

Curriculum Connections -FFTH

- Below is selection of curriculum expectations that connect directly to the themes, issues, and topics addressed in FFTH.
- The curriculum expectations listed below are a sample from various strands and course levels (Open, Academic, Workplace Preparation etc.)
- These expectations are intended to suggest ways in which participating in FFTH can directly enhance your existing programming and directly support the goals of the Ontario Curriculum.

Health and Phys. Ed.

“HEALTHY RELATIONSHIPS AND HEALTH AND PHYSICAL EDUCATION
Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community.”

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

Grade 7

C1.3 explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (*e.g., choosing to abstain from any genital contact; choosing to abstain from having vaginal or anal intercourse; choosing to abstain from having oral-genital contact*); the reasons for not engaging in sexual activity; the concept of consent and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in the relationship

C2.2 assess the impact of different types of bullying or harassment, including the harassment and coercion that can occur with behaviours such as sexting, on themselves and others, and identify ways of preventing or resolving such incidents (*e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations*)

C2.4 demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health (*e.g., sexually transmitted infections [STIs], possible contraceptive side effects, pregnancy, protective value of vaccinations, social labelling, gender identity, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings*)

C3.2 analyse the personal and societal implications of issues related to substance use and addictive behaviours (*e.g., legal and health implications of underage drinking*)

Grade 8

C1.3 identify and describe the warning signs of substance misuse or abuse, addictions, and related and the consequences that can occur (*e.g., aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault*).

C2.2 demonstrate the ability to assess situations for potential dangers (*e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning that involve potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing*), and apply strategies for avoiding dangerous situations

C2.4 demonstrate an understanding of aspects of sexual health and safety, including contraception and condom use for pregnancy and STI prevention, the concept of consent, and matters they need to consider and skills they need to use in order to make safe and healthy decisions about sexual activity (*e.g., self-knowledge; abstinence; delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; need for additional information and support; safer sex and pleasure; communication, assertiveness, and refusal skills*)

C3.2 analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (*e.g., help lines, school counsellors, social workers, youth programs, shelters, restorative justice programs, gay-straight student alliances*)

C3.3 analyze the attractions and benefits associated with being in a relationship (*e.g., support, understanding, camaraderie, pleasure*), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (*e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STIs and related risk to future fertility, unintended pregnancy, sexual harassment and exploitation; potential for dating violence*)

Grade 9

“Human Development and Sexual Health.

Human development and sexual health education is more than simply teaching young people about the anatomy and physiology of reproduction. Sexual health, understood in its broadest sense, can include a wide range of topics and concepts, from sexual development, reproductive health, choice and sexual readiness, consent, abstinence, and protection, to interpersonal relationships, sexual orientation, gender identity and gender expression, affection and pleasure, body image, and gender roles and expectations”

C1.2 demonstrate an understanding of the benefits and risks of using electronic communication technologies (*e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy*), and describe strategies that they can apply to ensure their safety while using these technologies.

C2.2 demonstrate an understanding of the skills and strategies needed to build healthy social relationships (*e.g., peer, school, family, work*) and intimate relationships

C2.3 apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality

Grade 10

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (*e.g., Active Living: support others by encouraging them and/or providing them with assistance when they are participating or learning new skills in a variety of physical activities; Movement Competence: apply appropriate conventions of fair play and etiquette and demonstrate inclusiveness as they participate in a variety of physical activities; Healthy Living: explain why being respectful is an important contributor to maintaining healthy relationships*)

C3.4 describe some common misconceptions about sexuality in our culture, and explain how these may cause harm to people and how they can be responded to critically and fairly

C3.5 explain how being in an exclusive relationship with another person affects them and their relations with others (*e.g., personal benefits such as learning about oneself, emotional comfort and security, sense of belonging; impact on peer relationships, family relationships, time management, homework, choice of activities; feelings and challenges involved in ending a relationship*)

Grade 11

C2.1 describe behaviours and strategies (*e.g., thinking before acting, making independent decisions, using workplace safety checklists, wearing protective gear, investigating legal requirements, following guidelines, planning before making decisions, using communications skills to sustain respectful and responsible relationships, using refusal and assertiveness skills to question and refuse to participate in unsafe situations, supporting peers in making safer decisions*) that can be applied to make safer choices in a variety of situations and settings (*e.g., at school, at home, in the workplace, in the community*) and reduce the risk of personal injury or death

