



CANADA'S CENTRE
FOR DIGITAL AND
MEDIA LITERACY

A Day in the Life of the Jos – Curriculum Connections

Nova Scotia

English Language Arts Grade 6

English Language Arts Grade 6

Overall Expectations

Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts

Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre

Specific Expectations

Detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language

Recognize that facts can be presented to suit an author's purpose and point of view

Identify the conventions and structure of a variety of print and media texts and genres

Respond critically to texts by:

- Applying a growing range of strategies to analyze and evaluate a text
- Demonstrate growing awareness that all texts reflect a purpose and a perspective
- Detecting prejudice, stereotyping and bias

Demonstrate understanding that particular forms require the use of specific features, structures and patterns

English Language Arts Grade 7

English Language Arts Grade 7

Overall Expectations

Communicate information and ideas effectively and clearly, and to respond personally and critically

Interact with sensitivity and respect, considering the situation, audience and purpose

Select, read, and view with understanding a range of literature, information, media, and visual texts

Interpret, select, and combine information using a variety of strategies, resources, and technologies

Respond personally to a range of texts

Respond critically to a range of texts, applying their understanding of language, form, and genre

Use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination

Create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes

Specific Expectations

Demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others, including differences in culture and language

Recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice ; understand how language is used to influence and manipulate

Make evaluations or judgements about texts and express personal points of view

Recognize that print and media texts can be biased and become aware of some of the ways that information is organized and structured to suit a particular point of view

Recognize that print and media texts are constructed for particular readers and purposes; begin to identify the textual elements used by authors

Develop an ability to respond critically to various texts in a variety of ways such as identifying, describing, and discussing the form, structure, and content of texts and how they might contribute to meaning construction and understanding

English Language Arts Grade 8

English Language Arts Grade 8

Overall Expectations

Communicate information and ideas effectively and clearly, and to respond personally and critically

Interact with sensitivity and respect, considering the situation, audience and purpose

Select, read, and view with understanding a range of literature, information, media, and visual texts

Respond personally to a range of texts

Respond critically to a range of texts, applying their understanding of language, form, and genre

Use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination

Create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes

Specific Expectations

Recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice ; understand how language is used to influence and manipulate

Access appropriate print and non-print sources with increasing independence and select information to meet specific needs with increasing speed, accuracy, and confidence

Recognize that texts need to be assessed for bias and broaden their understanding and awareness of the ways in which print and media texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries

Expand on earlier abilities to respond critically to a range of texts in various ways

Attempt to use various technologies for communicating to a variety of audiences for a range of purposes

Health Education Grade 6

Healthy Relationships

Specific Expectations

2.1 Practice communication skills that keep relationships in their lives healthy, safe and productive

2.2. Create a personal value code of ethics on relationships within their lives

Healthy Community

Specific Expectations

3.3 Respond to advertising of and communication about the use of alcohol, tobacco, gambling, caffeine, medicines, food, and natural/alternative health products and communicate these ideas within the school community

Health Education Grade 7

Healthy Self

Specific Expectations

7.10 Demonstrate an understanding that mental health is an integral component of health, that there is no shame in expressing a need for mental health support and to recognize safe people in their lives whom they can trust to help them

Healthy Community

Specific Expectations

7.20 Analyze positive and negative outcomes of social networking and use of mobile devices

Healthy Living Grade 7

Healthy Living Grade 7

Overall Expectations

- B. Think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C. Demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

Specific Expectations

Apply a series of decision-making steps to potential situations involving risk, including sexual

Demonstrate an understanding that mental health is an integral component of health, that there is no shame in expressing a need for mental health support, and to recognize safe people in their lives whom they can trust to help them

Analyze positive and negative outcomes of social networking and use of mobile devices

Health Education Grade 8

Healthy Relationships

Specific Expectations

8.6 Identify healthy and unhealthy relationships and demonstrate assertiveness skills to communicate thoughts and feelings within primary relationships

8.7 Examine the role of bystander in cases where a peer/friend is experiencing emotional, physical, psychological harm and practice scenarios that show support and help

8.8 Practice the ability to listen to a peer and understand another's needs and circumstances, express understanding and support them in getting help in relation to physical, mental and social health concerns

Healthy Community

Specific Expectations

8.13 Assess the benefits and risks of online technology and make healthy and responsible decisions that reduce the risk of exploitation and victimization

Healthy Living Grade 8

Healthy Living Grade 8

Overall Expectations

- A. Demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B. Think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C. Demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

Specific Expectations

Analyze the relationship between values and personal health practices

Identify healthy and unhealthy relationships and demonstrate assertiveness skills to communicate thoughts and feelings within primary relationships

Examine the role of bystander in cases where a peer/friend is experiencing emotional, physical, psychological harm and practise scenarios that show support and help

Assess the benefits and risks of online technology and make healthy and responsible decisions that reduce the risk of exploitation and victimization

Information and Communication Technology Integration Grade 6

Digital Citizenship

Outcome 1: Students will understand and demonstrate behaviors which ensure their own and others health, safety and privacy.

Outcome 2: Digital Citizenship Students will follow best practices of active digital citizenship as they interact and contribute in the digital - connected global world.

Communication

Outcome 3: Students will use digital tools to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.

Research, Problem Solving, and Decision Making

Outcome 5: Students will use digital tools to gather, record, share and interpret information and data to support learning.

Outcome 6: Students will demonstrate problem solving skills using digital tools both individually and collaboratively.

Information and Communication Technology Integration Grades 7-9

Information and Communication Technology Integration Grades 7-9

Specific Expectations

Concepts and skills associated with the safe, efficient operation of a range of information and communication technology

Operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

Work safely as they use ICT, applying basic troubleshooting techniques to assess equipment and software problems that affect their use of ICT; then provide anecdotal information which may be of help to maintenance technicians

The understanding associated with the use of ITC, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning.

Demonstrate understanding of the nature of technology and its impact on different societies and environments; using technology, in local and global contexts, with due regard for the legal and human rights of others

Identify and demonstrate the values and techniques of mass media, popular culture and electronic information environments, and evaluate the effects of these techniques

Understand, model, and assume personal responsibility for the acceptable use of copyrighted and other information resources

Demonstrate an understanding of, and a commitment to, accuracy, ethical behavior, and personal privacy and safety as they create and distribute information about themselves, others, and curriculum topics under study

Students' organization, reasoning, and evaluation of their learning rationalize their use of information and communication technology.

Assess the quality, comprehensiveness, biases, and perspectives of print, media and electronic resources for use in their curricular studies, with teachers guidance

Critically evaluate how style, form, source, and medium influence the accessibility, validity and meaning of information independently

Accurately and independently cite information sources

Technology Education Grade 7

Technology Education Grade 7

Overall Expectations

Students will be expected to demonstrate an understanding of the consequences of their technological choices

Specific Expectations

Demonstrate an awareness of ethics and environmental responsibility in technological decision-making and work habits

Demonstrate preparedness for technological problem solving

Technology Education Grade 8

Technology Education Grade 8

Overall Expectations

Students will be expected to demonstrate an understanding of the consequences of their technological choices

Specific Expectations

Demonstrate an awareness of ethics and environmental responsibility in technological decision-making and work habits

Demonstrate safe and healthy practices with regard to materials, processes and equipment

Demonstrate effective use of a variety of communications technology media