

## CURRICULAR CONNECTIONS – LITERACY K-5

The Curricular Connections are intended to show how aspects of Literacy and Numeracy can be used to support deeper learning in all areas of the BC curriculum. Incorporating Literacy and Numeracy supports students’ development, practice, and demonstration of the learning area curricular competencies. The following examples were created by BC teachers to connect Literacy with the curricular competencies, to inspire personalization to your students’ interests and your local context, and to differentiate learning for the needs of your students. These connections are meant to be illustrative and not exhaustive.

Aspect • Sub-aspect	Grade band	Learning area	Curricular Competency	Student learning opportunity
<b>Comprehends text</b> <i>Makes meaning from text</i>  • Interprets texts  • Makes connections  • Analyzes texts	K-1	<b>Social Studies (K/1)</b>	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	As a whole class, students gather information about the different responsibilities children might have at home and at school. Students might gather information by listening to several texts about responsibilities, including oral stories from older students, and asking questions about and discussing why responsibilities are important.
	2-3	<b>Career Education (2/3)</b>	Recognize the importance of positive relationships in their lives	The teacher facilitates discussions with students around their connections between home and community. What are positive relationships, and how can students identify one? Students explore the concept of family through books, stories, videos, and other texts. The teacher helps to draw connections between texts and the students’ own lives, and to consider the nature of positive relationships in other contexts.
		<b>Arts Education (3)</b>	Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the arts	Students learn about and define common elements in the arts from a certain time or place, or representing a key message or interpretation. Students gather books, photographs, and stories from resources, preselected by the teacher, exploring a variety of dance, drama, music, or visual arts. Students present about how the art pieces are connected with their chosen idea, time, or place.
		<b>Science (3)</b>	Identify First Peoples perspectives and knowledge as sources of information	Students listen to and read multiple locally developed texts about the local ecosystem, landscape, or environment. Through small-group discussion, they analyze the texts and make connections with the place or living thing described.
	4-5	<b>Science (4)</b>	Make predictions based on prior knowledge; transfer and apply learning to new situations	Students imagine that they are travelling to a biome of their choice and need to pack a suitcase to prepare for their journey. They must research the climate of their biome and consider their own needs. They can also consider the efficiency and weight of certain materials.

<p><b>Applies understanding</b> <i>Based on task and purpose</i></p> <ul style="list-style-type: none"> <li>• Curates texts</li> <li>• Extracts ideas and information</li> <li>• Synthesizes ideas and information</li> </ul>	K-1	Physical and Health Education (K/1)	Identify and explore a variety of foods and describe how they contribute to health Identify sources of health information	Students learn about where to find credible information about nutrition. They examine different food labels and learn about the different listed items (e.g., salt, sugar, fibre, gluten). Students discuss different food choices (e.g., based on health, cultural, preference) and the impact of these choices on health.
		Physical and Health Education (K/1)	Identify and describe practices that promote mental well-being Identify and describe feelings and worries	Teachers read aloud from numerous picture books about feelings and emotions, and brainstorm wellness strategies with students. The class records different types of emotions on chart paper and discusses times when they might feel, or have felt, one of these emotions. Students draw pictures of themselves feeling a particular emotion and, if comfortable, share with others. The class brainstorms ideas about how they can return to a state of mental well-being after feeling a “big emotion.” The teacher can refer back to the initial brainstorm if needed.
	2-3	Social Studies (2/3)	Explain why people, events, or places are significant to various individuals and groups	Students listen to their teacher telling a story (oral text) about a significant childhood event. They then ask questions to learn more about what happened and why it was so important to their teacher. Next, they listen to their teacher’s parent tell the story as they remember it and why it was important to them (the teacher can play a recording or read a written transcript, etc.). The students synthesize information from the two oral texts and make inferences as to why their teacher and their parent remember the event differently.
		Science (3)	Identify some simple environmental implications of their and others’ actions	As part of an inquiry into bees, students review provided resources on types of bees. They then reflect on which bees would be a better choice to raise at school and why. Students share their opinion of which bees are better for the school environment, as well as their learning about how raising bees, such as mason bees, could help the local environment.
	4-5	Math (4/5)	Develop and use multiple strategies to engage in problem solving	Students learn different strategies for multiplication and division, such as arrays, skip counting, or using an area model. They then discuss the concepts supporting each strategy and synthesize their understanding to create a mind map showing how the strategies are similar to each other. For example, students might make a connection between skip counting forward in multiplication and backward in division; they could also connect multiplication arrays with the corresponding multiplication fact families.
		Physical and Health Education (4/5)	Apply methods of monitoring exertion levels in physical activity (4) Apply methods of monitoring and adjusting exertion levels in physical activity (5)	Students read different texts (e.g., books, magazine articles, online resources) to learn about exertion levels and different ways to monitor them (e.g., heart rate calculations, perceived exertion – “talk test”). Students then identify benefits and limitations of each monitoring method.

