

YouthMADE Resource Package: Colonial Matters
LESSON: I AM HERE: We Are Community
GRADES 4-12 PRESCRIBED LEARNING OUTCOMES

SUBJECTS	GRADE 4 PRESCRIBED LEARNING OUTCOMES
English Language Arts (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> use speaking and listening to interact with others for the purposes of: contributing to a class goal, sharing ideas and opinions, improving and deepening comprehension, solving problems, completing tasks <input type="checkbox"/> use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by: staying on topic in a focused discussion, using details or examples to enhance meaning, explaining and supporting a viewpoint <input type="checkbox"/> listen purposefully to understand ideas and information, by: generating questions, visualizing and sharing, identifying opinions or viewpoints <input type="checkbox"/> use speaking and listening to improve and extend thinking, by: acquiring new ideas, making connections and asking questions, comparing and analyzing ideas, developing explanations, considering alternative viewpoints, investigating problems and creating solutions <input type="checkbox"/> write clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions
Social Studies (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> apply critical thinking skills including comparing, inferring, identifying patterns, and summarizing to selected problems and issues <input type="checkbox"/> identify alternative perspectives on a selected event or issue <input type="checkbox"/> formulate strategies to address problems or issues <input type="checkbox"/> Identify the impact of Canadian governance on Aboriginal people’s rights
Health & Career Education (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results) <input type="checkbox"/> describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour) <input type="checkbox"/> demonstrate appropriate strategies for responding to bullying behaviour
Social Responsibility Performance Standards (Exceeds Expectations)	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> friendly; sensitive and responsive to others’ needs; finds opportunities to help and include others <input type="checkbox"/> can describe effects of own and others’ words and actions <input type="checkbox"/> takes an active part in discussions and activities <input type="checkbox"/> self-assesses social or group skills accurately; identifies specific behaviours that are effective and ineffective

SUBJECTS	GRADE 4 PRESCRIBED LEARNING OUTCOMES
Social Responsibility Performance Standards (Exceeds Expectations) cont.	<p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> can empathize and describe others' feelings in unfamiliar situations <input type="checkbox"/> makes "I" statements; avoids blaming; tries to sound non-judgmental <input type="checkbox"/> selects logical reasons that are likely to appeal to the listener <input type="checkbox"/> listens carefully; in structured situations, can explain a point of view that is different from own <input type="checkbox"/> can identify and explain a variety of problems or issues <p>Valuing Diversity & Defending Human Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently fair and respectful; recognizes and comments on unfairness <input type="checkbox"/> can describe basic human rights and give examples; often wants actions taken against injustice <input type="checkbox"/> beginning to develop interest and pride in the multicultural nature of Canada <p>Exercising Democratic Rights & Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> draws attention to situations where action is needed and tries to initiate action; increasingly committed to acting on own beliefs <input type="checkbox"/> beginning to show a sense of idealism; can describe some ways to make the world a better place
SUBJECTS	GRADE 5 PRESCRIBED LEARNING OUTCOMES
English Language Arts (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> use speaking and listening to interact with others for the purposes of: contributing to a class goal, sharing and explaining ideas, viewpoints, and opinions, improving and deepening comprehension, solving problems, completing tasks <input type="checkbox"/> use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences <input type="checkbox"/> listen purposefully to understand ideas and information <input type="checkbox"/> select and use strategies when expressing and presenting ideas, information, and feelings <input type="checkbox"/> use speaking and listening to improve and extend thinking, by: questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative viewpoints, problem solving <input type="checkbox"/> write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions <input type="checkbox"/> use writing and representing to express personal responses and opinions about experiences use writing and representing to extend thinking by developing explanations, expressing alternative opinions or perspectives, exploring new ideas

SUBJECTS	GRADE 5 PRESCRIBED LEARNING OUTCOMES
Social Studies (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> apply critical thinking skills to a range of problems and issues: to clarify and define an issue or problem, compare a range of points of view on an issue, summarize information and viewpoints about an issue <input type="checkbox"/> defend a position on a selected topic implement a plan of action to address a selected school, community, or national problem or issue <input type="checkbox"/> describe the contributions of significant individuals to the development of Canada’s identity (e.g. represent the roles of Aboriginal peoples in key events in Canadian history)
Health & Career Education (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making <input type="checkbox"/> assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends <input type="checkbox"/> analyze behaviours that contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity)
Social Responsibility Performance Standards (Exceeds Expectations)	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> friendly; sensitive and responsive to others’ needs; finds opportunities to help and include others <input type="checkbox"/> can describe effects of own and others’ words and actions <input type="checkbox"/> takes an active part in discussions and activities <input type="checkbox"/> often shows leadership; may initiate and help to organize activities <input type="checkbox"/> self-assesses social or group skills accurately; identifies specific behaviours that were effective and ineffective <p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> can empathize and describe others’ feelings in unfamiliar situations <input type="checkbox"/> makes “I” statements; avoids blaming; tries to sound non-judgmental <input type="checkbox"/> selects logical reasons that are likely to appeal to the listener <input type="checkbox"/> listens carefully; in structured situations, can explain a point of view that is different from own <input type="checkbox"/> can identify and explain a variety of problems or issues <p>Valuing Diversity & Defending Human Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently fair and respectful; recognizes and comments on unfairness <input type="checkbox"/> can describe basic human rights and give examples; often wants actions taken against injustice

