

Curriculum Connections

Saskatchewan Ministry of Education, 2019

Opportunities to Address Child Abuse Prevention Education and Response

This document outlines curricular opportunities to address substance misuse in various subject areas and grades. Suggested curriculum outcomes are identified and, if applicable, supporting indicators are noted. Please refer to the [Saskatchewan curriculum](#) website for the complete curriculum and recommended learning resources.

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Grade 1

Subject	Outcomes and Indicators
Health Education 1	<p>USC1.3 Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.</p> <ul style="list-style-type: none"> (a) Use common and respectful language to talk about feelings (e.g., happy, angry, scared), actions (e.g., smiling, crying, crossing arms), and relationships (e.g., friendships, cooperation, communication). (h) Identify and discuss helpful/hurtful words and behaviours in relationships. <p>USC1.4 Determine and practise safe pedestrian/street behaviours and examine related safety challenges in the community.</p> <ul style="list-style-type: none"> (b) Examine what is meant by danger (i.e., harmful consequences). (d) Recognize possible street dangers (e.g., stray animals, traffic, strangers, gang behaviours, isolated areas, dangerous items including needles). (i) Identify and practise ways to exercise avoidance, caution, and/ or refusal in potentially dangerous situations (e.g., seek out a safe adult, say no, walk away)

Grade 2

Subject	Outcomes and Indicators
Health Education 2	<p>USC2.1 Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.</p> <ul style="list-style-type: none"> (a) Develop a common understanding and use of respectful language to talk about thoughts, feelings, and actions (e.g., emotions, ideas, behaviours, choices, reactions, control). (d) Examine various ways to appropriately share thoughts, feelings, and actions. <p>USC2.4 Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment.</p> <ul style="list-style-type: none"> (f) Discuss the importance of respect within relationships (e.g., safety, recognition of gifts and talents). (g) Describe how people (e.g., characters in a story) demonstrate or do not demonstrate respect for each other, personal gifts, material possessions, and/ or the environment. <p>USC2.5 Recognize potential safety risks in community “play areas” and determine safe practices/behaviours to identify, assess, and reduce the risks.</p> <ul style="list-style-type: none"> (f) Discuss how safety rules/guidelines are established to reduce risks. (g) Investigate ways to identify, assess, and reduce the risk of potentially dangerous and/or possible unsupervised situations in community “play areas”. (h) Examine the importance of “reporting” versus being a “tattle” when identifying safety concerns.

Subject	Outcomes and Indicators
English Language Arts 2	CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., My Family and Friends), community (e.g., Our Community), social responsibility (e.g., TV Ads for Children) and make connections to own life.

Grade 3

Subject	Outcomes and Indicators
Health Education 3	<p>USC3.2 Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it.</p> <p>(f) Distinguish between thoughts, feelings, and actions that nourish or damage one’s “inner self”.</p> <p>USC3.5 Evaluate safe behaviours/practices to increase the safety of self and others while at home.</p> <p>(a) Review the meaning of “risk” (see USC 2.5).</p> <p>(b) Recognize and describe potential safety risks (including chemicals/ poisons, vehicles/machinery, electricity, fires, second-hand smoke, uncomfortable situations) at home (i.e., in the house/apartment and in the yard).</p> <p>USC3.6 Distinguish between examples of real violence (e.g., schoolyard fights, shaking a baby, bullying) and fictional violence (e.g., cartoons, world wrestling entertainment, video games) and determine the influence of both on health and well-being.</p> <p>(a) Develop common and respectful language often used to talk about violence and abuse.</p> <p>(b) Reflect on what is known/believed about violence in communities.</p> <p>(c) Determine that violence can be physical, emotional, and/or sexual.</p> <p>(d) Describe types of violence and abuse including physical (e.g., punching, kicking), sexual (e.g., inappropriate touching), and emotional (e.g., name-calling, exclusion, cyber-bullying).</p> <p>(e) Recognize that physical, sexual, and emotional violence are behaviours that hurt or destroy people, places, or things.</p> <p>(f) Discuss examples of fictional violence (e.g., movies, video games, cartoons, world wrestling entertainment).</p> <p>(g) Investigate the influence of mass media on perceptions of violence (e.g., difficult to distinguish fiction from non-fiction, what is ‘normal’).</p> <p>(h) Distinguish the effects of violence on the mind, body, and spirit (e.g., fear, bruises, self-doubt, hopelessness).</p> <p>(i) Recognize violent and non-violent and/or harmful and non-harmful behaviours and the impact on self and others.</p>