		<b>Social Studies (5)</b>	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Students research types of and the economic development of natural resources across Canada. They ask questions to find out how a product is made, what resources are used to make the product, what jobs are created to make the product, and the environmental impacts of making the product.
<b>Develops ideas</b> <ul style="list-style-type: none"> <li>Generates ideas</li> <li>Evaluates ideas</li> <li>Refines ideas</li> </ul>	K-1	<b>English Language Arts (K)</b>	Plan and create stories and other texts for different purposes and audiences	Students view different photographs or drawings and create a story about what is happening in the picture. They share their story with a partner and give and receive feedback about the relevance of their story to the picture.
		<b>Applied Design, Skills and Technologies (K/1)</b>	Generate ideas from their experiences and interests  Choose tools and materials	Students learn about the specialized features (e.g., gills, talons, wings, fur) of animals that help them survive in their habitats (Grade 1 Science). They then create imaginary animals that can survive in a habitat of their choice. The students work with a variety of materials and engage in trial and error in the use of the materials to create their animals and their unique features.
	2-3	<b>Physical and Health Education (2/3)</b>	Identify and describe opportunities to be physically active at school, at home, and in the community (2)  Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community (3)	After a class discussion on different ways to move their body each day, students brainstorm different ideas for movement. They discuss different physical, resource, and spatial needs for different movements (e.g., a field for soccer, balance for yoga, a playground for games) and think of fun ways to stay active both at school and at home and what they would need for certain activities. The students collaboratively create a display of different ways to stay active in different contexts.
		<b>Social Studies (4/5)</b>	Sequence objects, images, or events, and determine continuities and change between different time periods or places (continuity and change)	In small groups, students construct time capsules (boxes with items and/or photographs and other important historical items) that represent past and present life in their local community. They discuss the rationale for and importance of each item, and what each item will communicate to people in the future. Students then record their collaborative ideas in a letter to be placed in the time capsule.
<b>Communicates ideas and information</b>	K-1	<b>Social Studies (K/1)</b>	Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)	Students reflect on important events in their lives so far (e.g., starting school, experiencing a cultural ceremony, the birth of a sibling, joining a team, an outdoor experience) and then draw pictures or write on a timeline, sequencing the events. They then present their important events and reflect upon how they have changed (I used to..., but now...).

<ul style="list-style-type: none"> <li>Expresses ideas and information</li> <li>Presents ideas and information</li> <li>Justifies and defends decisions and/or ideas</li> </ul>	2-3	Science (3)	Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate	Students draw, label, and describe mason bee house prototypes. They learn about how to make a mason bee house and list the materials they would need. Students label the various parts of their drawing (e.g., "roof", "base"), provide an explanation of their design, and share their designs orally with the class and teacher.
	4-5	Arts Education (4/5)	Observe, listen, describe, inquire and predict how <u>artists</u> use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate	Students view and interpret important symbols and figures in local or Canadian culture (e.g., the significance and meaning of animal representations to different First Nations, landscape art by Ted Harrison, or a song by the Tragically Hip) to deduce the meaning behind the art form. Students reflect on how a person's identity can be artistically represented (e.g., through dance, participating in events, tattoos). Students use these understandings to create a visual representation of their own identity and describe and explain the chosen elements.
		Social Studies (5)	Develop a plan of action to address a selected problem or issue	Students learn about the three levels of government and specific levels of government responsible for a service. They then write a letter to the appropriate level of government, justifying with evidence their concern about an issue in their community that is personally meaningful (e.g., creating a skatepark in their neighbourhood) and providing a solution to the problem.