SUBJECTS	GRADE 5 PRESCRIBED LEARNING OUTCOMES
Social Responsibility Performance Standards (Exceeds Expectations) cont.	<p>Exercising Democratic Rights & Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> draws attention to situations where action is needed and tries to initiate action; increasingly committed to acting on own beliefs <ul style="list-style-type: none"> beginning to show a sense of idealism; can describe some ways to make the world a better place
English Language Arts (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> use speaking and listening to interact with others for the purposes of: contributing to group success, discussing and comparing ideas and opinions, improving and deepening comprehension, discussing concerns and resolving problems, completing a variety of tasks <input type="checkbox"/> use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by: using prior knowledge and/or other sources of evidence, staying on topic in focused discussions, presenting in a clear, focused, organized, and effective manner, explaining and effectively supporting a viewpoint <input type="checkbox"/> listen purposefully to understand and analyze ideas and information, by summarizing and synthesizing, generating questions, visualizing and sharing, making inferences and drawing conclusions <input type="checkbox"/> select and use strategies when interacting with others, including: accessing prior knowledge, making and sharing connections, asking questions for clarification and understanding, taking turns as speaker and listener, paraphrasing to clarify meaning <input type="checkbox"/> select and use strategies when expressing and presenting ideas, information, and feelings, including: setting a purpose, accessing prior knowledge, generating ideas, making and sharing connections, asking questions to clarify and confirm meaning, organizing information, practicing delivery, self-monitoring and self-correcting in response to feedback, synthesizing, and problem solving <input type="checkbox"/> use writing and representing to extend thinking, by: developing explanations, analyzing the relationships in ideas and information, exploring new ideas (e.g., examining alternative viewpoints)
SUBJECTS	GRADE 6 PRESCRIBED LEARNING OUTCOMES
Social Studies (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> apply critical thinking skills to a range of problems and issues <input type="checkbox"/> implement a plan of action to address a selected local or global problem or issue <input type="checkbox"/> assess diverse concepts of Canadian identity <input type="checkbox"/> compare Canadian society with the society of another country <input type="checkbox"/> assess equality and fairness in Canada with reference to the <i>Canadian Charter of Rights and Freedoms</i>

SUBJECTS	GRADE 6 PRESCRIBED LEARNING OUTCOMES
Health & Career Education (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making <input type="checkbox"/> assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends <input type="checkbox"/> assess the influence that peers have on individuals' attitudes and behaviour <input type="checkbox"/> demonstrate an understanding of the harmful effects of stereotyping and discrimination
Social Responsibility Performance Standards (Exceeds Expectations)	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> kind, friendly, and inclusive without prompting; finds opportunities to help and include others <input type="checkbox"/> shows a sense of community <input type="checkbox"/> works cooperatively and effectively with a variety of classmates and in a variety of roles and situations <input type="checkbox"/> encouraging and supportive; makes others feel good about their contributions <input type="checkbox"/> listens responsively; ensures that everyone has a chance to contribute <p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> can identify and clarify problems or issues that have some complexity and ambiguity <input type="checkbox"/> often shows sensitivity and tries to consider others' feelings and needs <input type="checkbox"/> makes "I" statements; maintains an objective, non-judgmental tone <input type="checkbox"/> open-minded; nonjudgmental <input type="checkbox"/> able to explain other perspectives, values, and choices fairly <input type="checkbox"/> reflections show honesty and insight <p>Valuing Diversity & Defending Human Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently fair and respectful; may try to help others modify behaviour <input type="checkbox"/> accepts differences; works and interacts easily with those who are different in some way <input type="checkbox"/> describes the positive contributions and effects of diversity; shows pride in the multicultural nature of Canada <input type="checkbox"/> can identify and explain the negative consequences of some forms of stereotyping (e.g., gender, culture, age, region, language, socioeconomic) <input type="checkbox"/> recognizes and can describe basic human rights <input type="checkbox"/> often takes a stand when perceiving injustice; may show a sense of moral outrage and want action taken <p>Exercising Democratic Rights & Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows a strong sense of community; often suggests positive actions to be taken shows a sense of altruism; can elaborate some ways to make the world a better place

