

## ALBERTA CROSS-CURRICULAR LINKS – Indigenous-Focused

*It should be noted that these learning outcomes are taken directly from the existing provincial curricula, therefore, some of the language is neither reflective of terminology used by Canada's Sports Hall of Fame nor Indigenous Peoples in Canada (e.g. "Aboriginal," "Canadian Aboriginal Peoples," etc.). The curriculum connections were compiled between October 2020 - December 2021.*

### Contents:

SOCIAL STUDIES .....	3
Grade 4 .....	3
Grades 4-5 .....	3
Grade 5 .....	3
Grade 9 .....	3
Grade 10 .....	4
Grade 11 .....	4
Grade 12 .....	4
ABORIGINAL STUDIES 10.....	5
Grade 10 .....	5
ABORIGINAL STUDIES 20.....	5
Grade 11 .....	5
ABORIGINAL STUDIES 30.....	5
Grade 12 .....	5
FIRST NATIONS, MÉTIS AND INUIT (FNMI) LANGUAGES .....	6
Kindergarten – Grade 12.....	6
Grades 4 – 12 .....	6
BIOLOGY 30 .....	6
Grade 12 .....	6
HEALTH & LIFE SKILLS.....	7
Kindergarten.....	7
Grade 1 .....	7
Grades 1 – 4.....	7
Grade 2 .....	7
Grade 3 .....	7
Grade 4 .....	7
Grades 4 – 9.....	7
Grade 5 .....	7
Grade 7 .....	8
Grade 8 .....	8

PHYSICAL EDUCATION.....	8
Kindergarten – Grade 12.....	8
Grades 4-12.....	8
SOCIAL STUDIES .....	8
Kindergarten.....	8
Kindergarten – Grade 12.....	8
Grade 1 .....	9
Grade 2 .....	9
Grade 3 .....	9
Grades 4-5 .....	9
Grade 11 .....	10
ENGLISH LANGUAGE ARTS.....	10
Kindergarten.....	10
Kindergarten – Grade 1.....	10
Kindergarten – Grade 2.....	10
Kindergarten – Grade 3.....	11
Kindergarten – Grade 9.....	11
Grades 1 – 2.....	11
Grade 2 .....	11
Grades 2 – 3.....	11
Grade 3 .....	11
Grades 3 – 9.....	11
Grade 4 .....	12
Grades 4 – 7.....	12
Grades 4 – 9.....	12
Grade 5 .....	12
Grade 6 .....	12
Grades 7 – 9.....	12
Grade 9 .....	12
Grades 10 – 12 .....	12
CALM – CAREER & LIFE MANAGEMENT.....	14
Grades 10 – 12 .....	14
ETHICS .....	15
Grade 8 .....	15
CTS: HEALTH, RECREATION, AND HUMAN SERVICES (HRH) .....	15
Introductory Courses .....	15
Intermediate Courses.....	15
Advanced Courses .....	16

## SOCIAL STUDIES

### Grade 4

[4.2 General Outcome:](#) Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

Specific Outcomes:

- [4.2.1](#) appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity
- [4.2.2](#) assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:
  - Which First Nations originally inhabited the different areas of the province? (CC, LPP, TCC)
  - How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP)
  - What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land? (TCC)
  - How did the Métis Nation and Métis settlements contribute to Alberta's identity (i.e., languages, accomplishments)? (CC, I, LPP, TCC)

### Grades 4-5

Specific Outcome [4.3.3:](#) Students will examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:

- In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC)
- How does living in a particular community, region, or province help shape individual and collective identity? (CC, I, LPP)

### Grade 5

[5.2 General Outcome:](#) Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

Specific Outcomes:

- [5.2.1](#) appreciate the complexity of identity in the Canadian context: recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity (I, TCC), acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history (CC, I, TCC)
- [5.2.2](#) examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues: What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land? (I, CC, TCC, LPP), How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada?

### Grade 9

#### [Knowledge and Understanding](#)

Specific Outcome 9.1.7: Students will assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:

- How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples? (PADM, I, C)

## Grade 10

Related Issue 1 – Specific Outcome [\(-1\)1.2](#), [\(-2\)1.2](#): Students will appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world.

Related Issue 2 - General Outcome: Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.