Grade 4

Subject	Outcomes and Indicators
Health Education 4	<p>USC4.3 Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.</p> <p>(a) Compare qualities of healthy and unhealthy relationships and determine the connections of these relationships to a healthy mind, body, and spirit.</p> <p>(i) Recognize that disagreements are part of healthy and of unhealthy relationships.</p> <p>USC4.4 Determine basic personal responsibility for safety and protection in various environments/situations.</p> <p>(a) Examine prior knowledge and new information related to safety (including cyber safety).</p> <p>(c) Investigate common personal and community activities/environments to identify those that involve greater safety risks.</p> <p>(d) Examine cyber safety etiquette and related safety risks and strategies.</p>

Grade 5

Subject	Outcomes and Indicators
English Language Arts 5	CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., What Should I Do), community (e.g., This is Our Planet), social responsibility (e.g., Teamwork) and express personal thoughts shaped through inquiry.
Health Education 5	<p>USC5.5 Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community.</p> <p>(a) Review qualities of healthy relationships (e.g., respect, honesty, reliability).</p> <p>(b) Determine that abuse is used to gain or maintain power and control over another person(s).</p> <p>(c) Investigate the different types of abuse (e.g., physical, sexual, emotional, mental, spiritual, economic).</p> <p>(d) Ask questions and seek answers for deeper understanding:</p> <ul style="list-style-type: none"> • What do the experts believe about violence being inherited or learned? • How is the “cycle of abuse” stopped? • Why is abuse more common in some communities than in others? • How are family/community norms about violence/abuse established and challenged? <p>(e) Recognize warning signals of unhealthy/abusive relationships (e.g., name calling, blaming, swearing, acting jealous/possessive, destroying possessions, lying, humiliating).</p> <p>(f) Determine that a victim of abuse is never responsible/to blame for violent and abusive behaviours of others.</p>

Subject	Outcomes and Indicators
Health Education 5	<p>(g) Examine and begin to question school and community norms regarding violence and abuse.</p> <p>(h) Analyze threats to personal safety at school, home, or in the community, and know sources of support or help.</p> <p>(i) Explain how to access local violence and abuse prevention services and supports.</p> <p>(j) Discuss possible challenges and solutions to accessing local supports and services.</p> <p>(k) Examine the possible short and long-term consequences (i.e., physical, mental, emotional, and spiritual) of violence and/or abuse on self and others.</p> <p>USC5.6 Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).</p> <p>(f) Generate and practise possible strategies to avoid/reduce the risk of potentially dangerous/unhealthy/unsafe situations involving peer pressure</p>

Grade 6

Subject	Outcomes and Indicators
English Language Arts 6	CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).
Health Education 6	<p>USC 6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).</p> <p>(e) Uncover personal standards by exploring questions such as:</p> <ul style="list-style-type: none"> • What are the standards that I will expect myself to live by at all times? • What are my standards for dealing with challenges/ problems? • What are the boundaries for the attitudes and actions that I will accept for myself, my peers, my family, and my community? What standards are part of my cultural heritage? <p>USC 6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.</p> <p>(a) Examine safety risks for common/local adolescent activities (e.g., based on needs and interests of community).</p> <p>(h) Affirm personal standards with respect to individual rights and responsibilities for creating and supporting safe environments.</p>

Grade 7

Subject	Outcomes and Indicators
English Language Arts 7	CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Thinking of Oneself), social responsibility (e.g., Participating and Giving our Personal Best), and efficacy (e.g., Doing our Part for the Planet Earth).
Health Education 7	<p>USC 7.6 Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).</p> <ul style="list-style-type: none"> (b) Analyze peer norms and trends and reflect on the consequences of following and/or resisting them. (g) Distinguish what is meant by “harassment” and demonstrate ways to respond to and/or prevent it. (i) Describe and practise a minimum of five strategies to resist peer pressure (e.g., demonstrate physical confidence, say no and leave). <p>USC7.7 Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.</p> <ul style="list-style-type: none"> (a) Locate sources and evaluate information, according to specific criteria, about morality. (c) Analyze how one’s identity, and moral code is created through contact with others who are the same and/or different. (e) Appraise virtues as the quality of doing what is right and avoiding what is wrong. (k) Determine situations when one may be required to assert personal beliefs in the face of opposition.