SUBJECTS	GRADE 7 PRESCRIBED LEARNING OUTCOMES
English Language Arts (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> use speaking and listening to interact with others for the purposes of: contributing to group success, discussing and analyzing ideas and opinions, improving and deepening comprehension, discussing concerns and resolving problems, negotiating consensus or agreeing to differ <input type="checkbox"/> use speaking to explore, express, a range of ideas, information, and feelings for different purposes and audiences, by: using prior knowledge and/or other sources of evidence, staying on topic in focused discussions, presenting in a clear, organized, and effective manner, explaining and supporting viewpoints <input type="checkbox"/> listen critically to understand and analyze ideas and information, by: summarizing and synthesizing, generating questions, visualizing and sharing, making inferences and drawing conclusions, interpreting the speaker's verbal and nonverbal messages, purposes, and perspectives, analyzing and evaluating <input type="checkbox"/> select and use various strategies when interacting with others, including: accessing prior knowledge, making and sharing connections, asking questions for clarification and understanding, taking turns as speaker and listener, paraphrasing to clarify meaning <input type="checkbox"/> select and use various strategies when expressing and presenting ideas, information, and feelings, including: setting a purpose, accessing prior knowledge, generating ideas, making and sharing connections, asking questions to clarify and confirm meaning, organizing information, practicing delivery, self-monitoring and self-correcting in response to feedback <input type="checkbox"/> select and use various strategies when listening to make and clarify meaning, including: accessing prior knowledge, making predictions about content before listening, focusing on the speaker, listening for specifics, generating questions, recalling, summarizing, and synthesizing, drawing inferences and conclusions, distinguishing between fact and opinion, visualizing, monitoring comprehension <input type="checkbox"/> use speaking and listening to improve and extend thinking, by: questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative viewpoints, summarizing and synthesizing, problem solving <input type="checkbox"/> use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences use writing and representing to extend thinking
Social Studies (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> apply critical thinking skills to a range of problems and issues <input type="checkbox"/> use various types of graphs, tables, timelines, and maps to obtain or communicate information <input type="checkbox"/> compile a body of information from a range of source <input type="checkbox"/> defend a position on a contemporary or historical issue
Health & Career Education (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> describe a variety of influences on relationships (e.g., peers, family, media) <input type="checkbox"/> demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying in classroom and school-based situations

	GRADE 7 PRESCRIBED LEARNING OUTCOMES
Social Responsibility Performance Standards (Exceeds Expectations)	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> kind, friendly, and inclusive without prompting; finds opportunities to help and include others <input type="checkbox"/> shows a sense of community <input type="checkbox"/> works cooperatively and effectively with a variety of classmates and in a variety of roles and situations <input type="checkbox"/> encouraging and supportive; makes others feel good about their contributions <input type="checkbox"/> listens responsively; ensures that everyone has a chance to contribute
Social Responsibility Performance Standards (Exceeds Expectations) cont.	<p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> can identify and clarify problems or issues that have some complexity and ambiguity <input type="checkbox"/> maintains an objective, non-judgmental tone <input type="checkbox"/> open-minded; nonjudgmental <input type="checkbox"/> able to explain other perspectives, values, and choices fairly reflections show honesty and insight <p>Valuing Diversity & Defending Human Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently fair and respectful; may try to help others modify behaviour <input type="checkbox"/> accepts differences; works and interacts easily with those who are different in some way <input type="checkbox"/> describes the positive contributions and effects of diversity; shows pride in the multicultural nature of Canada <input type="checkbox"/> can identify and explain the negative consequences of some forms of stereotyping (e.g., gender, culture, age, region, language, socioeconomic) <input type="checkbox"/> recognizes and can describe basic human rights <input type="checkbox"/> often takes a stand when perceiving injustice; may show a sense of moral outrage and want action taken <p>Exercising Democratic Rights & Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows a strong sense of community; often suggests positive actions to be taken <input type="checkbox"/> shows a sense of altruism; can elaborate some ways to make the world a better place
SUBJECTS	GRADE 8 PRESCRIBED LEARNING OUTCOMES
Social Studies (1997)	<ul style="list-style-type: none"> <input type="checkbox"/> identify and clarify a problem, an issue, or an inquiry <input type="checkbox"/> assess a variety of positions on controversial issues <input type="checkbox"/> co-operatively plan and implement a course of action that addresses the problem, issue, or inquiry <input type="checkbox"/> describe how societies preserve identity, transmit culture, and adapt to change