## CURRICULAR CONNECTIONS – LITERACY 6-12

The Curricular Connections are intended to show how aspects of Literacy and Numeracy can be used to support deeper learning in all areas of the BC curriculum. Incorporating Literacy and Numeracy supports students’ development, practice, and demonstration of the learning area curricular competencies. The following examples were created by BC teachers to connect Literacy with the curricular competencies, to inspire personalization to your students’ interests and your local context, and to differentiate learning for the needs of your students. These connections are meant to be illustrative and not exhaustive.

Aspect • Sub-aspect	Grade band	Learning area	Curricular Competency	Student learning opportunity
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			Respond to text in personal, creative, and critical ways	Students create summaries of a text they have read in class by dividing a piece of paper into four equal-sized sections within a frame. Each section is dedicated to demonstrating comprehension of different aspects of the text. Sections could include a favourite quote and explanation of why it was chosen; connections made with another text, the world, or a personal experience; a visualization of the text; and/or words or images representing the theme of the text. The frame can be filled with questions or responses in reaction to the text.
	8-9	Science (7)	Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information	Students learn about local Indigenous people and Indigenous peoples from across Canada (First Nations, Inuit, Métis) through various sources (e.g., First Nation council websites, stories, news articles, and/or media stories). Students research Indigenous peoples’ historical interactions with the land and waters, and how their way of life has demonstrated their resilience to climate change. Students share pieces of information and concepts that they have learned.
	8-9	Career Education (8/9)	Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices	Students complete online research, investigate, and discuss different career paths that support a variety of local and global needs. Students interview a community member to question and ascertain what personal interests/passions might lead someone to choose a career in these areas.
	8-9	Science (8)	Seek patterns and connections in data from their own investigations and secondary sources	Students examine a provided set of data (e.g., the effect of antibiotics use on infection rate) as well as interpretations of the data from popular media, news reports, and government news releases. Students analyze each source with respect to how it communicates the data and connects information (e.g., expert interviews, other studies).



	10-12	Science (11/12)	Use knowledge of scientific concepts to draw conclusions that are consistent with evidence	During collaborative discussion, students learn strategies for reading academic journal articles, such as interpreting a graphic. Students make a mind map to connect concepts learned in class with the research question and evidence presented in the article. They summarize interpretations of the data presented by comparing and contrasting two different articles from different sources.
		Social Studies (20th Century World History 12)	Make reasoned ethical judgments about controversial actions in the past or present and assess whether we have a responsibility to respond	Students examine various media sources (past and present) on a controversial action, such as the Canadian government's push to intern Japanese Canadians during World War II. They analyze and make connections between the implicit and explicit judgment in the source language and discuss how governments should respond to past wrongdoing.
		English Language Arts (English First Peoples 12)	Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability	Students gather information on the history of local Indigenous people on their traditional territories and the impacts of colonization on them. Students analyze oral and written stories, histories, and poetry by exploring and discussing their perspectives, biases, and histories and how communities are working toward reconciliation.
<b>Applies understanding</b> <i>Based on task and purpose</i> <ul style="list-style-type: none"> <li>• Curates texts</li> <li>• Extracts ideas and information</li> <li>• Synthesizes ideas and information</li> </ul>	6-7	Social Studies (6/7)	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Students listen to several podcasts about life in a different country (6) or the Middle Ages (7), and keep track of the information they are learning on a graphic organizer. Students generate a list of topics and questions from the podcasts to discuss with their peers and begin to make predictions about potential answers to the questions.
			<p>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place and assess appropriate ways to respond (6)</p> <p>Make ethical judgments about past events, decisions, or actions that consider the conditions of a particular time and place and assess the limitations of drawing direct lessons from the past (7)</p>	<p>Students debate a question or statement (e.g., "Greed plays a large part in the rise and fall of civilizations"), drawing from articles around global issues or historical events. Grade 6 students read current events articles (self-selected or provided) to extract evidence around the topic. Grade 7 students self-select texts about past historical events to gather evidence to support or refute the statement.</p> <p>In small groups, students discuss the different perspectives presented in the texts and fill in a Venn diagram to show their similarities and differences. Teachers use different discussion strategies (e.g., structured debate, U-shaped discussion, think-pair-share) to help students further synthesize the ideas and information.</p>