C2.2 apply their understanding of the connections between substance use, addictive behaviours, and physical and mental health (*e.g., physical illness can lead to drug dependencies; compulsive behaviour can affect physical health and mental well-being; self-medication, substance use, and mental illness sometimes form a mutually reinforcing negative cycle; substances used to lower inhibitions can create health risks; alcohol consumption during pregnancy increases the risk of giving birth to a child with fetal alcohol spectrum disorder [FASD]; substance misuse can sometimes lead to problems with anxiety or depression*) to make safer choices about the use of medications, drugs, and other substances and involvement in potentially addictive activities

C3.3 describe factors (*e.g., poor school performance; not fitting in; inability to cope with stress; not having a support network; having friends or family members who drink or use drugs; family conflict; discrimination or oppression; emotional, physical, or sexual abuse; poverty*) that increase a person's risk of engaging in substance use or addictive behaviours, and identify sources of support (*e.g., a school guidance counsellor, a telephone help line, a trusted friend who can help them find an adult to speak to, a family member, a religious leader or spiritual counsellor, a family physician or nurse practitioner, public health units or community health or friendship centres*) that can help people avoid or overcome substance abuse and addiction

C3.4 describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (*e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse*)

Grade 12

C1.3 demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (*e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies*)

C2.2 describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (*e.g., trusted adults, support groups, family, religious leaders, elders, online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs*) can be used to reduce their vulnerability to harassment, violence, or abuse

C3.2 analyse the occurrence of harassment, violence, and abuse in relationships (*e.g., domestic, intimate, work-related*) in their community and around the world, and describe the resources and supports that are available and actions that can be taken to deal with these problems

C3.4 analyse the portrayal of different relationships in the media (*e.g., movies, song lyrics, television, print media, Internet*) with respect to bias and stereotyping, and describe how individuals can take action to encourage more realistic and inclusive messaging

A2.3 explain how sex, gender identity, and social and cultural background can influence health (*e.g., social and cultural influences on dietary practices, methods of treating illnesses, gender*)

expectations; gender- and sex-based influences on medical treatment, access to jobs, education, and physical activity)

C3.1 describe actions that individuals can take that contribute to the health of others (*e.g., consenting to be an organ donor; donating blood; updating immunizations; using methods such as handwashing to prevent the transmission of communicable diseases; following safer sex guidelines to prevent STIs; advising younger students on health action plans, healthy relationships, and anti-bullying strategies; getting involved in charitable fundraising events and campaigns in support of health-related causes such as smoking prevention, healthy eating, concussion prevention, and breastfeeding awareness*)

A2.1 demonstrate the ability to use communication skills (*e.g., expressing ideas, listening and responding to others, and interpreting information effectively; recognizing and understanding non-verbal signals and body language*) to develop healthy relationships and provide direction to participants involved in a variety of activities related to healthy, active living.

A2.5 demonstrate the ability to apply leadership skills within the context of activities related to healthy active living objectives (*e.g., organize a dance class, an intramural activity such as a swim meet or a cross-country run, an in-class tournament, an assembly to increase awareness about how to reduce gender-based violence, sexual harassment, homophobia, racism or other forms of prejudice, such as discrimination based on age, size, or abilities, in the school community; teach a new skill/game to another class; invent or adapt a recreational game and present it to children with special needs; coordinate the promotion of a health fair*)

Dance

Grade 10

A1.1 use the elements of dance to create and perform a variety of movement phrases inspired by sources (*e.g., select key words, images, and messages from the poem “My Name Is Gossip” and interpret them through a variety of movement phrases; create a short dance composition based on a personal, social, or environmental issue*)

A2.2 construct a dance composition inspired by a source (*e.g., create a dance composition inspired by a two- or three-dimensional art work, or a musical excerpt or poem*)

Grade 11

A2.3 use a variety of compositional approaches to express a broad range of ideas and moods through dance (*e.g., determine which of two compositional approaches offers more scope for communicating a particular message or theme through dance*)

A1.1 use the elements of dance to develop and perform a series of connected dance phrases inspired by a source (*e.g., demonstrate “stages in the life ”of figures from various Rodin sculptures; depict changes in an object from nature or the surrounding environment*)

Grade 12

A1.1 use the elements of dance to create and perform abstract dance phrases inspired by a theme of personal significance (*e.g., a theme suggested by an environmental or social issue or by a composition of a favourite dance group*)

A2.3 identify and use a variety of compositional approaches to communicate ideas and feelings through dance (*e.g., use structured improvisation and a combination of elements to develop a short piece about an environmental concern; use floor patterns and movement vocabulary from two of their favourite dance styles to create a work based on a self-selected theme*)

Drama

Grade 9

A1.3 use role play to explore, develop, and represent themes, ideas, characters, feelings, and beliefs in producing drama works (*e.g., use improvisation exercises to explore how they might think, feel, and act in specific real-life situations; write in role as a character who is reflecting on the people, events, and relationships affected by a personal, social, or environmental issue*)

