



CANADA'S CENTRE
FOR DIGITAL AND
MEDIA LITERACY

A Day in the Life of the Jos – Curriculum Connections

British Columbia and Yukon

English Language Arts Grade 6

Curricular Competencies: Comprehending and Connecting

Overall Expectations

Students will be able to develop the following curricular competencies using oral, written, visual, and digital texts

Specific Expectations

Apply a variety of reading and critical thinking strategies to increase comprehension and construct meaning

Engage actively as readers and listeners to construct meaning, deepen thinking and comprehension, and promote inquiry

Compare ideas and information in a variety of texts and genres to increase understanding and promote inquiry

Examine the ways in which people manipulate language for specific purposes, including to evoke emotional responses

Think critically about the accuracy, reliability, and relevance of information

Curricular Competencies: Content

Specific Expectations

Students will know and understand the following Content:

a variety of text genres including informational, personal, narrative, and imaginative

a variety of communication forms including oral, written, visual, and digital

English Language Arts Grade 7

Curricular Competencies: Comprehending and Connecting

Specific Expectations

- Apply a variety of reading and critical thinking strategies to increase comprehension and construct meaning
- Engage actively as readers and listeners to construct meaning, deepen thinking and comprehension, and promote inquiry
- Compare ideas and information in a variety of texts and genres to increase understanding and promote inquiry
- Examine the ways in which people manipulate language for specific purposes, including to evoke emotional responses
- Think critically about the accuracy, reliability, and relevance of information
- Support thinking using relevant evidence, personal connections, and background knowledge

Curricular Competencies: Content

Specific Expectations

- Students will know and understand the following Content:
 - a variety of text genres including informational, personal, narrative, and imaginative
 - a variety of communication forms including oral, written, visual, and digital

English Language Arts Grade 8

Curricular Competencies: Comprehending and Connecting

Overall Expectations

Students will be able to develop the following curricular competencies using oral, written, visual, and digital texts.

Specific Expectations

- Identify and use reading strategies to increase comprehension
- Make meaningful personal connections with ideas presented in a variety of texts to increase understanding of self and others
- Engage actively as readers and listeners to construct meaning, deepen thinking and comprehension, promote inquiry
- Examine ideas or information presented in a variety of texts to increase understanding
- Analyze the ways language can be manipulated for specific purposes including ways to evoke emotional responses
- Analyzing the accuracy, reliability, and relevance of information
- Recognize literary elements, devices, and language features to interpret, analyze, and evaluate text

Curricular Competencies: Content

Specific Expectations

Students will know and understand the following Content:

a variety of text genres including informational, personal, narrative, and imaginative

a variety of communication forms including oral, written, visual, and digital

the purpose and impact of a variety of communication forms

Literacy Foundations – English Language Arts Grade 6

Reading and Viewing

Specific Expectations

View and demonstrate an understanding of the meaning conveyed by a variety of visual media (e.g., broadcasts, web sites, videos, DVDs, visual components of print media such as tables, graphics, illustrations, graphic novels, art work, photographs)

Using syntactic and context cues to guide and inform their understanding of the text (e.g., knowledge of grammar, word order, and sentence structure)

Making inferences (e.g., about characters' feelings or story problems)

Drawing conclusions (e.g., make connections between cause and effect)

Self-monitoring and self-correcting (e.g., identify when meaning-making is breaking down, reread to clarify understanding, use context cues and resources such as a dictionary to figure out unfamiliar vocabulary)

Reflecting on purpose for reading, predictions, and questions made during reading

After reading and viewing, develop and monitor their understanding of the meaning conveyed in texts

Literacy Foundations Grade 7

Reading and Viewing

Specific Expectations

View and demonstrate an understanding of the meaning conveyed by a variety of visual media (e.g., broadcasts, web sites, videos, DVDs, visual components of print media such as tables, graphics, illustrations, graphic novels, art work, photographs)

Refining predictions and generating additional questions

Making inferences and drawing conclusions

Identifying bias, contradictions, distortions, and non-represented perspectives

Self-monitoring and self-correcting (e.g., identify when meaning-making is breaking down, reread to clarify understanding, use context cues and resources such as a dictionary to figure out unfamiliar vocabulary)

Self-monitoring and self-correcting (e.g., review, identify when meaning-making is breaking down, use context cues and resources to figure out unfamiliar vocabulary)

Transforming existing ideas and information (e.g., consider alternatives, outcomes, or developments beyond the text)

After reading and viewing, develop and monitor their understanding of the meaning conveyed in texts

Digital Literacy Grades 6-9

Research and Information Literacy: Information Literacy

Overall Expectations

Students apply digital tools to gather, evaluate, and use information

Specific Expectations

Information Literacy: A digitally literate person uses the Internet to do research in an effective and responsible manner.

