

Newfoundland

	Grade 4		Grade 5	
Subject	English	Social Studies: Explorations	English	Social Studies: Societies (see PEI curriculum document)
Learning Goals	<p>SPEAKING AND LISTENING: speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences</p> <p>READING AND VIEWING: select, read, and view with understanding a range of literature, information, media, visual and audio texts</p> <p>WRITING AND OTHER WAYS OF REPRESENTING: use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</p>	<p>Units of study</p> <ul style="list-style-type: none"> • Exploration Defined • The Nature of Exploration • Exploring Our World • Exploring the Landscapes of Canada 	<p>SPEAKING AND LISTENING: speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences</p> <p>READING AND VIEWING: select, read, and view with understanding a range of literature, information, media, visual and audio texts</p> <p>WRITING AND OTHER WAYS OF REPRESENTING: use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</p>	<p>Units of Study</p> <ul style="list-style-type: none"> • Place and Environment • Social Structure • Governance • Interactions • Canadian Society Today
Outcomes	<ul style="list-style-type: none"> > Use a range of reference texts and a database or an electronic search to seek information > Describe, share, and discuss their personal reactions to texts > Use background knowledge to question information presented in print > Identify conventions and characteristics of different types of print and media > Respond critically to texts: identifying instances of prejudice and stereotyping 	<ul style="list-style-type: none"> > Understand factors that motivate exploration and the impact of exploration > Understand human/political/physical landscape of Canada 	<ul style="list-style-type: none"> > Use a range of reference texts and a database or an electronic search to seek information > Use background knowledge to question and analyze information presented in print > Recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view > Respond critically to texts: identifying instances of opinion, prejudice, bias, and stereotyping 	<ul style="list-style-type: none"> > Explain the social structure of a medieval society > Demonstrate an understanding of the diverse societies of First Nations, Inuit, and Métis > Examine the reason for and effect of early French and British settlement > Study the impact of conflict between settlers and aboriginal peoples

Newfoundland and Labrador/Atlantic Canada Curriculum Documents

<http://www.ed.gov.nl.ca/edu/k12/curriculum/index.html>

The Atlantic Canada Framework for Essential Graduation Learnings in Schools

http://www.ednet.ns.ca/pdfdocs/essential_grad_learnings/essential_grad_learnings.pdf

Grade 6		Grade 7	
English	Social Studies: World Cultures	English	Social Studies: Empowerment
<p>SPEAKING AND LISTENING: speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences</p> <p>READING AND VIEWING: select, read, and view with understanding a range of literature, information, media, visual and audio texts</p> <p>WRITING AND OTHER WAYS OF REPRESENTING: use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</p>	<p>Units of Study</p> <ul style="list-style-type: none"> • Introduction to Culture • Environment and Culture • Expressions of Culture • World Issues • Canada: Reflections on a Multicultural Mosaic 	<p>SPEAKING AND LISTENING: speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences</p> <p>READING AND VIEWING: select, read, and view with understanding a range of literature, information, media, visual and audio texts</p> <p>WRITING AND OTHER WAYS OF REPRESENTING: use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</p>	<p>Units of Study:</p> <ul style="list-style-type: none"> • Introduction to empowerment • Economic empowerment • Political empowerment • Cultural Empowerment • Societal empowerment • National Empowerment • Reflection
<p>> Develop a personal response of a range of texts by making connections among and within texts</p> <p>> Use a range of reference texts and a database or an electronic search to seek information</p> <p>> Use classification systems and basic reference materials to facilitate research</p> <p>> Use background knowledge to question and analyze information presented in print</p> <p>> Respond critically to texts: identifying and discussing instances of prejudice, bias, stereotyping, and propaganda</p>	<p>> Examine importance of language, literature to cultural region</p> <p>> Analyze relationship between culture and Environment/Government/Economics</p> <p>> Examine select examples of human rights issues: United Nations Declaration of the rights of the Child/human rights</p> <p>> Analyze the effects of distribution of wealth around the world</p>	<p>> Access appropriate print and non-print sources with increasing independence and select information to meet specific needs,</p> <p>> Recognize that texts need to be assessed for bias and broaden their understanding and awareness of the ways in which print and media texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries</p> <p>> Describe how cultures and reality are portrayed in media texts</p>	<p>> Identify and categorize sources of power and authority research the news media for examples of how an individual or group became economically empowered through use of education, capital, family support, work ethic, or political position</p> <p>> Identify and assess the significance of reports and newspaper articles which impacted the creation of responsible government</p> <p>> Investigate the various ways economic systems empower or disempower people</p> <p>> Empowerment in Canada from mid 1800s-20th century: Confederation, BNA Act, Federalism, Red River Rebellion of 1870, Northwest Rebellion, Industrial Revolution, Boer War, Alaskan Boundary, WWI, WWII</p>