Specific Outcomes:

- [2.1](#) recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)
- [2.11](#) analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife) (GC, CC, TCC, I)

Specific Outcome (-1)2.5: Students will recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism. (TCC, CC, I)

Knowledge and Understanding

Specific Outcomes:

- [\(-1\)1.4](#), [\(-2\)1.4](#) explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modeling) (I, CC, LPP)
- [\(-1\)1.8](#), [\(-2\)1.8](#) analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)
- [\(-1\)1.9](#), [\(-2\)1.9](#) evaluate efforts to promote languages and cultures in a globalizing world (language laws, linguistic rights, cultural content legislation, cultural revitalization, linguistic revitalization)
- [\(-1\)2.6](#), [\(-2\)2.6](#) examine impacts of cultural contact between Indigenous and non-Indigenous peoples (exchange of goods and technologies, depopulation, influences on government and social institutions) (TCC, CC, GC).
- [\(-1\)2.11](#), [\(-2\)2.11](#) analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife) (GC, CC, TCC, I)
- [\(-1\)3.7](#), [\(-2\)3.7](#) examine multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- [\(-1\)4.4](#), [\(-2\)4.4](#) explore various understandings of quality of life (GC)

## Grade 11

Related Issue 1 – General Outcome: Students will explore the relationships among identity, nation and nationalism.

Specific Outcomes:

- [1.10](#) evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)

## Grade 12

Values and Attitudes

Specific Outcomes:

- [\(-1\)1.1](#), [\(-2\)1.1](#) Students will appreciate various perspectives regarding identity and ideology. (PADM, TCC, I)
- [\(-1\)2.1](#), [\(-2\)2.1](#) Students will appreciate Aboriginal contributions to the development of ideologies. (C, LPP, PADM)

Knowledge and Understanding

Specific Outcomes:

- [\(-1\)1.3](#), [\(-2\)1.3](#) Students will explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology). (I, C, LPP)
- [\(-1\)1.6](#), [\(-2\)1.6](#) Students will explore themes of ideologies (nation, class, relationship to land, environment, religion, progressivism). (TCC, PADM, LPP)

## ABORIGINAL STUDIES 10

### Grade 10

[Theme III - General Outcome:](#) Students will demonstrate an understanding of the political and economic organization of Aboriginal peoples.

Specific Outcomes:

- [5.](#) demonstrate an understanding of the current issues being addressed by Aboriginal political and economic organizations
- [6.](#) demonstrate an understanding of why Aboriginal peoples of Canada have formed unique organizations and alliances to deal with the federal and/or provincial governments

## ABORIGINAL STUDIES 20

### Grade 11

[Theme II – General Outcome:](#) Students will demonstrate an understanding of the effects of treaty relationships between First Nations people and the Government of Canada.

Specific Outcomes:

- [7.](#) demonstrate an awareness that First Nations people throughout the world are diverse in their culture, identity and security
- [8.](#) demonstrate an understanding that First Nations people of Canada and the world share a common view of inherent rights
- [10.](#) demonstrate an appreciation for First Nations groups and leaders who are committed to the struggle of self-determination and the continuation of their culture, institutions and tradition

## ABORIGINAL STUDIES 30

### Grade 12

[Theme III – General Outcome:](#) Students will demonstrate an understanding of the impact of colonialism experienced by Aboriginal peoples in Alberta and Canada.

Specific Outcomes:

- [3.](#) demonstrate an understanding of cultural influences, similarities and differences on the concept of leadership and processes of governance; e.g., tripartite agreements—federal/provincial/First Nations
- [4.](#) demonstrate an understanding of how cultural differences, social pressures and common misunderstandings can foster negative stereotypes
- [5.](#) demonstrate an understanding and appreciation of people who face discrimination through stereotyping
- [7.](#) demonstrate an understanding of why Aboriginal peoples should determine their own destiny

## FIRST NATIONS, MÉTIS AND INUIT (FNMI) LANGUAGES

The Alberta Curriculum offers the following units on Cree and Blackfoot languages. The digital book can be used to explore additional Indigenous languages and support Indigenous language revitalization. *The Indigenous Sport Heroes Education Experience* includes 15 Indigenous languages, specifically: Plains Cree, Michif, Mohawk, Coast Salish, Squamish, Gwich'in, Blackfoot, Haudenosaunee Confederacy / Oneida, Inuktitut, Algonquin, Mi'kmaq, Anishinaabemowin, Ojendat, Onondaga, and Shuswap.