SUBJECTS	GRADE 8 PRESCRIBED LEARNING OUTCOMES
Social Studies (1997) cont.	<ul style="list-style-type: none"> <input type="checkbox"/> assess the impact of contact, conflict, and conquest on civilizations <input type="checkbox"/> demonstrate understanding of the tension between individual rights and the responsibilities of citizens <input type="checkbox"/> describe various ways individuals and groups can influence legal systems and political structures
Health and Career Education (2005)	<ul style="list-style-type: none"> <input type="checkbox"/> assess the importance of healthy relationships (e.g., with friends, family, teachers, mentors) <input type="checkbox"/> identify school and community sources of information and support for individuals in unhealthy, abusive, or exploitative relationships (e.g., school counsellor, help line) <input type="checkbox"/> describe ways in which they can contribute to a safe and caring school environment
English (2007)	<ul style="list-style-type: none"> <input type="checkbox"/> interact and collaborate in pairs and groups to support the learning of self and others, explore experiences, ideas, and information, understand the perspectives of others <input type="checkbox"/> select and use a range of strategies to interact and collaborate with others in pairs and groups, including selecting methods for working together effectively, listening actively, contributing ideas and recognizing
English (2007) cont.	<ul style="list-style-type: none"> <input type="checkbox"/> the ideas of others, demonstrating awareness of diverse points of view, reaching consensus or agreeing to differ <input type="checkbox"/> select and use a range of strategies to express ideas and information in oral communications, including vocal techniques, style and tone, nonverbal techniques <input type="checkbox"/> speak and listen to synthesize and extend thinking, by personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, transforming existing ideas and information <input type="checkbox"/> view, both collaboratively and independently, to comprehend a variety of visual texts (e.g. film and video) <input type="checkbox"/> during reading and viewing, select and use a range of strategies to construct, monitor, and confirm meaning, such as predicting, questioning, visualizing, and making connections, making inferences and drawing conclusions <input type="checkbox"/> before viewing, select and use a range of strategies to anticipate content and construct meaning, including accessing prior knowledge, making logical predictions <input type="checkbox"/> after reading and viewing, select and use a range of strategies to extend and confirm meaning, including, asking questions, making inferences and drawing conclusions, summarizing, synthesizing, and applying ideas <input type="checkbox"/> write meaningful personal texts that explore ideas and information to express self, make connections, reflect and respond

SUBJECTS	GRADE 8 PRESCRIBED LEARNING OUTCOMES
<p>Social Responsibility Performance Standards (Exceeds Expectations) cont.</p>	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> works actively to improve the school or community <input type="checkbox"/> is readily engaged in and shows commitment to class or group activities or goals; often volunteers for additional responsibilities <input type="checkbox"/> works cooperatively and effectively in a variety of groupings and situations tries to involve others; helps them feel good about their contributions <input type="checkbox"/> displays leadership skills, including diplomacy, ability to compromise and achieve consensus, and accountability <p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows empathy and compassion; avoids reacting judgmentally <input type="checkbox"/> maintains an objective tone; adjusts speech and arguments to appeal to audience <input type="checkbox"/> fair and impartial; developing ethical sense <input type="checkbox"/> states opinions clearly; develops soundly reasoned arguments with convincing evidence listens respectfully to others; open-minded; willing to entertain divergent views <input type="checkbox"/> shows insight into the reasoning behind various perspectives on controversial issues <input type="checkbox"/> clarifies increasingly complex problems or issues; explains values and conflict points <input type="checkbox"/> generates potential strategies, solutions, or actions; may be innovative <p>Valuing Diversity & Defending Human Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> respectful, considerate, fair, and ethical; respects others' dignity and privacy <input type="checkbox"/> shows awareness and appreciation of diversity; speaks out against racism and stereotyping, even when that may not be a popular stance <input type="checkbox"/> accepts differences; works and interacts easily with those who differ in some way <input type="checkbox"/> supports human rights; may initiate activities in support of human rights <p>Exercising Democratic Rights & Responsibilities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accepts responsibility for taking actions in the interest of community and being accountable for choices <input type="checkbox"/> displays long-term thinking regarding stewardship and sustainability; identifies personal and communal responsibility <input type="checkbox"/> developing a coherent vision of a preferred future for the community, nation, or world and some steps to attaining it

