>	Understanding, Skills, and Confidences	<p>USCK.3 Explore that who I am includes more than my physical self.</p> <ul style="list-style-type: none"> <li>a. Develop the awareness of, and the language to talk about, all aspects of self.</li> <li>b. Ask and explore 'big' questions about "What am I?"</li> <li>c. Recognize personal physical and non-physical gifts/strengths/qualities.</li> <li>d. Discuss self as an individual who has experiences that may or may not be similar to others.</li> </ul>
<b>1</b>	Understanding, Skills, and Confidences	<p>USC1.5 Explore the association between a healthy sense of 'self' and one's positive connections with others and the environment</p> <ul style="list-style-type: none"> <li>a. Use common and respectful language to talk about self and others (e.g., appearance, abilities, gender, behaviours, culture).</li> <li>b. Recognize "self" as an individual who has particular physical and inherited attributes (e.g., height, freckles) and particular experiences that may or may not be similar to those of others (e.g., traditions).</li> <li>c. Identify factors that influence one's sense of self (e.g., gender, culture).</li> <li>d. Examine similarities and differences in people (i.e., gender, age, appearance, abilities, culture, language) and understand that differences do not make one person or group superior to another.</li> <li>e. Begin to understand that every person has value that is not dependent upon her/his appearance, physical characteristics, or behaviours.</li> <li>g. Examine stories, traditions, and celebrations of others that foster a sense of self and a connection to others and the environment.</li> </ul>

<b>2</b>	Understanding, Skills, and Confidences	<p>USC2.4 Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment.</p> <p>USC2.6 Examine how communities benefit from the diversity of their individual community members.</p> <ul style="list-style-type: none"> <li>a. Investigate what it means to be special and unique (e.g., families, interests, talents, culture, gifts, faith, feelings, desires, learning styles, confidences, appearances).</li> <li>d. Understand and respect (see USC2.4) individual preferences, including those related to traditions, dress, and play.</li> <li>e. Understand that different does not mean “better” or “worse”.</li> <li>f. Explore personal understanding of “self” as an individual with particular physical and inherited attributes (e.g., age, sex/gender, culture/ethnicity, abilities).</li> <li>g. Discuss that people do not choose the attributes of identity but rather are born with them (e.g., skin colour, sex), born into them (e.g., culture/ethnic group), or acquire them (e.g., learning of gender roles).</li> <li>h. Participate in experiences where being treated as a unique and valued member of the class with particular abilities and personal qualities are recognized and appreciated.</li> </ul>
	Action Planning	<p>AP2.1 Act upon health-related understandings, skills, and confidences to make healthy connections related to... respect, safety, and diversity.</p>
<b>3</b>	Understanding, Skills, and Confidences	<p>USC3.2 Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it.</p> <ul style="list-style-type: none"> <li>g. Participate in experiences designed to increase one’s sense of connection to others and other life forms (e.g., carefully observing the natural world, class rituals focused on appreciating each class member, participating in cultural activities).</li> <li>h. Expand and deepen personal interests and appreciation for all that life has to offer (e.g., observing animals and insects, collecting leaves or stones, exploring ways clouds are unique, wondering and learning about the origins of rain).</li> </ul>