### Kindergarten – Grade 12

#### [Blackfoot Language & Culture](#)

##### Applications [A]

- Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (Pookaiksi aakohtaomia'nistayissitapiiyaawa niitsi'powahssini.)

##### Community Membership [CM]

- Students will live peacefully with Mother Earth,\* others and themselves, guided by the Creator.\* (Pookaiksi aakayaahsopaatomoyiyaawa ksaahkommiitapi ki noohkiitsimmiksi.)
  - \* Discretionary (see Community Membership Overview section)
    - CM-1 Mother Earth\*
    - CM-2 others
    - CM-3 themselves

##### Strategies [S]

- Students will know and use various strategies to maximize the effectiveness of learning and communication. (Maanistaakohkottsokiitsi'poihipi pookaiksi aakaissksinima'tsoohsiyaawa.)
  - S-1 language learning
  - S-3 cultural learning

### Grades 4 – 12

#### [Cree Language & Culture](#)

##### Applications [A]

- Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.
  - A-5 to enhance their knowledge of the world
  - A-6 for imaginative purposes and personal enjoyment

##### Community Membership [CM]

- Students will live (wa)wetina(hk) (peacefully) with Kikâwînaw Askiy (Mother Earth\*), others and themselves, guided by Omâmwî Ohtâwîmâw (the Creator\*).
- \* discretionary (see Community Membership Overview section)
  - CM-1 Kikâwînaw Askiy (Mother Earth\*)
  - CM-2 others
  - CM-3 themselves

##### Strategies [S]

- Students will use strategies to maximize learning and communication.
  - S-1 language learning
  - S-3 cultural learning

## BIOLOGY 30

### Grade 12

[Specific Outcome 20-B1.2sts:](#) Students will explain how conventions of mathematics, nomenclature and notation provide a basis for organizing and communicating scientific theory, relationships and concepts (NS6b).

- research plant and animal systems of classification developed by Aboriginal peoples in their cultural practices

# ALBERTA CROSS-CURRICULAR LINKS – **Non-Indigenous Connections**

## HEALTH & LIFE SKILLS

### Kindergarten

#### Relationship Choices

##### Specific Outcomes:

- [R-K.2](#): Students will explore the relationship between feelings and behaviours.
- [R-K.9](#): Students will recognize that individuals are members of various and differing groups.

### Grade 1

#### [Safety and Responsibility](#)

Specific Outcome W1.7: Students will describe actions to use in unsafe or abusive situations; e.g., say no, get away, tell someone you trust and keep telling until someone believes you.

### Grades 1 – 4

#### Group Roles and Processes

Specific Outcome [R-1.8](#), [R-2.8](#), [R-2.8](#), [R-4.8](#): Students will develop skills to work cooperatively in a group.

### Grade 2

#### [Interactions](#)

##### Specific Outcomes:

- R-2.5: Students will demonstrate ways to show appreciation to friends and others.
- R-2.6: Students will develop strategies to show respect for others; e.g., show interest when others express feelings, offer support.

### Grade 3

#### [Safety and Responsibility](#)

Specific Outcome W3.7: Students will identify strategies to avoid being bullied in different case scenarios.

#### [Volunteerism](#)

Specific Outcome L-3.7: Students will assess how individual contributions can have a positive influence upon the family, school and community.

### Grade 4

#### [Safety and Responsibility](#)

Specific Outcome W4.7: Students will describe and demonstrate passive, aggressive, and assertive behaviours; e.g., assertive strategies for use in dealing with bullies.

#### [Group Roles and Processes](#)

Specific Outcome R-4.9: Students will assess how to act as important role models for others.

### Grades 4 – 9

General Outcome B: Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

- [R-4.1](#), [R-5.1](#), [R-6.1](#), [R-7.1](#), [R8-1](#), [R9-1](#) recognize that individuals can have a positive and negative influence on the feelings of others

### Grade 5

#### [Life Roles and Career Development](#)

Specific Outcome L-5.6: Students will assess how roles, expectations, and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media.