A3.1 identify and use a variety of techniques or methods for establishing a rapport between performer and audience (*e.g., techniques such as breaking the fourth wall, direct address, adapting performance style to suit a particular type of audience [children versus adults]*)

B2.2 explain how dramatic exploration can contribute to personal growth and self-understanding (*e.g., explain how attributes such as self-awareness, empathy, confidence, and a willingness to take risks are developed and strengthened through drama activities; discuss the importance of the spoken word and rap to give voice to some cultures*)

C2.2 describe ways in which contemporary dramas show the influence of social trends (*e.g., identify topical themes and/or familiar stereotypes in popular films and television dramas; compare the roles played by women characters today and in the past*)

C3.3 demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts (*e.g., listen attentively during school performances and assemblies*)

Grade 10

A1.2 select and use appropriate forms to present identified issues from a variety of perspectives (*e.g., use a radio play, improvisation, or series of tableaux to present two opposing views about a political, social, or environmental issue*)

A1.3 use role play and characterization to explore personal and social issues (*e.g., with a partner, create or assume a role that explores an issue such as bullying; create a scenario that reveals details about a character's motivation*)

B1.3 identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes (*e.g., write theatre or film reviews assessing whether the lighting, sound, set design, and costumes of a drama are used effectively to illustrate the intended message*)

B2.3 describe ways in which different types of dramatic exploration and drama presentations contribute to the school and broader community (*e.g., list school productions, community theatre, professional theatre, street theatre, children's theatre, or school-spirit assemblies they have attended, and describe how they and the audience benefited from the experience*)

C2.2 describe how drama is used for various purposes in a range of social contexts (*e.g., to express or celebrate group or community sentiments or values in street theatre or parades; to mark important historical or religious anniversaries of a country or culture; to raise awareness of social, environmental, and political issues; to explore personal relationships or social arrangements*)

C3.3 demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts (*e.g., as a performer: show willingness to take direction and behave appropriately towards other actors; as a viewer: demonstrate respect for performers and other audience members by paying attention, not interrupting or talking, and applauding when appropriate*)

Grade 11

A3.1 use a variety of techniques to increase interaction with or participation by the audience (*e.g., use forum theatre to involve the whole class in developing a character or exploring a theme; situate some of the action in non-stage areas of the theatre*)

B1.2 analyse drama works to determine how they communicate ideas about issues, culture, and society (*e.g., compare the different ways in which dramas on the same topic present their themes; compare the presentation of female characters by women playwrights in two different eras*)

B2.2 identify ways in which drama can influence personal growth, relationships with others, and aesthetic judgement (*e.g., issue-based and whole-group drama activities can help develop empathy, self-knowledge, and social and environmental awareness; participation in the creative process can develop skills in applying aesthetic criteria to improve or evaluate a final product*)

B2.3 identify ways in which drama can influence the broader community (*e.g., by giving expression to previously unheard voices; by highlighting systemic or emerging social problems*)

A1.3 use role play to explore the possibilities of different scenarios, situations, and characters (*e.g., use forum theatre to develop scenes for an original presentation; use improvisation to create two different endings for a specific scene*)

B2.2 identify ways in which drama can promote self- and social awareness (*e.g., creating and per-forming can promote self-awareness, self-confidence, and personal growth; role playing can promote social understanding and increase one's capacity for empathy*)

B2.3 identify ways in which drama works can promote social improvement and good citizenship (*e.g., by exploring issues and raising questions about the way things are; by modelling positive solutions to problems*)

Grade 12

A1.2 select and use a variety of drama forms to present original drama works (*e.g., combine forms such as dance drama, mime, and reader's theatre to dramatize or comment on a social or environmental issue*)

B1.2 analyse a variety of contemporary and historical drama works to explain and evaluate how they communicate themes and dramatize issues (*e.g., describe the strategies used to explore political and social issues in plays like The Komagata Maru Incident by Sharon Pollock, Les Belles Soeurs by Michel Tremblay, or The Rez Sisters by Tomson Highway, and comment on their effectiveness*)

B2.1 demonstrate an understanding of how drama questions social and cultural conditions in a variety of Canadian and global drama sources and traditions (*e.g., determine the intended message in Dennis Foon's exploration of racism in Skin, Rick Salutin's investigation of political unrest in Upper Canada in 1837: The Farmers' Revolt, Drew Hayden Taylor's scrutiny of Native culture in Toronto at Dreamer's Rock, Trey Anthony's exploration of cultural identity in 'Da Kink in My Hair, and various "green movie dramas" such as Erin Brockovitch, Gorillas in the Mist, The Day After Tomorrow, Hoot, and Avatar; explain how the themes and techniques of Brechtian theatre reflect socialist ideas, or how theatre of the absurd reflects existentialist philosophy*)