Grade 8		Grade 9	
English	Social Studies: Newfoundland and Labrador History	English	Social Studies: Canadian Identity
<p>SPEAKING AND LISTENING: speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences</p> <p>READING AND VIEWING: select, read, and view with understanding a range of literature, information, media, visual and audio texts</p> <p>WRITING AND OTHER WAYS OF REPRESENTING: use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</p>	<p>Units of Study</p> <ul style="list-style-type: none"> • Introduction: History as a Lens to the Past • Newfoundland and Labrador from the Turn of the 19th Century through the Early 20th Century: History as a Story of People • Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events • Newfoundland and Labrador through the second half of the 20th Century: History as a Story of Change • History as a Story of the Past in the Present 	<p>SPEAKING AND LISTENING: speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences</p> <p>READING AND VIEWING: select, read, and view with understanding a range of literature, information, media, visual and audio texts</p> <p>WRITING AND OTHER WAYS OF REPRESENTING: use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</p>	<p>Units of study:</p> <ul style="list-style-type: none"> • Exploring Canadian Identity • Geographic Influences • Decades of Change • Citizenship Challenges and Opportunities • Reflections on Canadian Identity
<p>> Access appropriate print and non-print sources with increasing independence and select information to meet specific needs.</p> <p>> Recognize that texts need to be assessed for bias and broaden their understanding and awareness of the ways in which print and media texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries</p> <p>> Describe how cultures and reality are portrayed in media texts</p>	<p>> Identify historical sources in their own community.</p> <p>> Account for the differences among viewpoints on an issue.</p> <p>> Demonstrate an understanding of how to find out about the past – use primary and secondary sources to gather information</p> <p>> Topics of study: Settlement, Aboriginal peoples, Economics, Politics, WWI, Crises and disasters, WWII, Confederation, post-confederation, urbanization,</p>	<p>> Construct ideas about issues, construct ideas about issues</p> <p>> Demonstrate an understanding of the impact of literary devices and media techniques (editing symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of the text</p> <p>> Interpret, select, and combine information, using a variety of strategies, resources, and technologies.</p> <p>> Compare and contrast texts and responses to texts</p> <p>> Compare the content of news reports in various texts (print and non-print) and the effectiveness of different media in reporting the same event</p> <p>> Create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</p> <p>> Encourage students to use library resources such as Internet and newspapers</p>	<p>> Canadian identity from 1920 to present: landscape, climate, history, people-citizenship, and related challenges and opportunities</p> <p>> Topics: Immigration, Great Depression, WWI, WWII, Cold War, Globalization, NATO, NORAD, United Nations, Womens rights, Aboriginal autonomy</p> <p>> Record examples of regional stereotyping that are found in the various media</p> <p>> Compare the economic conditions of the 1920s with those of today using business section of newspapers</p> <p>> Read accounts of individuals in newspapers who demonstrate responsible citizenship</p>