SUBJECTS	GRADE 9 PRESCRIBED LEARNING OUTCOMES
Social Studies (1997)	<ul style="list-style-type: none"> <input type="checkbox"/> identify and clarify a problem, an issue, or an inquiry <input type="checkbox"/> defend a position on a controversial issue after considering a variety of perspectives co-operatively plan, implement, and assess that addresses the problem, issue, or inquiry initially identified a course of action <input type="checkbox"/> assess how identity is shaped by a variety of factors, including: family, gender, belief systems, ethnicity, nationality <input type="checkbox"/> analyse the relationship between Aboriginal people and Europeans and explain the role of each in the development of Canada <input type="checkbox"/> describe daily life in Aboriginal communities <input type="checkbox"/> assess how identity is shaped by a variety of factors, including: family, gender, belief systems, ethnicity, nationality <input type="checkbox"/> analyze roots of present-day regional, cultural, and social issues within Canada <input type="checkbox"/> define colonialism, imperialism, and nationalism <input type="checkbox"/> analyse factors that contribute to revolution and conflict <input type="checkbox"/> evaluate the changing nature of law and its relation to social conditions of the times
Health and Career Education (2005)	<ul style="list-style-type: none"> <input type="checkbox"/> propose strategies for building and maintaining healthy interpersonal relationships (e.g., effective communication skills, effective expression of emotions, setting and communicating personal boundaries) <input type="checkbox"/> describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation (e.g., recognizing discrimination when it occurs, encouraging communication and empathy, promoting responsibility and accountability, speaking up on behalf of others, identifying support services)
English (2007)	<ul style="list-style-type: none"> <input type="checkbox"/> interact and collaborate in pairs and groups to support the learning of self and others, explore experiences, ideas, and information, understand the perspectives of others <input type="checkbox"/> select and use a range of strategies to interact and collaborate with others in pairs and groups, including, selecting methods for working together effectively, listening actively, contributing ideas and encouraging the ideas of others, demonstrating awareness of diverse points of view, reaching consensus or agreeing to differ <input type="checkbox"/> select and use a range of strategies to express ideas and information in oral communications, including vocal techniques, style and tone, nonverbal technique <input type="checkbox"/> view, both collaboratively and independently, to comprehend a variety of visual texts, such as film and video <input type="checkbox"/> before viewing, select and use a range of strategies to anticipate content and construct meaning, including interpreting a task, setting a purpose, accessing prior knowledge, making logical predictions during viewing, select and use a range of strategies to construct, monitor, and confirm meaning, including predicting, questioning, visualizing, and making connections, making inferences and drawing conclusions

SUBJECTS	GRADE 9 PRESCRIBED LEARNING OUTCOMES
English (2007) cont.	<ul style="list-style-type: none"> <input type="checkbox"/> after viewing, select and use a range of strategies to extend and confirm meaning, including asking questions, making inferences and drawing conclusions, summarizing, synthesizing, and applying ideas <input type="checkbox"/> write meaningful personal texts that explore ideas and information to express self, make connections, reflect and respond, remember and recall <input type="checkbox"/> write and represent to synthesize and extend thinking, by personalizing ideas and information, explaining relationships among ideas and information applying new ideas and information
Social Responsibility Performance Standards (Exceeds Expectations)	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> works actively to improve the school or community <input type="checkbox"/> is readily engaged in and shows commitment to class or group activities or goals; often volunteers for additional responsibilities <input type="checkbox"/> works cooperatively and effectively in a variety of groupings and situations tries to involve others; helps them feel good about their contributions <input type="checkbox"/> displays leadership skills: diplomacy, ability to compromise, achieve consensus and accountability <p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows empathy and compassion; avoids reacting judgmentally <input type="checkbox"/> maintains an objective tone; adjusts speech and arguments to appeal to audience <input type="checkbox"/> fair and impartial; developing ethical sense <input type="checkbox"/> states opinions clearly; develops soundly reasoned arguments with convincing evidence <input type="checkbox"/> listens respectfully to others; open-minded; willing to entertain divergent views <input type="checkbox"/> shows insight into the reasoning behind various perspectives on controversial issues <input type="checkbox"/> clarifies increasingly complex problems or issues; explains values and conflict points <input type="checkbox"/> generates potential strategies, solutions, or actions; may be innovative <p>Valuing Diversity & Defending Human Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> respectful, considerate, fair, and ethical; respects others' dignity and privacy <input type="checkbox"/> shows awareness and appreciation of diversity; speaks out against racism and stereotyping, even when that may not be a popular stance <input type="checkbox"/> accepts differences; works and interacts easily with those who differ in some way supports human rights; may initiate activities in support of human rights <p>Exercising Democratic Rights & Responsibilities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accepts responsibility for taking actions in the interest of community and being accountable for choices <input type="checkbox"/> displays long-term thinking regarding stewardship and sustainability; identifies personal and communal responsibility <input type="checkbox"/> developing a coherent vision of a preferred future for the community and some steps to attaining it