		<b>Languages (Core French 6/7)</b>	Explore and share information about Francophone communities across Canada and around the world	Students read an article and watch a video about the daily life of French-speaking teens in Canada and internationally and complete their notes. Using a comparison t-chart and illustrated vocabulary sheets, students examine the similarities and differences in foods, hobbies, school life, and so on, and share their findings.
		<b>English Language Arts (6/7)</b>	Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking	Students build understanding about historical systemic racism by highlighting and annotating non-fiction text with notes and symbols focusing on questions, reactions, points of connection, key words, ideas, and “aha” moments.
	<b>8-9</b>	<b>Applied Design, Skills, and Technologies (8)</b>	Ideating: Generate potential ideas and add to others’ ideas	Students examine three to five different websites to gather observations, examine patterns, and reflect on their likes and dislikes of various website features. They then use their reflections on successful communication strategies to design and build a website.
		<b>Arts Education (8)/Visual Arts (9)</b>	Explore relationships between identity, place, culture, society, and belonging through artistic experiences	Students research or visit a local artist or museum to have conversations about how land and nature influence personal identity, place, and culture. Students then synthesize their learning to create an art piece to depict their own connection with personal identity, place, or culture.
		<b>Social Studies (9)</b>	Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence	Students explore a topic or event (e.g., the construction of the Canadian Pacific Railway) via a variety of sources. They then extract key points and perspectives from various primary and secondary sources (e.g., those in favour or opposed to the railway, historians who see the impacts as positive or negative). Finally, they assess the main ideas and perspectives in the texts to draw conclusions to explain the competing historical accounts in primary sources and provide reasons for competing historical accounts in secondary sources.
		<b>English Language Arts (8/9)</b>	Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability	Students learn database research skills to collect various texts pertaining to a research topic. They then create an annotated bibliography, commenting on the source, bias, date of publication, readability, and content of each text.

	10-12	<b>Physical and Health Education (10)</b>	Analyze how health-related decisions support the achievement of personal healthy-living goals	Students investigate individual health-related decisions (e.g., drug use, healthy eating, alternative medicines), using three to six different sources related to their research topic. After collecting the information, they summarize their findings in a potential advertisement for or against their chosen topic.
		<b>ADST (Ecommerce 12)</b>	Critically analyze how competing social, ethical, and sustainability factors impact design solutions to meet global needs for preferred futures	Students look at the impacts of shopping online versus at a national corporate store versus at a local store. This can be investigated in terms of environmental impacts (e.g., packaging, shipping) or economic impacts. Students gather information from a variety of texts (e.g., government reports, news articles, social media posts) to form an opinion and draw conclusions (e.g., large stores have different marketing methods from drop shippers).
		<b>Social Studies (Genocide Studies 12)</b>	Assess how prevailing conditions and the actions of individuals or groups influence events, locations, decisions, or developments (cause and consequence)	Students work in pairs and choose a different genocide to research (e.g., Cambodia, Rwanda, Holocaust, Guatemala, Bosnia, Syria). Using the eight stages of genocide (classification, symbolization, dehumanization, organization, polarization, preparation, extermination, and denial), students extract and synthesize information to give an overview of the causes and consequences of genocide. They then discuss and share their learning with another pair. Finally, students create a collaborative document in which they compare and contrast the causes and consequences for each event.
		<b>Social Studies (Contemporary Indigenous Studies 12)</b>	Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment)	Students explore the Canadian government's responses to residential schools. They begin with the Indian Act and political responses from the 1950s to the 1970s. Students then explore the apologies made by Stephen Harper, Justin Trudeau, and more recently Pope Francis, interpreting and reflecting on whether these apologies are reasonable or effective by extracting ideas about tone, word use, and accompanying actions. Students also discuss and compare the apologies with Justice Murray Sinclair's writings, including the Truth and Reconciliation Commission's final report and 94 Calls to Action.
<b>Develops ideas</b>	6-7	<b>Science (6/7)</b>	Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations (6)  Consider social, ethical, and environmental implications of the findings from their own and others' investigations (7)	Students consider the implications of climate change in terms of social, ethical, and environmental factors. They then work in groups to come up with one potential strategy to mitigate a climate change issue (e.g., flooding, water pollution, deforestation), weighing the benefits and risks. Finally, students share strategies with their peers and/or teacher for feedback and decide on what refinements to make with their initial working group.
<ul style="list-style-type: none"> <li>Generates ideas</li> <li>Evaluates ideas</li> <li>Refines ideas</li> </ul>				