B2.3 describe ways in which drama can support or influence school and/or local community goals (*e.g., describe the role of Augusto Boal's Theatre of the Oppressed in improving conditions and raising awareness in marginalized communities; explain why a protest march is a form of theatre*)

Visual Art

Grade 9

A2.2 apply elements and principles of design to create art works that communicate ideas and information (*e.g., an informational public service poster on a social issue such as bullying or protecting the environment*)

B2.3 identify ways in which creating and/or analysing art works has affected their personal identity and values (*e.g., with reference to their self-perception, their level of empathy, their awareness of stereotypes, their awareness of their emotions and their ability to express them*)

Grade 10

A2.2 apply elements and principles of design as well as art-making conventions to create art works that communicate ideas, information, or messages, and/or that convey a point of view on an issue (*e.g., use colour, line, shape, contrast, and emphasis when creating an art work that addresses*

an issue in their local community; incorporate symbolism to communicate a message about an environmental issue)

Media Arts

Grade 10

A2.2 design and produce original media art works on a specific theme (*e.g., an environmental issue*) by combining one or more of the principles of media arts and a variety of elements from the contributing arts

A3.3 communicate personal messages by creating and presenting media art works using a variety of approaches and techniques (*e.g., create a collage of still images and sound conveying their perspective on an issue related to discrimination*)

Grade 12

A3.3 communicate a personal message or an opinion on an issue of personal concern by creating and presenting media art works using a variety of techniques, tools, and/or technologies (*e.g., an animated short to express their personal point of view on issues related to smoking; a series of ads for public spaces on reducing the size of our ecological footprint, using techniques similar to those of Adbusters*)

B2.3 identify and explain ways in which media art works can influence community or societal values (*e.g., explore a range of advertisements on television, in public spaces, and in print media, and explain how they influence the immediate community and society at large; explore the effects of community-based broadcasting on the maintaining of cultural identity in Aboriginal communities*)

B2.4 explain, using a variety of formats (*e.g., a digital collage with voice-over, an audio recording, a reflection journal*), how creating and presenting media art works has affected their personal values and their understanding of their culture and community (*e.g., how creating a documentary that expressed their impressions of their school culture has increased their understanding of the diversity of the student population*)

History

Grade 10

E3.3 assess the significance of public acknowledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international (*e.g., the Holocaust; the Holodomor; the Armenian, Rwandan, and Srebrenican genocides; the Chinese Head Tax; the Komagata Maru incident; Ukrainian- and Japanese-Canadian internment; residential schools; the arrest of Viola Desmond; the demolition of Africville; forced relocation of Inuit families*)

Civics

Grade 12

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose (*e.g., a blog on the results of environmental action in their school; a web page on a social justice issue such as child poverty and links to relevant organizations; a discussion group on how best to foster healthy schools; a poster that highlights people's civic responsibilities; a news report on a plan to build a big box store in the local community; a presentation on cultural celebrations of various people within the local community; a protest song to commemorate or raise awareness about a violation of human rights; a petition calling for clean, safe water on First Nations reserves; a debate on alternative electoral processes; a work of art on the value of volunteer work*)

B1.1 describe some civic issues of local, national, and/or global significance (*e.g., bullying in schools; violence in local communities; accessibility of buildings in the local community for people with disabilities; availability of recreational facilities in the local community; casino development; voter turnout; issues related to freedom of information, taxation, water quality; Aboriginal treaty rights; the impact of consumer choices; human rights issues related to racism, child labour, the rights of girls or women, homophobia, or classism; intervention in foreign conflict*), and compare the perspectives of different groups on selected issues

B1.2 describe fundamental beliefs and values associated with democratic citizenship in Canada (*e.g., rule of law; freedom of expression; freedom of religion; equity; respect for human dignity, the rights of others, and the common good; social responsibility*), and explain ways in which they are reflected in citizen actions (*e.g., voting, various protest movements and/or demonstrations, various ethnic or religious celebrations or observances, organ donation, environmental stewardship, volunteer work*)

B3.5 identify examples of human rights violations around the world (*e.g., hate crimes, torture, genocide, political imprisonment, recruitment of child soldiers, gender-based violence and discrimination*), and assess the effectiveness of responses to such violations (*e.g., media scrutiny; government sanctions; military intervention; regional, national, and/or international tribunals; boycotts; pressure from governments and/or NGOs*)