<p style="text-align: center;"><b>4</b></p>	<p style="text-align: center;">Understanding, Skills, and Confidences</p>	<p>USC4.5 Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.</p> <ol style="list-style-type: none"> <li>a. Observe and investigate ways that others define and value self, and learn ways to help others know one more fully and positively (e.g., ask questions, share stories, offer to help).</li> <li>b. Investigate information and definitions of self-concept (i.e., thoughts one has about self), self-esteem (i.e., a feeling of pride in self), and self-determination (i.e., right to make own choices) to develop an understanding of identity.</li> <li>c. Examine “identity” as being related to how one “feels” on the inside and how one chooses to define self in relation to personal qualities, characteristics, and cultural definitions.</li> <li>d. Communicate a personal understanding of identity.</li> <li>e. Determine factors (e.g., personal attitudes, supportive environments, accomplishments, positive thinking, media stereotyping, culture, gender) that may influence one’s identity.</li> </ol>
<p style="text-align: center;"><b>5</b></p>	<p style="text-align: center;">Understanding, Skills, and Confidences</p>	<p>USC5.4 Analyze the connections between personal identity and personal wellbeing, and establish strategies to develop and support a positive self-image.</p> <ol style="list-style-type: none"> <li>c. Describe the qualities that are important in a person, regardless of their gender, culture, appearance, sexual orientation, abilities, and/ or language</li> <li>d. Define stereotyping (i.e., a set of characteristics or a fixed idea considered to represent a particular kind of person), prejudice (i.e., preconceived negative or hostile views toward a person or group of persons based on ignorance and stereotyping), and discrimination (i.e., unfair treatment of a person or group on the basis of prejudice).</li> <li>e. Ask questions and seek answers for deeper understanding:             <ul style="list-style-type: none"> <li>• How does prejudice develop?</li> <li>• Why do some people have realistic self-images while other people have distorted self-images?</li> <li>• Why are some stereotypes more common than others?</li> <li>• How is “diversity in thought” necessary for community wellbeing?</li> </ul> </li> <li>f. Express insights of the effects of stereotyping and discrimination on self and others.</li> <li>h. Discuss the influence of self and others (e.g., family expectations, family values and beliefs, culture, religion) on one’s self-image.</li> </ol>

		<ul style="list-style-type: none"> <li>i. Explore and describe what one can think, say, and do to develop and/or support a positive self-image in both self and others (e.g., recognize and refrain from derogatory comments related to any aspect of one’s self-image, challenge stereotypes, bias, and discrimination that are based on appearance and/or self-image).</li> <li>k. Identify misunderstandings and/or misconceptions related to messages in the media that may misinform the public about identities (e.g., portrayal of violence, ethnic, gender, and racial bias).</li> <li>l. Discuss how privilege, lack of privilege, and/or unexamined privilege (e.g., levels of education, wealth, access to resources) distort our views of others, limit our potential, and impact our own and others’ identities.</li> </ul>
<p style="text-align: center;"><b>6</b></p>	<p style="text-align: center;">Understanding, Skills, and Confidences</p>	<p>USC6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).</p> <ul style="list-style-type: none"> <li>i. Define identity as being related to who we feel we are and how we define ourselves.</li> <li>j. Examine the connections between affirming personal standards and developing identity.</li> <li>m. Discuss factors that affect the identities of people as a result of colonization.</li> </ul> <p>USC6.2 Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).</p> <ul style="list-style-type: none"> <li>c. Shape new thoughts about oneself as an individual who has a unique heritage and particular influences on beliefs, standards, and/or perspectives.</li> <li>d. Identify sources of, and evaluate information about, diversity.</li> <li>e. Articulate a comprehensive understanding of prejudice, stereotype, and bias.</li> <li>f. Discuss and question stereotypes and biases that exist in the school and community.</li> <li>g. Explore stereotypes and beliefs (including but not limited to those related to age, culture, religion, family structures, and sexual orientations), both past and present, that might limit the number and kinds of healthy relationships.</li> </ul>

		<ul style="list-style-type: none"> <li>j. Propose how the community would be different if stereotypes and biases did not exist.</li> <li>k. Explore and articulate an understanding of socio-economic class, gender, and culture as attributes of identity that are ascribed to groups of people and the ways that preconceptions about people based on these designations can be false, limiting, and harmful.</li> </ul> <p>USC6.5 Analyze the influences (e.g., cultural, social) on perceptions of and personal standards related to body image, and the resulting impact on the identities and the wellbeing of self, family, and community.</p> <ul style="list-style-type: none"> <li>b. Discuss stereotypes based on appearances and the importance of not judging self nor others based on appearances.</li> </ul>
<b>7</b>	Understanding, Skills, and Confidences	<p>USC7.1 Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.</p> <ul style="list-style-type: none"> <li>i. Express insights into the understanding of the concept of “inner self” and demonstrate understanding of, and appreciation for, own inner resources.</li> <li>j. Describe and practise strategies that support self to act in accordance with own understanding of human values and virtues.</li> </ul> <p>USC7.7 Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.</p> <ul style="list-style-type: none"> <li>i. Question assumptions and stereotypes in relation to different customs, beliefs, attitudes, and opinions.</li> </ul>
<b>8</b>	Understanding, Skills, and Confidences	<p>USC8.2 Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.</p> <ul style="list-style-type: none"> <li>g. Examine the prejudices/biases that exist in the community.</li> <li>h. Investigate how the differences that exist in families are respected and protected in Canadian human rights legislation.</li> <li>i. Examine how prejudices/biases are learned attitudes and behaviours.</li> </ul>