Grade 8

Subject	Outcomes and Indicators
Arts Education 8	<p>Focus: <i>Social Issues</i>. Students may express and represent their ideas through dance, drama, music and/or visual art about issues such as substance abuse including ways to support self, peers and families.</p> <p>CP8.1 Create dance compositions that express ideas and student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs).</p> <p>CP8.6 Express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs) in drama and/or collective creation.</p> <p>CP8.9 Compose sound compositions in response to social issues (e.g., poverty, racism, homophobia, sustainability, gangs).</p> <p>CP8.10 Create visual art works which express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).</p>
English Language Arts 8	<p>CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., <i>Becoming Myself</i>), social responsibility (e.g., <i>In Search of Justice</i>), and efficacy (e.g., <i>Building a Better World</i>).</p> <p>CR8.4 View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.</p> <p>CR8.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter’s point of view, values, and biases, stereotypes, or prejudices.</p>
Health Education 8	<p>USC 8.4 Demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being of and the supports needed for self, family, and community.</p> <p>(a) Locate and evaluate, according to student-generated criteria, both sources of and information about violence and abuse in families and communities.</p> <p>(b) Discuss common definitions of “abuse” and “violence” and develop informed personal definitions of both.</p> <p>(c) Assess the impact of physical, emotional, spiritual, and sexual abuse on families and communities.</p> <p>(d) Determine that age does not protect one from abuse (e.g., parental, spousal, child, elder abuse).</p> <p>(e) Discuss the factors that are known to contribute to abuse (e.g., stress, exposure to violence, addictions, mental health issues, poverty).</p> <p>(f) Discuss the “cycle of abuse”.</p> <p>(g) Demonstrate ways to support those who may be experiencing abuse or living with an abusive family member.</p>

Subject	Outcomes and Indicators
Health Education 8	<p>(h) Examine why victims of abuse sometimes keep the abuse a secret, and analyze the impact that these “secrets” have on self, family, and community.</p> <p>(i) Determine that a victim of violence/abuse is never at fault or to blame for the abuse.</p> <p>(j) Examine threats to personal safety and well-being at home, school, or in the community.</p> <p>(k) Research sources of support for and ways of protecting oneself and others from abuse.</p> <p>(l) Examine historical factors that may contribute to the disharmony within individuals, families, and communities.</p> <p>(m) Investigate sources of help for young people who behave in violent ways.</p> <p>(n) Investigate sources of help for an abused child, an abused peer, an abused parent/spouse, an abused grandparent/elder, or a family who has a mixture of violent behaviours.</p> <p>USC 8.7 Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions.</p> <p>(e) Determine the possible consequences of not knowing and questioning community attitudes/norms.</p>

Grade 9

Subject	Outcomes and Indicators
Arts Education 9	<p>Focus: <i>Taking Action</i>. Students may address issues of concern to youth. Students may express and represent their ideas through dance, drama, music and/or visual art about how to raise awareness and take action on issues such as substance abuse including ways to support self, peers and families.</p> <p>CP9.1 Create dance compositions that express perspectives and raise awareness about a topic of concern to youth.</p> <p>CP9.6 Express perspectives and raise awareness about a topic of concern to youth in a collective creation.</p> <p>CP9.9 Compose and perform sound compositions to express perspectives and raise awareness about a topic of concern to youth.</p> <p>CP9.10 Create visual art works to express perspectives and raise awareness about a topic of concern to youth.</p>
Catholic Studies 9	<p>CS9.4 Investigate Catholic perspectives on sin and virtue and consider ethical and moral implications for one’s life and community. [DHP, CH]</p> <p>(k.) Describe the impact of forgiveness in one’s life and community (e.g., Truth and Reconciliation, sexual abuse, mass shootings).</p>