C1.3 explain how various actions can contribute to the common good at the local, national, and/ or global level (*e.g., engaging in a non-violent protest can heighten awareness of an issue and pressure for change; buying fair trade products helps ensure that producers are fairly compensated for the products they produce; the organized boycotting of products can pressure corporations to change irresponsible practices; donating to a development NGO can help improve the lives of people affected by a natural disaster or enhance health care in developing countries; canvassing or fundraising for an organization that works for social justice can raise people's awareness of issues related to inequity or human rights abuses*)

C2.1 analyse ways in which various beliefs, values, and perspectives are represented in their communities (*e.g., with reference to different racial, ethnic, and/or religious groups; people with various*

political beliefs and/ or social values; people from different age groups; men and women; First Nations, Inuit, or Métis people; people in lesbian, gay, bisexual, and transgender [LGBT] communities; environmentalists; people with disabilities; people from different professions and/ or economic circumstances; recent immigrants and new Canadians; business people), and assess whether all perspectives are represented or are valued equally

C2.3 describe various ways in which people can access information about civic matters (*e.g., websites of governments, political parties, NGOs, or other groups and/ or institutions; social media; meetings organized by elected representatives; newspapers or newscasts*), and assess the effectiveness of ways in which individuals

can voice their opinions on these matters (*e.g., by contacting their elected representatives, being part of a delegation to speak on an issue under consideration by city council, organizing a petition, voting, making a presentation to a commission of inquiry, participating in a political party or interest group; by expressing their views through the media, including social media, or at a town-hall meeting; through court challenges; through art, drama, or music*)

C3.2 propose different courses of action that could be used to address a specific civic issue (*e.g., a public awareness campaign, a plan for local action, a campaign to pressure for political action*), and assess their merits

English

Grade 9

Oral

1.8 identify the perspectives and/ or biases evident in simple oral texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity (*e.g., identify diverse views on identity revealed by the panellists in a televised town hall meeting; discuss, in a small group, their reactions to a major news event, and explain why the opinions of the group members might differ*)

Writing

2.1 write for different purposes and audiences using several different literary, informational, and graphic forms (*e.g., a supported opinion essay about a school issue for the class newspaper; a comic strip based on a scene from a short story for young children; text for trading cards of mythological figures to share with friends; a poem inspired by a descriptive passage in a short story*)

2.5 explain how their own beliefs, values, and experiences are revealed in their writing (*e.g., analyse their writing to determine whether voices are missing that it would be appropriate to include; use peer feedback to identify relevant ideas or opinions that have not been considered in the text*)

Media

1.5 identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, and identity (*e.g., identify the characteristics that signal Canadian content and interests in a Canadian television program; explain the messages conveyed through the depiction of gender roles in popular music videos*)

3.4 produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques (*e.g., a TV public service announcement to inform teens about a social issue or health topic; a brochure to inform peers about important figures in Aboriginal history*)

Grade 10

Oral

1.6 extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them (*e.g., compare their own delivery of a Shakespearean monologue with deliveries by their classmates or in professional productions; use role play and drama to explore ideas, emotions, and issues presented in oral texts; listen to a professionally recorded play and then explain how a character's struggle resonated with a personal experience*)

1.8 identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power (*e.g., listen to and then discuss mock interviews for a variety of job types; assess "testimonial" commercials; analyse the language used in role plays*)

Reading

1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power (*e.g., determine the fairness of depictions of comic characters in a Shakespeare play, of the antagonist or villain in a novel, of poverty and poor people in a newspaper article*)

Writing

1.1 identify the topic, purpose, and audience for a variety of writing tasks (*e.g., an academic essay examining a theme in one of Shakespeare's plays for the teacher; a speech about an Aboriginal leader or role model for peers; a rite-of-passage narrative relating the experience of a fictional character for peers and adults; a narrative about a significant personal moment in their own Grade 9 experience for new Grade 9 students; an article on a local issue for a community newspaper 1*)

2.1 write for different purposes and audiences using a variety of literary, graphic, and informational forms (*e.g., a speech to persuade their peers to take action on an issue; a myth or updated fairy tale for young children; a review of a music CD or a song to be shared with the class; the cover for a "talking books" CD for a senior; a biography about a family member*)

2.5 explain how their own beliefs, values, and experiences are revealed in their writing (*e.g., compare their writing on a topic with a piece written from a different viewpoint and identify and explain the differences; write in-role to support an opinion with which they personally disagree and use feedback from a partner to assess whether they have represented the position fairly*)

Media

3.4 produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques (*e.g., a sports magazine cover for a teenage audience; posters promoting their independent reading selections for display in the school library; a commercial promoting the contributions of Aboriginal people*)