**Grade 7**

## Safety and Responsibility

## Specific Outcomes:

[W-7.10](#): Students will identify and examine potential sources of physical/emotional/social support.

[W-7.11](#): Students will identify characteristics of resiliency; e.g., problem-solving skills, positive self-esteem, social bonding.

Life Roles and Career Development

Specific Outcome L-7.6: Students will examine factors that may influence future life role/education/career plans; e.g., technology, role models.

**Grade 8**Safety and Responsibility

Specific Outcome W-8.11: Students will identify and develop personal resiliency skills; e.g., planning skills, social competence.

**PHYSICAL EDUCATION****Kindergarten – Grade 12**

General Outcome C: Students will interact positively with others.

- [CK-1](#), [C1-1](#), [C2-1](#), [C3-1](#), [C4-1](#), [C5-1](#), [C6-1](#), [C7-1](#), [C8-1](#), [C9-1](#), [C10-1](#), [C20-1](#), [C30-1](#) identify and demonstrate respectful communication skills appropriate to context
- [C7-2](#) identify positive living role models
- [C8-2](#) discuss positive active living role models
- [C9-2](#) identify and discuss the positive behaviours that are demonstrated by active living role models
- [C10-2](#) discuss issues related to positive athletic/active living role models

**Grades 4-12**

## Teamwork

## Specific Outcomes:

- [C4-5](#), [C5-5](#), [C6-5](#), [C7-5](#), [C8-5](#), [C9-5](#), [C10-5](#), [C20-5](#), [C30-5](#): Students will participate cooperatively in group activities.
- [C4-6](#), [C5-6](#), [C6-6](#), [C7-6](#), [C8-6](#), [C9-6](#), [C10-6](#), [C20-6](#), [C30-6](#): Students will identify and demonstrate positive behaviours that show respect for self and others.

**SOCIAL STUDIES****Kindergarten**

[General Outcome K.1](#): Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.

- 1.2 appreciate the unique characteristics, interests, gifts and talents of others:
  - appreciate feelings, ideas, stories and experiences shared by others (C, I)
  - value oral traditions of others (C)

**Kindergarten – Grade 12**

## Social Participation as Democratic Practice

Specific Outcome [K.S.5](#), [1.S.5](#), [2.S.5](#), [3.S.5](#), [4.S.5](#), [5.S.5](#), [6.S.5](#), [7.S.5](#), [8.S.5](#), [9.S.5](#), [10.S.5](#), [11.S.5](#), [12.S.5](#): Students will demonstrate the skills of cooperation, conflict resolution, and consensus-building.

- work collaboratively with others to complete a group task

## Communication

Specific Outcome [K.S.8](#), [1.S.8](#), [2.S.8](#), [3.S.8](#), [4.S.8](#), [5.S.8](#), [6.S.8](#), [7.S.8](#), [8.S.8](#), [9.S.8](#), [10.S.8](#), [11.S.8](#), [12.S.8](#): Students will demonstrate skills of oral, written, and visual literacy.



## Grade 1

### Values and Attitudes

#### General Outcomes:

- [1.1](#): Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.
  - 1.1.1 value self and others as unique individuals in relation to their world:
    - appreciate how belonging to groups and communities enriches an individual's identity
  - 1.1.2 value the groups and communities to which they belong:
    - appreciate how their actions might affect other people and how the actions of others might affect them
- [1.2](#): Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.
  - 1.2.1 appreciate how stories and events of the past connect their families and communities to the present:
    - appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging
    - appreciate people who have contributed to their communities over time

## Grade 2

### Values and Attitudes

General Outcome 2.2: Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.

- 2.2.1 appreciate how stories of the past connect individuals and communities to the present
- 2.2.4 appreciate how connections to a community contribute to one's identity

## Grade 3

### Values and Attitudes

Specific Outcome 3.1.1: Students will appreciate similarities and differences among people and communities.

- demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own

### Knowledge and Understanding

Specific Outcome 3.1.2: Students will examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g. language spoken, traditions, customs)? (CC, GC, TCC)
- How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)

## Grades 4-5

### Values and Attitudes

#### Specific Outcomes:

- [4.1.1](#): Students will value Alberta's physical geography and natural environment:
  - appreciate how land sustains communities and quality of life (ER, LPP)
- [4.1.4](#): Students will analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:
  - In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP)
- [4.3.1](#): Students will appreciate the factors contributing to quality of life in Alberta:
  - value and respect their own and other cultural identities
  - demonstrate respect for the rights, opinions, and perspectives of others

## Grade 11

### Values and Attitudes

#### Specific Outcomes:

- [\(-1\)1.1](#), [\(-2\)1.1](#): Students will appreciate that understandings of identity, nation and nationalism continue to evolve (I, C)
- [\(-1\)1.2](#), [\(-2\)1.2](#): Students will appreciate the existence of alternative views on the meaning of nation (I, C)
- [\(-1\)4.2](#), [\(-2\)4.2](#): Students will appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC)
- [\(-1\)4.3](#), [\(-2\)4.3](#): Students will respect the views of others on alternative visions of national identity (I, C)

### Knowledge and Understanding

#### Specific Outcomes:

- [\(-1\)1.6](#), [\(-2\)1.6](#): Students will develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic)
- [\(-1\)4.4](#), [\(-2\)4.4](#): Students will explore multiple perspectives on national identity in Canada (I, C, LPP)
- [\(-1\)4.4](#), [\(-2\)4.4](#): Students will analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP)

## ENGLISH LANGUAGE ARTS

### Kindergarten

[General Outcome 2](#): Students will listen, speak, read write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

#### Specific Outcomes:

- [2.1](#) Use Strategies and Cues
  - connect oral language with print and pictures
  - understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed
  - begin to make connections among sounds, letters, words, pictures and meaning
- [2.2](#) Respond to Texts
  - experiment with sounds, words, word patterns, rhymes and rhythms
- [2.4](#) Create Original Text
  - listen to and recite short poems, songs and rhymes; and engage in word play and action songs
  - draw, record or tell about ideas and experiences

#### [Specific Outcome 3.3](#): Select and Process

- Students will use illustrations, photographs, video programs, objects and auditory cues, to access information.

#### [Specific Outcome 4.2](#): Attend to Conventions

- Students will connect letters with sounds in words.

#### [Specific Outcome 4.3](#): Present and Share

- Students will use drawings to illustrate ideas and information, and talk about them.

### Kindergarten – Grade 1

#### Specific Outcome [K-1.1](#), [1-1.1](#): Discover and Explore

- Students will talk and represent to explore, express and share stories, ideas and experiences.

#### Specific Outcome [K-5.1](#), [1-5.1](#): Respect Others and Strengthen Community

- Students will explore oral, print, and other media texts from various communities.

### Kindergarten – Grade 2

#### Specific Outcome [K-2.2](#), [1-2.2](#), [2-2.2](#): Understand Forms, Elements, and Techniques

- [Students will appreciate the sounds and rhythms of language in shared language experiences.](#)

Specific Outcome [K-5.2](#), [1-5.2](#), [2-5.2](#), [3-5.2](#): Work Within a Group

- Students will work in partnerships and groups.

### Kindergarten – Grade 3

Specific Outcome [K-4.1](#), [1-4.1](#), [2-4.1](#), [3-4.1](#): Enhance and Improve

- Students will choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts.

### Kindergarten – Grade 9

Specific Outcome [K-2.2](#), [1-2.2](#), [2-2.2](#), [3-2.2](#), [4-2.2](#), [5-2.2](#), [6-2.2](#), [7-2.2](#), [8-2.2](#), [9-2.2](#): Respond to Texts

- Students will experience oral, print and other media texts from a variety of cultural traditions and genres, such as... personal narratives, video programs, biographies, poetry and guest speakers.

Specific Outcome [K-3.2](#), [1-3.2](#), [2-3.2](#), [3-3.2](#), [4-3.2](#), [5-3.2](#), [6-3.2](#), [7-3.2](#), [8-3.2](#), [9-3.2](#): Select and Process

- Students will find information on a topic, using a variety of sources.

Specific Outcome [K-3.4](#), [1-3.4](#), [2-3.4](#), [3-3.4](#), [4-3.4](#), [5-3.4](#), [6-3.4](#), [7-3.4](#), [8-3.4](#), [9-3.4](#): Share and Review

- Communicate ideas and information in a variety of oral, print and other media texts.