The student:

understands that anyone can publish on the Web, so not all sites are equally trustworthy.

evaluates and selects information sources and digital tools based on the appropriateness to specific tasks.

understands that to conduct effective and efficient online searches, he/she must use a variety of searching strategies.

Research and Information Literacy: Information Processing and Management

Information Processing And Management: A digitally literate person uses technology to improve his/her ability to gather, organise, analyse and judge the relevance and purpose of digital information.

The student:

compares, contrasts, and synthesizes information from diverse sources (triangulates information) before it is used in a knowledge-making process.

gathers relevant digital information, e.g. other users' experiences, and assesses the quality of goods based on that information.

Digital Citizenship: Internet Safety

Overall Expectations

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Specific Expectations

Internet Safety: A digitally literate person stays safe on the Internet by employing strategies such as distinguishing between inappropriate contact and positive connections.

The student:

acknowledges the benefits of online talk and messaging, but knows how to handle situations or online behavior which may make them feel uncomfortable.

Digital Citizenship: Privacy and Security

Privacy And Security: A digitally literate person knows how to protect his/her privacy, respects the privacy of others, and employs strategies to maintain information and data security online.

The student:

knows strategies for guarding against identity theft and scams that try to access his/her private information online.

Digital Citizenship: Relationships and Communication

Relationships And Communication: A digitally literate person understands the risks and benefits of developing online relationships and uses technology to communicate effectively and respectfully.

The student:

is aware of the benefits of online communication and able to handle situations of online behaviour that may make him or her uncomfortable.

Digital Citizenship: Cyberbullying

Cyberbullying: A digitally literate person recognizes cyberbullying and knows how to deal with it.

The student:

distinguishes good-natured teasing from cyberbullying.

understands the difference between being a passive bystander and an active intervener in cyberbullying situations.

Digital Citizenship: Digital Footprint and Reputation

Digital Footprint And Reputation: A digitally literate person is aware that his/her activities on the Internet leave a permanent "digital footprint" or "trail" and behaves accordingly.

The student:

is aware that he/she has a digital footprint and that this information can be searched, copied, and passed on, and that he/she can take some control based on what he/she posts online.

Digital Citizenship: Creative Credit and Copyright

Creative Credit And Copyright: A digitally literate person respects other's ownership of their digital creations.

The student:

understands copyright and licence rules, fair use, and the rights he/she has as a creator.

Digital Citizenship: Legal and Ethical Aspects

Legal And Ethical Aspects: A digitally literate person behaves appropriately and in a socially responsible way in digital environments, demonstrating awareness and knowledge of legal and ethical aspects on the use of ICT and digital content.

The student:

considers legal and ethical principles of use and publication of information.

Digital Citizenship: Balanced Attitude Towards Technology

Balanced Attitude Towards Technology: A digitally literate person demonstrates an informed, open-minded, and balanced attitude towards information society and the use of digital technology, is curious, aware of opportunities and new developments, and is comfortable to explore and exploit them.

The student:

exhibits a positive attitude toward using technology that supports collaboration, learning, and productivity.

has a positive, but realistic attitude towards the benefits and risks associated with information technologies.

has a general level of confidence to experiment with new technologies, but also to reject inappropriate technologies.

exhibits a positive attitude towards learning about emerging digital technologies.

Digital Citizenship: Understanding and Awareness of the Role of ICT in Society

Understanding And Awareness of the Role of ICT in Society: A digitally literate person understands the broader context of use and development of information and communication technology.

The student:

understands the role of ICT in everyday life, in social life and at work.

Communication and Collaboration

Overall Expectations

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others

Specific Expectations

Technology Mediated Communication and Collaboration: A digitally literate person connects, shares, communicates, and collaborates with others effectively in digital environments

The student:

interacts, collaborates, co-constructs content, and publishes with peers, experts, or others employing a variety of digital environments and media.

communicates information and ideas effectively to multiple audiences using a variety of media and formats.

contributes to project teams to product original works or solve problems.

communicates through ICT (e.g., email, instant messaging, video conferencing) .

