



CANADA'S CENTRE  
FOR DIGITAL AND  
MEDIA LITERACY

## A Day in the Life of the Jos – Curriculum Connections

### Ontario

#### Health and Physical Education Grade 6

##### Healthy Living C1

###### Overall Expectations

C1. demonstrate an understanding of factors that contribute to healthy development

###### Specific Expectations

C1.3 identify factors that affect the development of a person's self-concept (e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities)

##### Healthy Living C2

###### Overall Expectations

C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

###### Specific Expectations

C2.3 apply personal skills and interpersonal skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations (e.g., class-room groups, groups of friends, sports teams, school clubs)

C2.5 describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feelings, new interest in relationships with boys or girls, confusion and questions about changes)

C2.6 make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (e.g., personal and interpersonal skills; critical and creative thinking skills; skills based on First Nation, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four colour or seven grandfather teachings, or other cultural teachings)

## Healthy Living C3

### Overall Expectations

C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

### Specific Expectations

C3.2 recognize the responsibilities and risks associated with caring for themselves and others (e.g., while babysitting, staying home alone, caring for pets, volunteering in the community, assisting someone with a disability, preparing meals, travelling to and from school and other locations), and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (e.g., safe practices for preparing food; responses to allergic reactions, fire, sports injuries, dental emergencies, hypothermia, bullying)

## Health and Physical Education Grade 7

### Healthy Living C1

#### Overall Expectations

C1. demonstrate an understanding of factors that contribute to healthy development

#### Specific Expectations

C1.1 describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies (e.g., benefits: saving time; increased access to information; improved communication, including global access; dangers: misuse of private information; identity theft; cyberstalking; hearing damage and/or traffic injuries from earphone use; financial losses from online gambling; potential for addiction), and identify protective responses

## Language Grade 6

### Understanding Media Texts

By the end of Grade 6, students will:

explain how a variety of media texts address their intended purpose and audience

interpret media texts, using overt and implied messages as evidence for their interpretations

evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts

identify whose point of view is presented in a media text, identify missing or alternative points of view, and where appropriate, determine whether the chosen view achieves a particular goal

identify who produce various media texts, the reason for their production, how they are produced, and how they are funded

## Understanding Media Forms, Conventions, and Techniques

By the end of Grade 6, students will:

describe in detail the main elements of some media forms

identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience

## Creating Media Texts

produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

## Reflecting on Media Literacy Skills and Strategies

By the end of Grade 6, students will:

identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers

explain how their skills in listening, speaking, reading and writing help them to make sense of and produce media texts

## Language Grade 7

### Understanding Media Texts

By the end of Grade 7, students will:

explain how a variety of media texts address their intended purpose and audience

interpret increasingly complex media texts, using overt and implied messages as evidence for their interpretations

evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts

explain why different audiences might have different responses to a variety of media texts

demonstrate understanding that different media texts reflect different points of view

identify who produce various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve

## Understanding Media Forms, Conventions, and Techniques

By the end of Grade 7, students will:

describe in detail the main elements of some media forms

identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience

## Creating Media Texts

produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

## Reflecting on Media Literacy Skills and Strategies

By the end of Grade 7, students will:

identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers

explain how their skills in listening, speaking, reading and writing help them to make sense of and produce media texts

## Language Grade 8

### Understanding Media Texts

By the end of Grade 8, students will:

explain how a variety of media texts address their intended purpose and audience

interpret increasingly complex media texts, using overt and implied messages as evidence for their interpretations

evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts

explain why different audiences might have different responses to a variety of media texts

demonstrate understanding that different media texts reflect different points of view

identify who produce various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve

## Understanding Media Forms, Conventions, and Techniques

By the end of Grade 8, students will:

explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning

identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience

## Creating Media Texts

produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

## Reflecting on Media Literacy Skills and Strategies

By the end of Grade 8, students will:

identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers

explain how their skills in listening, speaking, reading and writing help them to make sense of and produce media texts

## Social Studies Grade 6

### Heritage and Identity: Communities in Canada, Past and Present

A2.4 interpret and analyze information and evidence relevant to their investigations, using a variety of tools