		<ul style="list-style-type: none"> <li>j. Recognize, name, and challenge instances of inequity, bias, intolerance, and discrimination related to family identities, structures, roles, and responsibilities.</li> <li>k. Reflect on personal prejudices and their influences on assumptions about families.</li> <li>l. Analyze how stereotyping and social constructions (e.g., gender, “poor bashing”, white privilege) affect the well-being of self, family, and community.</li> </ul> <p>USC 8.5 Assess how body image satisfaction/ dissatisfaction and overreliance on appearance as a source of identity and self-esteem affects the quality of life of self and family.</p> <ul style="list-style-type: none"> <li>e. Discuss body image to include one’s feelings, attitudes, and perceptions towards his/her body and physical appearance.</li> <li>f. Investigate the motivations for and the consequences of being satisfied or dissatisfied with how we look.</li> <li>g. Explore the different attitudes and behaviours related to self-perception (e.g., body image satisfaction, body image investment, body image behaviour, body image perception) and how difficulties in one or all of these areas creates disturbances in body image.</li> <li>i. Analyze the relationships between self-esteem and body image.</li> <li>j. Analyze techniques used by industries (e.g., plastic surgery, weight loss products, diets) and the mass media to influence judgement and values about the way we look.</li> </ul>
<p><b>Wellness 10</b></p>		<p>W5 Assess one’s self-awareness (i.e., one’s ability to perceive own emotions and tendencies) and self-management (i.e., ability to stay flexible and positively direct personal behaviour) for the purpose of enhancing wellbeing of self and others.</p> <ul style="list-style-type: none"> <li>d. Analyze how overall well-being is affected by biases and stereotyping (e.g., gender, physical abilities, culture, body composition).</li> </ul>



Physical Education (including Wellness 10)		
Grade	Strands/Theme	Outcomes
1	Relationships	PE1.10 Relationships – Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender, culture) while participating in physical education settings.
2	Relationships	PE2.10 Demonstrate self-control and a willingness to work and play cooperatively with all others (regardless of abilities, interests, and background experiences) while participating in movement activities.
3	Relationships	PE3.10 Demonstrate, verbally and non-verbally, consideration and respect for all others (regardless of ideas, abilities, worldviews, physical characteristics, cultural backgrounds, or gender) while participating in physical education activities.
7	Relationships	PE7.13 Role model and practise the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement activities.  a. Evaluate own attitudes, values, and behaviour related to interacting with others while participating in, or encouraging others to participate in, movement activities.
Wellness 10		W5 Assess one’s self-awareness (i.e., one’s ability to perceive own emotions and tendencies) and self-management (i.e., ability to stay flexible and positively direct personal behaviour) for the purpose of enhancing wellbeing of self and others.  d. Analyze how overall well-being is affected by biases and stereotyping (e.g., gender, physical abilities, culture, body composition).

Practical and Applied Arts		
Grade	Module	Outcomes
Hairstyling 10/ Esthetics 10	Module 9A: Inclusive Beauty (Core)	HAES9A Examine how beauty can be an expression of a person’s worldview, culture and self-identity.
Hairstyling 20/ Esthetics 20	9B/9D: Inclusive Beauty (Core)	HAES9B/9D Examine how beauty can be an expression of a person’s worldview, culture and self-identity.