Specific Outcome [K-5.2](#), [1-5.2](#), [2-5.2](#), [3-5.2](#), [4-5.2](#), [5-5.2](#), [6-5.2](#), [7-5.2](#), [8-5.2](#), [9-5.2](#): Work within a Group

- Students will work in partnerships and groups.

### Grades 1 – 2

Specific Outcome [1-4.3](#), [2-4.3](#): Present and Share

- Students will be attentive and show interest during listening or viewing activities.

Specific Outcome [1-2.1](#), [2-2.1](#): Use Strategies and Cues

- Students will use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning.

### Grade 2

[Specific Outcome 2-1.1](#): Discover and Explore

- Students will use a variety of forms of oral, print, and other media texts to organize and give meaning to experiences, ideas and information.

### Grades 2 – 3

Specific Outcome [2-5.1](#), [3-5.1](#): Respect Others and Strengthen Community

- Students will discuss the experiences and traditions of various communities portrayed in oral, print, and other media texts.

### Grade 3

[Specific Outcome 2-2.2](#): Respond to Texts

- Students will identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favorites.

### Grades 3 – 9

Specific Outcome [3-2.3](#), [4-2.3](#), [5-2.3](#), [6-2.3](#), [7-2.3](#), [8-2.3](#), [9-2.3](#): Understand Forms, Elements and Techniques

- Students will recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment.

Specific Outcome [3-5.1](#), [4-5.1](#), [5-5.1](#), [6-5.1](#), [7-5.1](#), [8-5.1](#), [9-5.1](#): Respect Others and Strengthen Community

- Students will describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts.
- Students will demonstrate respect for the ideas, abilities and language use of others.

#### Grade 4

[Specific Outcome 4-2.2](#): Respond to Texts

- Students will explain how language and visuals work together to communicate meaning and enhance effect.

#### Grades 4 – 7

Specific Outcome [4-1.2](#), [5-1.2](#), [6-1.2](#), [7-1.2](#): Clarify and Extend

- Students will use talk, notes, writing and representing to record and reflect on ideas, information and experiences.

#### Grades 4 – 9

Specific Outcome [4-5.1](#), [5-5.1](#), [6-5.1](#), [7-5.1](#), [8-5.1](#), [9-5.1](#): Respect Others and Strengthen Community

- Students will describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts.

Specific Outcome [4-5.2](#), [5-5.2](#), [6-5.2](#), [7-5.2](#), [8-5.2](#), [9-5.2](#): Work Within a Group

- Students will take responsibility for collaborating with others to achieve group goals.

#### Grade 5

[Specific Outcome 5-2.4](#): Create Original Text

- Students will use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts.

#### Grade 6

[Specific Outcome 6-2.4](#): Create Original Text

- Students will use literary devices, such as imagery and figurative language, to create particular effects.

#### Grades 7 – 9

Specific Outcome [7-1.1](#), [8-1.1](#), [9-1.1](#): Discover and Explore

- Extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes.

Specific Outcome [7-5.1](#), [8-5.1](#), [9-5.1](#): Respect Others and Strengthen Community

- Students will clarify and broaden perspectives and opinions, by examining the ideas of others.

#### Grade 9

[Specific Outcome 9-2.2](#): Respond to Texts

- Students will discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts.

#### Grades 10 – 12

Specific Outcome [10-1.1](#), [20-1.1](#), [30-1.1](#): Discover Possibilities

- b: Students will experiment with a variety of strategies, activities, and resources to explore ideas, observations, opinions, experiences and emotions [for example, stream-of-consciousness writing, free verse poetry, exploratory talk and improvisation].

Specific Outcome [10-1.2](#), [20-1.2](#), [30-1.2](#): Extend Awareness

- 1.2.1a: Students will describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have contributed to such responses.
- 1.2.1b: Students will identify own ideas, perspectives and interpretations and evaluate them for depth of explanation, evidence or support; and consider the ideas, perspectives and interpretations of others to broaden own understandings when exploring and responding to texts.
- 1.2.3: Students will appraise own strengths and weaknesses as a language user and a language learner.