		<b>Social Studies (6/7)</b>	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Students look at different international aid organizations to analyze the different ideas behind their mission statements, values, and outcomes. They then create a mission statement for a chosen organization or school (e.g., sports team, local business, daycare, recreation centre), using a peer-evaluation process to refine their ideas.
	8-9	<b>Career Education (8/9)</b>	Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills	Students complete a self-evaluation of or reflection on a completed project before submitting it for evaluation, and communicate which strengths and skills contributed to their success with the project. They use their self-evaluation to discuss what changes they would make to their project if they were to repeat it.
		<b>Arts Education (8)/Music (9)</b>	Use the arts to communicate, understand, and respond to environmental or global issues (8)  Adapt acquired musical skills, understandings, and techniques to apply them to new contexts, for different purposes, and for a different audience (9)	Students (individuals or groups) are tasked with exploring songs or music that was produced in response to a global and/or environmental issue. Students begin brainstorming an environmental or global issue to write a song about. They then write a two-minute song that communicates the global/environmental issue. After receiving peer and/or teacher feedback, they refine their song and present the final version.
		<b>English Language Arts (8/9)</b>	Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	After writing and revising an essay, students go through a peer and self-editing stage in which they identify the changes made and provide their reasoning for the revisions and edits. They include these justifications within the final reflection of their essay.
	10-12	<b>Math (10)</b>	Apply flexible and strategic approaches to solve problems	At the beginning of their work on a given math problem, students write down possible approaches that could be used to solve the problem. They give a rationale as to why those approaches could be used and evaluate the best approach.
		<b>Social Studies (10)</b>	Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)	Students are given replicas of rationing tickets used by Canadians during World War II. In groups, they research a rationing recipe that best utilizes their weekly rations. Students must consider questions such as, How does the recipe meet the nutritional expectations set forth by the Canadian government in the 1940s? And how does the recipe make best use of the family's rations? Students must become familiar with historical recipes and the limitations of available products. Then they create the recipe to be shared at a class "rationing" buffet.

		<b>ADST (Culinary Arts 12)</b>	Prototyping – Make changes to tools, ingredients, and procedures to create and refine a given culinary task or process	Students take a recipe that uses traditional ingredients specific to a region (e.g., Pacific Northwest, France, Lebanon) and adapt it for a particular dietary restriction. They choose the recipe and dietary restriction to address (e.g., create a Keto or gluten-free variation), and then develop and refine their recipe until it closely resembles the original while being safe for the “consumer” with the dietary restriction.
		<b>Arts Education (Composition and Production 12)</b>	Create, produce, reproduce, or manipulate music using available technologies	Students compose and produce an original 30-second song to promote a consumer brand of their choosing. Possible technologies to use include, but are not limited to, smartphone apps, loop pedals, digital streaming software, autotune, and/or MIDI (musical instrument digital interface). Students document their drafts and changes through an artist’s notebook.
<b>Communicates ideas and information</b> <ul style="list-style-type: none"> <li>• Expresses ideas and information</li> <li>• Presents ideas and information</li> <li>• Justifies and defends decisions and/or ideas</li> </ul>	<b>6-7</b>	<b>Science (6/7)</b>	Evaluate whether their investigations were fair tests (6)  Reflect on their investigation methods, including the adequacy of controls on variables (dependent and independent) and the quality of the data collected (7)	After an exploration or experiment, students create a summary abstract (e.g., written, visual, audio, video) that demonstrates the procedure and observations in a clear way. They then show how the steps of the procedure allowed them to take observations in order to answer the research question.
		<b>Math (6/7)</b>	Model mathematics in contextualized experiences	Students learn about different visuals for positive and negative integers, such as tiles, number lines, or thermometers, and then create a labelled diagram of a real-world scenario that demonstrates positive and negative integers (e.g., elevation, bank accounts). Students justify their thinking when presenting their findings to their peers.
		<b>Social Studies (6/7)</b>	Take a stakeholders’ perspective on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) (6)  Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective) (7)	Students enact a town hall meeting. The teacher can prepare students by watching a town hall beforehand if needed. Students take a stakeholder’s perspective on a current local issue (e.g., fishing, logging, pipeline). They research the background and perspectives of the people involved in the issue and present their priorities for change, with reasoning.