Technology Operations and Concepts

Overall Expectations

Students demonstrate a sound understanding of technology concepts, systems, and operations, and develop computational thinking skills

Specific Expectations

Technology Mediated Communication And Collaboration: A digitally literate person connects shares, communicates, and collaborates with others effectively in digital environments.

Technology Operations and Concepts: General knowledge and functional skills

Specific Expectations

General Knowledge And Functional Skills: A digitally literate person knows the basics (terminology, navigation, functionality) of digital devices and can use them for basic purposes.

Knows about the existence of various operating systems and understands the differences between them

Possesses general computer skills (typing, using computers, launching a new program)

Technology Operations and Concepts: Use in Everyday Life

Specific Expectations

Use in Everyday Life: A digitally literate person integrates technologies into the activities of everyday life.

The student:

is able to download and access different information types from the Internet.

searches, collects, process, evaluates, shares, and stores data and information using various devices, applications, or cloud services.

Technology Operations and Concepts: Informed Decision Making

Specific Expectations

Informed Decision Making: A digitally literate person is aware of most relevant or common technologies and is able to decide upon the most appropriate technology according to the purpose or need at hand.

The student:

selects and uses applications effectively and productively (e.g. chooses the most appropriate technologies according to the task).

understands the potential of digital devices and resources for her/his schoolwork.

Technology Operations and Concepts: Seamless Use Demonstrating Self-Efficacy

Specific Expectations

Seamless Use Demonstrating Self-Efficacy: A digitally literate person confidently and creatively applies digital technologies to increase personal effectiveness and efficiency

The student:

arranges and develop his/her personal working environment as an effective and reliable system.

uses different ICT in a way that helps to achieve certain results more quickly, or more easily, or to achieve better results.

Physical and Health Education Grade 6

Curricular Competencies: Personal and Social Development

Describe strategies for identifying and managing mental wellness issues such as anxiety, stress, and depression

Apply appropriate strategies for responding to discrimination, stereotyping, and bullying

Demonstrate behaviors that contribute to a safe and caring school environment

Content

Safe use of the internet and social media

Physical and Health Education Grade 7

Curricular Competencies: Personal and Social Development

Describe strategies for building and maintaining healthy interpersonal relationships

Describe skills for avoiding or responding to unhealthy, abusive, or exploitative relationships

Describe strategies for identifying and managing mental wellness issues such as anxiety, stress, and depression

Describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation

Content

Students will know and understand the following content:

Factors that influence personal health decisions, including the media and peers

Safe use of the internet and social media

Physical and Health Education Grade 8

Curricular Competencies: Personal and Social Development

Describe strategies for building and maintaining healthy interpersonal relationships

Describe skills for avoiding or responding to unhealthy, abusive, or exploitative relationships

Describe strategies for identifying and managing mental wellness issues such as anxiety, stress, and depression

Describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation

Content

Students will know and understand the following content:

Factors that influence personal health decisions, including the media and peers

Safe use of the internet and social media

Information Technology Grade 8

Foundations

It is expected that students will:

Identify information technology tools used to access information

Protect information using information technology tools

Demonstrate the ability to formulate questions and to use a variety of sources and tools to access, capture, and store information

Use appropriate information technology terminology

Describe and practice appropriate safety procedures when working with information technology tools

Demonstrate an awareness of the impact of information technology tools on society

Literacy Foundations – Information and Communications Technology

Internet and Electronic Communication

Specific Expectations

Differentiate between a web browser and a search engine

Perform internet searches using keywords

Follow hyperlinks in search results and navigate between open web pages

Use basic web-based email functions (e.g., address line, subject line, send/reply, forward, reply all)

Explain the ethics involved when accessing, sharing, and processing information through email and the internet

Social Studies Grade 6

Curricular Competencies:

Use social studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)

Determine the long-term and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)

Recognize and classify different value judgements, including ethical judgements, in a variety of sources (ethical judgement)

Social Studies Grade 7

Curricular Competencies:

Use social studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)

Determine the long-term and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)

Recognize and classify different value judgements, including ethical judgements, in a variety of sources (ethical judgement)

Social Studies Grade 8

Curricular Competencies:

Use social studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)

Determine and assess the long-term and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)

Recognize implicit and explicit ethical judgements in a variety of sources (ethical judgement)

Make reasoned ethical judgements about controversial actions in the past and present after considering the contexts and standards of right and wrong (ethical judgement)