SUBJECTS	GRADE 10 PRESCRIBED LEARNING OUTCOMES
Social Studies (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> apply critical thinking skills, including questioning, comparing, summarizing, drawing conclusions and defending a position <input type="checkbox"/> demonstrate effective written, oral, and graphic communication skills, individually and collaboratively <input type="checkbox"/> evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada from 1815 to 1914
Planning (2007)	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an understanding of skills needed to build and maintain healthy relationships (e.g., effective communication, problem solving) <input type="checkbox"/> analyze factors contributing to a safe and caring school (e.g., respect for diversity, prevention of harassment and intimidation)
English (2007)	<ul style="list-style-type: none"> <input type="checkbox"/> interact and collaborate in pairs and groups to support and extend the learning of self and others, explore experiences, ideas, and information, gain insight into others' perspectives <input type="checkbox"/> express ideas and information in a variety of situations and forms to explore and respond, recall and describe, narrate and explain, argue, persuade, and support <input type="checkbox"/> select, adapt, and apply a range of strategies to interact and collaborate with others in pairs and groups, including initiating and sharing responsibilities, listening actively, contributing ideas and supporting the ideas of others, acknowledging and discussing diverse points of view, reaching consensus or agreeing to differ <input type="checkbox"/> select, adapt, and apply a range of strategies to express ideas and information in oral communications, including vocal techniques, style and tone, nonverbal techniques <input type="checkbox"/> before viewing, select, adapt, and apply a range of strategies to anticipate content and construct meaning, including accessing prior knowledge, including knowledge of genre, form, and context making logical, detailed predictions <input type="checkbox"/> during viewing, select, adapt, and apply a range of strategies to construct, monitor, and confirm meaning, including comparing and refining predictions, questions, images, and connections, making inferences and drawing conclusions, summarizing and paraphrasing, determining the meaning <input type="checkbox"/> after viewing, select and use a range of strategies to extend and confirm meaning, including, asking questions, making inferences and drawing conclusions, summarizing, synthesizing, and applying ideas <input type="checkbox"/> write meaningful personal texts that elaborate on ideas and information to express self, make connections reflect and respond, remember and recall <input type="checkbox"/> write and represent to synthesize and extend thinking, by personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, transforming existing ideas and information, contextualizing ideas and information

SUBJECTS	GRADE 10 PRESCRIBED LEARNING OUTCOMES
Social Responsibility Performance Standards (Exceeds Expectations)	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> works actively to improve the school or community <input type="checkbox"/> is readily engaged in and shows commitment to class or group activities or goals; often volunteers for additional responsibilities <input type="checkbox"/> works cooperatively and effectively in a variety of groupings and situations tries to involve others; helps them feel good about their contributions <input type="checkbox"/> displays leadership skills, including diplomacy, ability to compromise and achieve consensus, and accountability <p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows empathy and compassion; avoids reacting judgmentally <input type="checkbox"/> maintains an objective tone; adjusts speech and arguments to appeal to audience <input type="checkbox"/> fair and impartial; developing ethical sense <input type="checkbox"/> states opinions clearly; develops soundly reasoned arguments with convincing evidence <input type="checkbox"/> listens respectfully to others; open-minded; willing to entertain divergent views <input type="checkbox"/> shows insight into the reasoning behind various perspectives on controversial issues <input type="checkbox"/> clarifies increasingly complex problems or issues; explains values and conflict points <input type="checkbox"/> generates potential strategies, solutions, or actions; may be innovative <p>Valuing Diversity & Defending Human Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> respectful, considerate, fair, and ethical; respects others' dignity and privacy <input type="checkbox"/> shows awareness and appreciation of diversity; speaks out against racism and stereotyping, even when that may not be a popular stance <input type="checkbox"/> accepts differences; works and interacts easily with those who differ in some way <input type="checkbox"/> supports human rights; may initiate activities in support of human rights <p>Exercising Democratic Rights & Responsibilities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accepts responsibility for taking actions in the interest of community and being accountable for choices <input type="checkbox"/> displays long-term thinking regarding stewardship and sustainability; identifies personal and communal responsibility <input type="checkbox"/> developing a coherent vision of a preferred future for the community, nation, or world and some steps to attaining it

SUBJECTS	GRADE 11 PRESCRIBED LEARNING OUTCOMES
Social Studies (2005)	<ul style="list-style-type: none"> <input type="checkbox"/> apply critical thinking—including questioning, comparing, summarizing, drawing conclusions, and defending a position—to make reasoned judgments about a range of issues, situations, and topics <input type="checkbox"/> demonstrate effective written, oral, and graphic communication skills <input type="checkbox"/> demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration <input type="checkbox"/> explain how Canadians can effect change at the federal and provincial levels <input type="checkbox"/> demonstrate knowledge of the challenges faced by Aboriginal people in Canada during the 20th century and their responses, with reference to residential schools, reserves, self-government, treaty negotiations
	<ul style="list-style-type: none"> <input type="checkbox"/> apply critical thinking skills—including questioning, comparing, summarizing, drawing conclusions, and defending—to a range of issues, situations, and topics <input type="checkbox"/> demonstrate effective written, oral, and graphic communication skills <input type="checkbox"/> demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity, and collaboration <input type="checkbox"/> demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity, including, roles of individuals in society, governance, rights and responsibilities, culture, language, heritage, and community <input type="checkbox"/> create a statement of what it means to be a “Canadian citizen” <input type="checkbox"/> evaluate the relative abilities of individuals, governments, and non-governmental organizations to effect civic change in Canada and the world, with reference to considerations such as power and influence, circumstances, methods of decision making and action and public opinion
Communications (1998)	<ul style="list-style-type: none"> <input type="checkbox"/> relate a range of texts, genres, and mass media to personal interests, ideas, and attitudes <input type="checkbox"/> identify indicators of cultural diversity in print and non-print media, including electronic media <input type="checkbox"/> demonstrate willingness to reassess their understanding of a topic on the basis of responses from others and new ideas and experiences <input type="checkbox"/> develop and defend a point of view using evidence from work they have read, heard, or viewed <input type="checkbox"/> explain how perspectives and biases are reflected in print and non-print resources, including electronic communications <input type="checkbox"/> identify ways in which mass media influence individual perceptions and social behaviour <input type="checkbox"/> demonstrate respect for others’ viewpoints when working collaboratively <input type="checkbox"/> communicate purposefully, confidently, and ethically in a variety of situations <input type="checkbox"/> demonstrate respect for the diversity of ideas, language, and culture in an inclusive community <input type="checkbox"/> demonstrate the ability to use language and texts to celebrate personal and community occasions