Subject	Outcomes and Indicators
Catholic Studies 9	<p>CS9.7 Investigate how individuals within Catholic communities can help the Church achieve her mission. [SH, CH]</p> <p>(e.) Describe how tragic events in Church history (e.g., residential school experiences, religious wars, sexual abuse scandals) have harmed individuals, the Church and her mission</p>
English Language Arts 9	<p>CR9.1a View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., <i>The Search for Self</i>), social responsibility (e.g., <i>Our Shared Narratives</i>), and efficacy (e.g., <i>Doing the Right Thing</i>).</p> <p>CC9.1a Create various visual, multimedia, oral, and written texts that explore identity (e.g., <i>The Search for Self</i>), social responsibility (e.g., <i>Our Shared Narratives</i>), and efficacy (e.g., <i>Doing the Right Thing</i>).</p> <p>CC9.6a and CC9.6b Use oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in one-to-one, small group, and large group discussions (e.g., prompting and supporting others, solving problems, resolving conflicts, building consensus, articulating and explaining personal viewpoint, discussing preferences, speaking to extend current understanding, celebrating special events and accomplishments).</p>
Health Education 9	<p>USC 9.2 Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety.</p> <p>(a) Evaluate and respond to a variety of sources of, and information about, safety in the community.</p> <p>(b) Use the appropriate language with which to talk about comprehensive health approaches to safety (e.g., determinants of health, environments).</p> <p>(c) Investigate internal and external signals of danger in familiar and unfamiliar situations in the community.</p> <p>(d) Assess and communicate effective strategies to respond to signals of danger in familiar and unfamiliar situations.</p> <p>(e) Examine situations when personal safety may be in jeopardy.</p> <p>(f) Examine safe/unsafe practices in the community that endanger/enhance the well-being of young people and analyze why these practices occur.</p> <p>(i) Assess how assertiveness skills (see Grade 7) can help to protect self, others, and the environment.</p> <p>(j) Examine how unsafe situations affect the physical, mental, emotional, and spiritual well-being of self and others.</p> <p>USC 9.4 Analyze the norms and expectations (e.g., community, cultural) associated with romantic relationships as a means to effectively plan for related health promotion.</p> <p>(d) Interpret how community and cultural norms might influence the personal standards (introduced in Grade 6) and the limits one sets for dating relationships.</p> <p>(e) Determine how community and cultural norms might influence the strategies of personal commitment (introduced in Grade 7) required to set limits in healthy dating relationships.</p>

Subject	Outcomes and Indicators
Health Education 9	<p>(f) Assess individual, family, and community expectations for dating.</p> <p>(g) Examine how family, cultural, and community expectations influence decisions of setting limits and agreeing to them early in romantic relationships.</p> <p>(h) Analyze “relationship violence” in the context of family and community norms.</p> <p>(i) Analyze how the following might assist in planning to promote health:</p> <ul style="list-style-type: none"> • appraise the assertiveness skills needed to set limits early in dating relationships (see Grade 7) • examine how community norms might influence the support strategies (see Grade 8) available for healthy dating relationships • analyze the support strategies needed by someone who has experienced relationship violence • identify and practice the leadership skills needed to promote healthy dating relationships <p>USC 9.9 Develop and demonstrate the personal insight, motivation, and skills necessary to enhance and promote sexual health and avoid health-compromising sexual attitudes and behaviours.</p> <p>(n) Establish a common and informed understanding of differences that exist in relation to sexuality and determine what differences are respected and protected in Canadian Human Rights legislation.</p>

Grade 10

Subject	Outcomes and Indicators
Arts Education 10	In <i>Arts Education 10, 20, 30</i> , Module 3, students represent ideas about topics such as being a teenager, making choices, fitting in, psychology/emotions, healthy lifestyles, drug and alcohol abuse.
English Language Arts 10	<p>CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address: identity (e.g., Diversity of Being); social responsibility (e.g., Degrees of Responsibility); and social action (agency) (e.g., Justice and Fairness).</p> <p>CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore: identity (e.g., Diversity of Being); social responsibility (e.g., Degrees of Responsibility); and social action (agency) (e.g., Justice and Fairness).</p>
Wellness 10	<p>W1 Evaluate one’s understanding of wellness while participating in various learning opportunities that balance the dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental).</p> <p>(b) Reflect on personal beliefs (e.g., being healthy takes work) while addressing common misconceptions about wellness (e.g., if one is not sick, then one must be well).</p>