## Specific Outcome 10-2.1, 20-2.1, 30-2.1: Construct Meaning from Text and Context

- [\(-1\)2.1.1c](#), [\(-2\)2.1.1c](#): Students will describe the relationship between text and context [for example, constraints of time and space, issues of gender and culture, whether or not the audience is present].
- [\(-1\)2.1.1d](#), [\(-2\)2.1.1d](#): Students will identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text.
- [\(-1\)2.1.2f](#), [\(-2\)2.1.2f](#): Students will differentiate between literal and figurative statements and between imagery and nonsensory language, identify symbol, recognize familiar allusions, and describe how images are developed in texts.
- [\(-1\)2.1.2g](#), [\(-2\)2.1.2g](#): Students will analyze visual and aural elements, and explain how they contribute to the meaning of texts.

## Specific Outcome 10-2.2, 20-2.2, 30-2.2: Relate Elements, Devices and Techniques to Created Effects

- [\(-1\)2.2.2e](#), [\(-2\)2.2.2e](#): Students will recognize the use of motif and symbol in print and nonprint texts.

## Specific Outcome 10-2.3, 20-2.3, 30-2.3: Respond to a Variety of Print and Nonprint Texts

- [\(-1\)2.3.1a](#), [\(-2\)2.3.1a](#): Students will identify and consider personal, moral, ethical, and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion.
- [\(-1\)2.3.1b](#), [\(-2\)2.3.1b](#): Students will respond personally and analytically to ideas developed in works of literature and other texts; and analyze the ways in which ideas are reflected in personal and cultural opinions, values, beliefs and perspectives.
- [\(-1\)2.3.1d](#), [\(-2\)2.3.1d](#): Students will identify and examine ways in which cultural and societal influences are reflected in a variety of Canadian and international texts.
- [\(-1\)2.3.3b](#), [\(-2\)2.3.3b](#): Students will describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response.

## Specific Outcome 10-3.1, 20-3.1, 30-3.1: Determine Inquiry or Research Requirements

- [\(-1\)3.1.2d](#), [\(-2\)3.1.2d](#): Students will identify information sources intended to fill gaps between prior knowledge and required information.

## Specific Outcome 10-3.2, 20-3.2, 30-3.2: Follow a Plan of Inquiry

- [\(-1\)3.2.1b](#), [\(-2\)3.2.1b](#): Students will select information and other material appropriate to purpose from a variety of print and nonprint sources [for example, from museums, archives, government agencies, periodicals, microfiche, Internet, CD-ROMs, films, television and radio broadcasts, interviews, surveys, and print and online encyclopedias].

## Specific Outcome 10-4.1, 20-4.1, 30-4.1: Develop and Present a Variety of Print and Nonprint Texts

- [\(-1\)4.1.1a](#), [\(-2\)4.1.1a](#): Students will reflect on the purposes for text creation [for example, to inform, explain, persuade, entertain or inspire] and on own motives for selecting strategies to engage an audience [for example, to communicate information, promote action or build relationships]; and consider potential consequences of choices regarding text creation [for example, follow-up action may be required to clarify information, a position may need to be defended and opposing viewpoints addressed, and tone and style must be appropriate for intended audience].

- [\(-1\)4.1.1c](#), [\(-2\)4.1.1c](#): Students will describe and address audience factors that affect text creation [such as age, prior knowledge, gender, culture, values...].
- [\(-1\)4.1.3e](#), [\(-2\)4.1.3e](#): Students will develop content appropriate to purpose [for example, relate supporting information and examples to conclusions when creating a written or oral report; and relate imagery, figurative language and musical devices to purpose when developing a poem].

Specific Outcome 10-5.1, 20-5.1, 30-5.1: Respect Others and Strengthen Community

- [\(-1\)5.1.1a](#), [\(-2\)5.1.1a](#): Students will monitor own use of verbal and nonverbal communication in order to convey respect and consideration, as appropriate.
- [\(-1\)5.1.2a](#), [\(-2\)5.1.2b](#): Students will appreciate diversity of thought and expression, select and monitor appropriate strategies for appreciating diversity, and modify selected strategies as needed.

## CALM – CAREER & LIFE MANAGEMENT

### Grades 10 – 12

[General Outcome 1](#): Students will apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.