SUBJECTS	GRADE 11 PRESCRIBED LEARNING OUTCOMES
English (2007)	<ul style="list-style-type: none"> ❑ interact and collaborate in pairs and groups to support and extend the learning of self and others, explore experiences, ideas, and information, incorporate new perspectives into own thinking ❑ express ideas and information in a variety of situations and forms to explore and respond, argue, persuade, and critique ❑ select, adapt, and apply a range of strategies to interact and collaborate with others in pairs and groups, including initiating and sharing responsibilities, listening actively, contributing ideas and supporting the ideas of others, seeking out diverse perspectives, reaching consensus or agreeing to differ ❑ select, adapt, and apply a range of strategies to express ideas and information in oral communications, including vocal techniques, style and tone, nonverbal techniques ❑ view, both collaboratively and independently, to comprehend a variety of visual texts, with increasing complexity of ideas and form, such as film and video ❑ before viewing, select, adapt, and apply a range of strategies to anticipate content and construct meaning, including accessing prior knowledge, including knowledge of genre, form, and context, making logical, detailed predictions, generating guiding or speculative questions ❑ during viewing, select, adapt, and apply a range of strategies to construct, monitor, and confirm meaning, including comparing and refining predictions, questions, images, and connections, making inferences and drawing conclusions ❑ after viewing, select, adapt, and apply a range of strategies to extend and confirm meaning, and to consider author’s craft, including reflecting on predictions, questions, images, and connections ❑ write meaningful personal texts that elaborate on ideas and information to experiment, express self, make connections, reflect and respond, remember and recall
Civic Studies (2005)	<ul style="list-style-type: none"> ❑ apply critical thinking skills—including questioning, comparing, summarizing, drawing conclusions, and defending—to a range of issues, situations, and topics ❑ demonstrate effective written, oral, and graphic communication skills ❑ demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness, respect for diversity, and collaboration ❑ demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity, including, roles of individuals in society, governance, rights and responsibilities, culture, language, heritage, and community ❑ evaluate the relative abilities of individuals, governments, and non-governmental organizations to effect civic change in Canada and the world, with reference to considerations such as power and influence, circumstances, methods of decision making and action and public opinion ❑ describe the division of powers in Canada among federal, provincial, territorial, First Nations, and municipal governments

SUBJECTS	GRADE 12 PRESCRIBED LEARNING OUTCOMES
English First Peoples (2008)	<ul style="list-style-type: none"> ❑ read, both collaboratively and independently, to comprehend a wide variety of informational and persuasive texts dealing with a range of First Peoples topics, such as articles and reports magazines and newspapers, print and electronic reference materials, advertising and promotional materials, opinion-based materials, student-generated material ❑ view, both collaboratively and independently, to comprehend a variety of visual texts representing local and other BC First Peoples cultures, such as documentary film and video, broadcast media, web sites, student-generated material ❑ explain and support personal responses to a variety of texts read and viewed, by making comparisons, associations, or analogies to other ideas and concepts relating reactions and emotions to understanding of the text developing opinions using reasons and evidence suggesting contextual influences and relationships ❑ interpret, analyse, and evaluate ideas, information, and understandings from texts read and viewed, by critiquing logic and quality of evidence identifying and describing diverse voices critiquing perspectives identifying and challenging biases, contradictions, distortions, and non-represented perspectives explaining the importance and impact of social, political, and historical factors ❑ synthesize and extend thinking about texts read and viewed, by personalizing ideas, information, and understandings explaining relationships among ideas, information, and understandings applying new ideas, information, and understandings contextualizing ideas, information, and understandings making connections to First Peoples principles of learning transforming existing ideas, information, and understandings ❑ use metacognitive strategies to reflect on and assess their reading and viewing by making connections between their exploration of personal identity and texts studied
BC First Nations Studies (2006)	<ul style="list-style-type: none"> ❑ describe the location of the traditional territories of British Columbia First Nations ❑ explain the significance of traditional education with respect to land and relationships ❑ analyse the exchanges of ideas, practices, and materials involving First Nations pre-contact and post-contact ❑ assess the economic, social, political, and cultural impacts of contact with Europeans on BC First Nations during the period of the maritime fur trade ❑ assess the economic, social, political, and cultural impacts of contact with Europeans on BC First Nations during the period of the land-based fur trade up to Confederation ❑ analyse the varied and evolving responses of First Nations peoples to contact and colonialism ❑ analyse contemporary legislation, policies, and events affecting the self-determination of Aboriginal peoples