Subject	Outcomes and Indicators
Wellness 10	<p>(c) Employ appropriate and increasingly sophisticated strategies (including technology) to gather, interpret, and evaluate wellness information (e.g., interview community wellness experts, evaluate source of information, reflect on personal biases, discuss alternative perspectives).</p> <p>(e) Analyze and communicate the dimensions of wellness in terms of their interconnectedness (i.e., connections), interdependence (i.e., mutual benefits), and interactions (i.e., effects of one on another).</p> <p>(f) Examine the consequences of neglecting or over-emphasizing any of the dimensions of wellness.</p> <p>(g) Investigate the multitude of factors that exert influences on life balance (e.g., relationships, gender, culture, stress, sense of belonging, leisure, traditions, socio-economic factors, physical and mental fitness, technology use).</p> <p>(h) Critique community and societal norms (e.g., expectations regarding gender roles, norms regarding alcohol consumption) that influence the well-being of self, family, and community.</p> <p>(i) Assess one's motivations (e.g., appearance) and limitations (e.g., time management) that improve and/or impede one's personal wellness.</p> <p>(j) Analyze individual and civic responsibility in nurturing well-being and examine the social factors (including expectations of self and others) that influence personal wellness.</p> <p>(k) Examine available supports (both formal and informal) for attaining and maintaining optimal wellness and establish strategies to effectively access these supports.</p> <p>(l) Analyze one's current level of wellness (e.g., wellness inventory).</p> <p>(m) Initiate an ongoing multi-dimensional (i.e., physical, psychological, social, spiritual, environmental) Personal Plan for Wellness based on a comprehensive analysis of personal well-being.</p> <p>W9. Assess challenges related to community well-being and take action to address these challenges.</p> <p>(a) Reflect on past, present, and evolving wellness challenges (e.g., physical inactivity, sexual health issues, bullying, drinking and driving, gambling, transportation, unemployment, suicide) in the local community.</p> <p>(b) Examine local community norms and practices that affect the well-being of self, family, community, and the environment.</p> <p>(c) Develop and ask critical questions of particular local wellness challenges while respecting facts, knowledge, and social and cultural contexts.</p> <p>(e) Discuss the complexities of wellness issues within one's community and investigate possible opportunities to address these issues.</p> <p>(f) Access resources (e.g., community, provincial, national) and agencies (e.g., Saskatchewan in motion, Public Health Agency of Canada) to support and address community wellness challenges.</p> <p>(g) Conclude that real-life challenges to well-being often have more than one solution.</p> <p>(h) Describe personal challenges concerning community well-being.</p>

Subject	Outcomes and Indicators
	(i) Investigate legislation (i.e., local, provincial, and national) that relates to particular community wellness issues. (j) Determine the intent of legislation (see indicator i) and question if the intention is realized in the local community. (k) Initiate, in a variety of ways, community awareness and opportunities to address wellness issues. (l) Evaluate, revise, and continue to implement a Personal Plan for Wellness to address self-selected community wellness challenges.

Grade 11

Subject	Outcomes and Indicators
Arts Education 20	In <i>Arts Education 10, 20, 30, Module 3</i> , students represent ideas about topics such as being a teenager, making choices, fitting in, psychology/emotions, healthy lifestyles, crime/violence (violence against women).
Catholic Studies 20	Students learn how one's faith and communities can be a source of strength in dealing with issues such as drug abuse. CS20.13 Analyze the personal and societal effects of an imperfect Church institution and imperfect individuals responding to the call for holiness. g. Analyze and discuss how a person's faith and religious views may be impacted by religious role models who struggle with issues such as: <ul style="list-style-type: none"> • addictions (e.g., drugs, alcohol, gambling, pornography) • crises of personal faith • sexual abuse (e.g., as victims or perpetrators).
English Language Arts 20	CR 20.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address: identity (e.g., Relationships with Family and Others); social responsibility (e.g., Evolving Roles and Responsibilities); and social action (agency) (e.g., The Past and the Present). CC 20.1 Create a range of visual, multimedia, oral, and written texts to explore: identity (e.g., Relationships with Family and Others); social responsibility (e.g., Evolving Roles and Responsibilities); and social action (agency) (e.g., The Past and the Present).
Mathematics	<i>Foundations of Mathematics 20</i> FM 20.1 Demonstrate understanding of the mathematics involved in an historical event or an area of interest. <ol style="list-style-type: none"> (a) Develop a rubric or other scoring schema for the assessment of the research and presentation. (b) Collect primary or secondary data (quantitative or qualitative) related to the topic. (c) Assess the accuracy, reliability, and relevance of the primary or secondary data (quantitative/qualitative) collected by:

Subject	Outcomes and Indicators
Mathematics	<ul style="list-style-type: none"> • identifying examples of bias and points of view • identifying and describing the data collection methods • determining whether or not the data are relevant • determining whether or not the data are consistent with information obtained from other sources on the same topic. <p>(d) Interpret data, using statistical methods if applicable.</p> <p>(e) Identify controversial issues, if any, and present multiple sides of the issues with supporting data.</p> <p>(f) Organize and create a presentation (oral, written, multimedia, etc.) of the research findings and conclusions.</p>
Social Sciences	<p><i>Psychology 20</i></p> <p>Unit 4: How do we act and interact in a social world?</p> <p>4.5 How do we act and interact in social situations?</p> <p>4.5.5 Conflict and Conflict Resolution</p> <p>4.5.6 Aggression</p> <p>4.5.12 Stress, Coping Skills, Resiliency</p>

Grade 12

Subject	Outcomes and Indicators
Arts Education	<p>In <i>Arts Education 10, 20, 30</i>, Module 3, students represent ideas about topics such as being a teenager, making choices, fitting in, psychology/emotions, healthy lifestyles, crime/violence (violence against women).</p>
English Language Arts 30	<p>CR A30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address: identity (e.g., Define the Individual, Negotiate the Community), social responsibility (e.g., Shift Centres, Blur Margins), and social action (agency) (e.g., Understand Beliefs, Initiate Action).</p> <p>CC A30.1 Create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Define the Individual, Negotiate the Community), social responsibility (e.g., Shift Centres, Blur Margins), and social action (agency) (e.g., Understand Beliefs, Initiate Action).</p> <p>CC A30.2 Create and present visual and multimedia representations including using photographs to explain a range of contemporary course-related perspectives or landscapes.</p> <p>CC A30.3 Present and express a range of ideas and information in formal (including a panel presentation and a business or community meeting) and informal (including discussions and collaborative work) situations for differing audiences and purposes.</p>

Subject	Outcomes and Indicators
English Language Arts 30	<p>CC A30.4 Create a variety of informational (including an inquiry/research paper and an editorial) and literary (including a real or invented narrative and a literary criticism essay) texts that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining.</p> <p>CR B30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address: identity (e.g., Sense of Self), social responsibility (e.g., Social Criticism), and social action (agency) (e.g., Addressing the Issues).</p> <p>CR B30.2 View, comprehend, and evaluate critically a variety of visual and multimedia texts by international, including indigenous, artists and authors from various cultural communities, and identify how the texts address beliefs, values, and power.</p> <p>CR B30. 4 Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, poetry, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous, cultures and analyze the philosophical, ethical, and social influences that have shaped information, issues, characters, plots, and themes.</p> <p>CC B30.1 Create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Sense of Self), social responsibility (e.g., Social Criticism), and social action (agency) (e.g., Addressing the Issues).</p>
Mathematics	<p><i>Foundations of Mathematics 30</i></p> <p>FM30.8 Research and give a presentation of a current event or an area of interest that requires data collection and analysis.</p> <p>(a) Develop a rubric or other scoring schema to assess the research and presentation.</p> <p>(b) Collect primary or secondary data (quantitative or qualitative) related to the topic.</p> <p>(c) Assess the accuracy, reliability, and relevance of the collected primary or secondary data (quantitative/qualitative) by:</p> <ul style="list-style-type: none"> • identifying examples of bias and points of view • identifying and describing the data collection methods • determining whether or not the data is relevant • determining whether or not the data is consistent with information obtained from other sources on the same topic. <p>(d) Interpret data, using statistical methods if applicable.</p> <p>(e) Identify controversial issues and present multiple sides of the issue with supporting data.</p> <p>(f) Organize and create a presentation (oral, written, multimedia, etc.) of the research findings and conclusions.</p>

Subject	Outcomes and Indicators
Social Sciences	Psychology 30 Unit 7: Adulthood 7.4 Looking through the eyes of the system of supports <ul style="list-style-type: none">• What are the effects of maltreatment of children?