- [P1](#) analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life
  - describe the combination of factors that contribute to personal well-being
  - examine the determinants of health and their effect on lifestyle choices
  - explain the holistic nature of well-being
  - demonstrate an understanding of the interrelated and interdependent aspects of well-being and healthy lifestyles
  - describe the importance of balance in life and the changing/dynamic nature of this balance
- [P3](#) develop and assess personal strategies to enhance creative thinking skills
  - analyze the effect of positive attitude on thinking
  - apply creative thinking strategies
- [P4](#) develop approaches/tactics for creative problem solving and decision making
  - assess own well-being and own ability to cope with challenges and overcome obstacles
- [P7](#) analyze a variety of strategies to achieve and enhance emotional and spiritual well-being.
  - describe the components of emotional/spiritual well-being
- [P8](#) develop and assess strategies for anticipating, identifying, managing and embracing change
  - develop strategies for managing stress; and investigate the benefits and limitations of stress and the negative, stressful and harmful responses to stress
- [P10](#) examine various attitudes, values and behaviours for developing meaningful interpersonal relationships
  - explain our need for relationships
  - identify positive elements of relationships; i.e., trust, integrity, respect, responsibility
  - describe the skills, attitudes and behaviours for building, maintaining and enhancing healthy, positive relationships
  - generate a list of ways to provide support to others
- [P14](#) evaluate resources and support systems for each dimension of health and well-being for self and others
  - examine support systems for assessing and maintaining health and well-being
  - identify support systems and resources for unhealthy relationships and strategies for contacting/using them

## ETHICS

### Grade 8

#### Objective 1B: Understanding Values

- Specific Outcomes:
  - 3. Students will demonstrate an understanding of common community values such as respect, responsibility, fairness/justice, tolerance, honesty, kindness, forgiveness, commitment to democratic ideals, loyalty.

#### Objective 1C: Perspectives on Values

- Specific Outcomes:
  - 1. Students will demonstrate an appreciation of the influence of historical traditions and culture in the formation of personal values.
  - 2. Students will demonstrate an awareness that the society or community to which one belongs influences a person's perspective on values.
  - 3. Students will demonstrate awareness that each person may have unique perspectives on values.

#### Module 1: Winning and Losing

- Specific Outcomes:
  - 2.4. Students will demonstrate an awareness that cooperation is an essential characteristic of a community.
  - 2.7. Students will accept members of the community who may differ physically, mentally or socially.
  - 2.9. Students will demonstrate the skills necessary to contribute to the success of others.

#### Module 3: Religion and Values

- Specific Outcomes:
  - 1. Students will demonstrate an understanding that communities and social organizations are created for the mutual growth and well-being of their members.
  - 2. Students will demonstrate an understanding that there are interactive relationships among individuals, communities and segments of the community.

#### Objective 3B: Reflections

- Specific Outcomes:
  - 3. Students will evaluate personal contributions and the contributions of others towards making positive changes.

## CTS: HEALTH, RECREATION, AND HUMAN SERVICES (HRH)

### Introductory Courses

#### REC1050: Sport Psychology 1

- General Outcome 2: Students will analyze how activation levels affect sport performance.
  - 2.4 lead a basic relaxation strategy to manage activation state and energy levels, such as breathing exercises, progressive muscle relaxation, grounding techniques and centering strategies

### Intermediate Courses

#### REC2050: Sport Psychology 2

- General Outcome 6: Students will evaluate the role of sport in relation to an athlete's identity.

#### REC2060: Leadership in Recreation & Sport

- General Outcome 1: Students will evaluate the basic roles and responsibilities of a recreation leader.
  - 1.1 explain the importance of a holistic view of children and youth in recreation settings
  - 1.6 justify how culture is a component of motivation and desire to participate in recreation activities

## Advanced Courses

### REC3050: Sport Psychology 3

- [General Outcome 1:](#) Students will evaluate current trends and attitudes in sport.
  - 1.1 analyze the role of the athlete in the world of sport
  - 1.2 assess the roles of various significant individuals who have an impact on an athlete's journey

### REC3140: Sport & Society

- [General Outcome 1:](#) Students will describe the relationship between sport and society.
  - 1.3 describe the cultural impact of a sport or sports in general