SUBJECTS	GRADE 12 PRESCRIBED LEARNING OUTCOMES
Social Justice (2008)	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate understanding of concepts and terminology of social justice, including equity and equality, ethics, diversity, dignity and worth, hegemony, human rights, oppression, peace <input type="checkbox"/> apply critical thinking skills to a range of social justice issues, situations, and topics <input type="checkbox"/> assess how belief systems can affect perspectives and decisions in relation to social justice issues <input type="checkbox"/> demonstrate attributes and behaviours that promote social justice, including recognizing injustice, fair-mindedness, embracing diversity, empathy, taking action <input type="checkbox"/> describe social injustice based on characteristics including age, marital or family status, mental or physical ability, political belief, race and ethnicity, religion and faith, sex, sexual orientation, socioeconomic status <input type="checkbox"/> analyze specific examples of injustice in Canada related to characteristics such as political belief, race and ethnicity, religion and faith, socioeconomic status <input type="checkbox"/> analyze the roles played by legislation, the courts, public policy, and other forms of government action in promoting or failing to promote social justice in Canada <input type="checkbox"/> analyse causes of social injustice <input type="checkbox"/> describe consequences of social injustice
Communications (1998)	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a willingness to explore diverse perspectives to develop or modify their points of view <input type="checkbox"/> demonstrate the ability to support a position by citing specific details from what they have read, heard, or viewed <input type="checkbox"/> analyze different presentations of the same information to reconsider positions <input type="checkbox"/> assess ways in which language reflects and influences values and behaviours <input type="checkbox"/> assess how mass media influence individual perceptions and social behaviours demonstrate flexibility, responsibility, and commitment when working together <input type="checkbox"/> apply various strategies including consensus building and formal decision-making techniques to achieve communication goals <input type="checkbox"/> monitor their own and others' contributions, suggest new ideas, and build on others' strengths to achieve group goal <input type="checkbox"/> communicate purposefully, confidently, and ethically in various interpersonal and electronic contexts, including the workplace <input type="checkbox"/> demonstrate willingness to consider diverse, contrary, and innovative views <input type="checkbox"/> describe ways in which language choice and tone may affect others emotionally <input type="checkbox"/> demonstrate the ability to use language and texts to celebrate important occasions and accomplishment <input type="checkbox"/> demonstrate the ability to use language, visuals, and sounds to influence thought, emotions, and behaviour

SUBJECTS	GRADE 12 PRESCRIBED LEARNING OUTCOMES
English (2007)	<ul style="list-style-type: none"> <input type="checkbox"/> interact and collaborate in pairs and groups to support and extend the learning of self and others, explore experiences, ideas, and information, incorporate new perspectives into own thinking <input type="checkbox"/> express ideas and information in a variety of situations and forms to explore and respond, argue, persuade, and critique, support and extend <input type="checkbox"/> select, adapt, and apply a range of strategies to express ideas and information in oral communications, including vocal techniques, style and tone, nonverbal techniques <input type="checkbox"/> view, both collaboratively and independently, to comprehend a variety of visual texts with increasing complexity and subtlety of ideas and form, such as film and video <input type="checkbox"/> before viewing, select, adapt, and apply a range of strategies to anticipate content and construct meaning, including, accessing prior knowledge, including knowledge of genre, form, and context, making logical, detailed predictions, generating guiding or speculative questions <input type="checkbox"/> during viewing, select, adapt, and apply a range of strategies to construct, monitor, and confirm meaning, including comparing and refining predictions, questions, images, and connections, making inferences and drawing conclusions <input type="checkbox"/> after viewing, select, adapt, and apply a range of strategies to extend and confirm meaning, and to consider author's craft, including reflecting on predictions, questions, images, and connections made <input type="checkbox"/> write meaningful personal texts that elaborate on ideas and information to express self, make connections, reflect and respond, remember and recall <input type="checkbox"/> write and represent to explain and support personal responses by making comparisons, associations, or analogies to other ideas and concepts, relating reactions and emotions
History (2006)	<ul style="list-style-type: none"> <input type="checkbox"/> analyze primary and secondary sources (historical evidence) with reference to reliability, bias and point of view, corroborating and conflicting evidence <input type="checkbox"/> assess significant historical events in relation to social, political, economic, technological, cultural, and geographic factors <input type="checkbox"/> demonstrate historical empathy