		<b>Social Studies (7)</b>	Identify what the creators of accounts, narratives, maps, or texts have determined is significant (7)	Students work in small groups with an atlas, Google Maps, a globe, and a traditional wall map of the world to analyze how the representations are the same and different. Using graphic organizers (e.g., mind maps, Venn diagrams, sketch notes), students identify how the differences between the maps demonstrate the cartographer's world view. Opportunities to discuss bias, ethnocentrism, and capitalism will present themselves. Following these discussions, students choose a preferred map representation (e.g., Mercator, globe, topographic), and justify in what instances it should be used and the reasoning for its use.
		<b>Languages (Core French 6/7)</b>	Exchange ideas and information using complete sentences, both orally and in writing	Students practise target vocabulary and short dialogues in pairs. When students come upon an unknown word, they find the translation and record it in a personal dictionary. For example: Est-ce que tu aimes le chocolat? Oui, j'aime le chocolat. Students present their dialogues in front of the class, who provide different contexts in which the same dialogue might use different tones. In the example above, the dialogue might happen between two preschool students, two people stranded on a deserted island, or two people working in a chocolate factory.
	<b>8-9</b>	<b>Social Studies (8)</b>	Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change	Students compare standards of living for a certain population (e.g., women) before and after a significant event (e.g., the Industrial Revolution). They choose the best medium (e.g., infographic, speech, audio reflection) to share what they've learned, justifying their conclusions and use of their chosen medium.
		<b>Physical and Health Education (9)</b>	Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations	Students choose a potentially unsafe or emergency situation and create an emergency response plan for themselves and others. They present their plan in a written, oral, or digital format and defend their decisions for each step of the plan.
	<b>10-12</b>	<b>Science (10)</b>	Communicate scientific ideas, claims, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations	Students research the ethical considerations behind genetic research by reading articles and case studies. They discuss their findings with their peers. Students then write an opinion piece about the ethics of a genetic technology, including their own research and quotes from discussions with their peers to support their main idea.

		<b>ADST (Automotive Technology 11)</b>	Develop an appropriate test, conduct test, and collect and compile data	Students test fuel consumption for different vehicles (e.g., SUV, van, compact car, diesel truck). They present their findings in a series of charts or graphs and write a final concluding summary of their findings. Students then present their findings to their class or at a conference or assembly on environmental sustainability.
		<b>PHE (Outdoor Education 12)</b>	Participate in and lead a variety of outdoor activities	Students investigate needs for camping in a local area during all four seasons. They must plan for different weather scenarios, different nutritional needs, and different activities that are weather dependent. Students plan activities, safety talks, emergency contingency plans, environmental impact assessments, and so on. They then present their findings in a pamphlet encouraging local residents to use local outdoor spaces.
		<b>Social Studies (Comparative Cultures 12)</b>	Assess and compare the significance of cultural expressions at particular times and places (significance)	<p>Students explore cultural and historical examples of portraiture. They use their inferences and create a “who are you” photographic selfie, using visual techniques of symmetry, balance, and simplicity. Students then create a series of meaningful and sincere self-portraits that explore and communicate the themes of:</p> <ul style="list-style-type: none"> <li>• Culture – what best represents who you are (your culture)</li> <li>• Inner voice – what best represents who you are inside</li> <li>• Power – what best represents your strength</li> <li>• Mask – what best represents what you show to the outside world</li> </ul> <p>Students continually reflect on their creation process in a journal, documenting techniques used and how the selfies are reflections of their culture and self. They also assess how their visual choices communicate their ideas to others.</p>
		<b>Social Studies (Comparative World Religions 12)</b>	Assess the accuracy of representations of religion in media and popular culture (critical media literacy)	Students examine political cartoons around a religious and cultural practice, such as marriage. They read, view, and listen to various other texts with different perspectives and messages around the issue, such as magazine articles, social media posts, demographic statistics, and speeches by religious leaders. Using their background research, students determine the stereotypes revealed by the cartoons as well as the social opinions and perspectives demonstrated. They then justify and defend their thoughts by explaining and presenting the political cartoon to the class and leading a discussion.