

Prince Edward Island

Subject	Grade 4		Grade 5	
	English Language Arts	Social Studies: Explorations	English Language Arts	Social Studies: Societies
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

Prince Edward Island Curriculum Documents

<http://www.edu.pe.ca/curriculum/default.asp>

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: PEI History/World Cultures	English Language Arts	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>Course is divided into two areas of study</p> <p>PEI History Units</p> <ul style="list-style-type: none"> • Time • People • Transportation • Government • Economy • Lifestyles • Culture and Culmination <p>World Cultures Units</p> <ul style="list-style-type: none"> • Introduction • Elements 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>> Study the history of PEI with focus on: transportation, political decisions, economic activities, changing lifestyles, cultural traditions and significant events</p> <p>> Examine how traditions, government, economic systems and human rights issues influence cultures around the world and understand the importance of cross-cultural understanding</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 Language Arts	Social Studies: Canadian Identity	English Language Arts	Social Studies: Interdependence and Atlantic Canada in the Global Community
<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 • Reflections on 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"> • Physical Environment • People and Culture • Economics and Trade • Challenges and Opportunities • Visions of the Future
<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>> Investigate how artistic and literary expression reflects aspects of Canadian identity: landscape, climate, history, people-citizenship, and related challenges and opportunities</p> <p>> Landscape/climate/human resources/regional stereotypes</p> <p>> Nature of migration and its impact on post-1920 Canada</p> <p>> Analyze the impact of changing technology and socioeconomic conditions in the 1920s and 1930s (Great depression)</p> <p>> Study Canada's participation and the impact of the WWII</p> <p>> Post-war Canada: Cold War, NATO, NORAD, United Nations, changing Technologies and lifestyles, civil rights/women's rights, environmentalism, globalization</p> <p>> Understand rights and responsibilities of citizenship: United Nations Declaration of Human Rights, Canadian Charter of Rights and Freedoms, rule of law, identify current global events and the impact they have on views of citizenship</p> <p>> Understand the structure and operation of federal government</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/make 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>> Encourage students to use library resources such as Internet and newspapers</p>	<p>> Understand trade and other economic linkages among Atlantic Canada and the national and global communities</p> <p>> Explore his/her concept of world view and explain the factors that influence and are influenced by it</p> <p>> Examine the global forces (including the media and popular culture) affect cultural change</p> <p>> Examine the primary, secondary, tertiary, and quaternary sectors of the economy of Atlantic Canada</p> <p>> Demonstrate an understanding of the impact of interdependence on the future of Atlantic Canada analyze political/economic/social and cultural challenges and opportunities</p>

Grade 10		Grade 11	
English Language Arts	Social Studies: Canadian Studies 401A	English Language Arts	Law
<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"> • Canada's Place in the World (People, Place, Environment) • Canada's Voices from the Past • Canada as a Democracy • Canada's Work and Worth • Canada's Cultural 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"> • Foundations of the Law • Criminal Law • Criminal Law • Plus at least two optional units
<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>> Describe the changes in modes of communication, transportation, settlement patterns and physical and climatic factors.</p> <p>> Plan and carry out historical research of a local nature, assess Canada's involvement in current world conflicts.</p> <p>> Immigration: identify three main categories of immigrants; study a current issue in Aboriginal societies</p> <p>> Explain primary, secondary, tertiary, and quaternary industries, predict growth and impact of emerging economies</p> <p>> Analyze the importance of sustainability and the impact of resource depletion on a region or nation</p> <p>> Analyze various aspects of popular culture in a global context</p> <p>> Develop and understanding of Canada's diversity an the influence of multiculturalism on Canadian culture/heritage</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>> Select and evaluate a wide variety of information sources</p> <p>> Foundations: Charter of Rights and Freedoms, PEI Human Rights Act, Supreme Court decisions, legislation concerning Aboriginal peoples</p> <p>> Topics Criminal Law: Legal processes, pre-trial and trial procedures, analyze, apply criminal law to prosecute, defend, and decide specific cases, Criminal Code of Canada and the Youth Criminal Justice Act</p> <p>> Topics Civil Law: Distinguish between civil and criminal matters: torts, duty of care, standard care, understand the remedies and defences available to litigants within the civil system</p>

Grade 12	
English Language Arts	Economics 621A
<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 and Basic Concepts • Money and Banking • Macro - Economics • Government and Economy • Current 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>> Basic concepts: Market systems, supply and demand, economic systems</p> <p>> Analyze specialization and trade (division of labour, technology NAFTA)</p> <p>> Business organizations, competitive markets</p> <p>> Explain basics of the Canadian Banking system: inflation, deflation, monetary policy, bonds, interest rates, price indexes</p> <p>> Macroeconomics: production, GDP, business cycles, unemployment rates, trade unions</p>