Grade 10	Grade 11	
English	English	Business Enterprise 1100
<p>SPEAKING AND LISTENING: speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences</p> <p>READING AND VIEWING: select, read, and view with understanding a range of literature, information, media, visual and audio texts</p> <p>WRITING AND OTHER WAYS OF REPRESENTING: use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</p>	<p>SPEAKING AND LISTENING: speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences</p> <p>READING AND VIEWING: select, read, and view with understanding a range of literature, information, media, visual and audio texts</p> <p>WRITING AND OTHER WAYS OF REPRESENTING: use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</p>	<p>Units of study:</p> <ul style="list-style-type: none"> • Entrepreneurs and the Business World • Role of Small Business in the Economy • Communications • Finance • Marketing • Human Resources
<p>> Construct ideas about issues, construct ideas about issues</p> <p>> Demonstrate an understanding of the impact of literary devices and media techniques (editing symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of the text</p> <p>> Interpret, select, and combine information, using a variety of strategies, resources, and technologies.</p> <p>> Compare and contrast texts and responses to texts</p> <p>> Compare the content of news reports in various texts (print and non-print) and the effectiveness of different media in reporting the same eventmake thematic connections among print texts, public discourse, and media</p> <p>> Create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</p> <p>> Surround students with a variety of forms of writing and representing (opinion editorials etc) and encourage students to use library resources such as encyclopedias, CD-ROMs, Internet, magazines, newspapers</p>	<p>> Ask perceptive/probing questions to explore ideas and gain information</p> <p>> View a wide variety of media and visual texts, comparing and analysing the structure, genre, style, and cultural diversity of the different texts</p> <p>> View a wide variety of media and visual texts, comparing and analysing the structure, genre, style, and cultural diversity of the different texts</p> <p>> Justify points of view on various print and media texts</p> <p>> Write personal and critical responses to complex print and media texts</p>	<p>Recommended resource: Current newspapers, magazines and TV Business News programs.</p>

Grade 12		
English	Law	Canadian Economy 2203
<p>SPEAKING AND LISTENING: speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences</p> <p>READING AND VIEWING: select, read, and view with understanding a range of literature, information, media, visual and audio texts</p> <p>WRITING AND OTHER WAYS OF REPRESENTING: use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</p>	<p>Units of Study:</p> <ul style="list-style-type: none"> • Foundations of the Law • Criminal Law • Criminal Law • Plus at least two optional units 	<p>Themes of Study</p> <ul style="list-style-type: none"> • Fundamental Economic Concepts • Microeconomic Concepts • Macroeconomic Concepts • Global Economic Concepts • Economic Issues
<p>> Examine the writing or creating of a formal presentation in the global (generalized national or international) context of language and communication, using newspapers for example</p> <p>> Access, select, and research in systematic ways, specific information to meet personal and learning needs</p> <p>> Make informed personal responses to increasingly challenging print and media texts and reflect on their responses</p> <p>> Articulate and justify points of view about texts and text elements</p> <p>> Create a media product for a specific purpose and audience, and explain their rationale for selection of that particular medium to achieve that purpose</p> <p>> Media Literacy activities: Examine production techniques of newspapers and magazines, write a letter to the editor, critique a newspaper article, edit or expand an article, compare news reports on a topic, investigate alternative newspapers</p>	<p>> Select and evaluate a wide variety of information sources</p> <p>> Foundations: Charter of Rights and Freedoms, NB Human Rights Act, Indian Act</p> <p>> Topics Criminal Law: Legal processes, pre-trial and trial procedures, analyze, apply criminal law to prosecute, defend, and decide specific cases</p> <p>> Topics Civil Law: Distinguish between civil and criminal matters: torts, duty of care, standard care</p>	<p>> Understand that the basic economic problems, different organizations of business, marketplace trends, labour unions, interest rates, government expenditures and revenues, international trade</p> <p>> Scan newspapers for stories about the economy/government (GDP, GNP and CPI) and report on the tone of the articles and whether the figures seem to indicate if the economy is doing well or poorly.</p> <p>> Develop the abilities and skills associated with inquiry and learning such as the collection of current information through observation, case studies, newspapers, interviews</p>