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

## Prince Edward Island

### Communication and Information Technology Grade 6

#### Computer Systems

<table>
<thead>
<tr>
<th>Standard</th>
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</thead>
<tbody>
<tr>
<td>B1.13</td>
<td>Identify computer viruses, how they are transmitted and how anti-virus software is used to protect or clear a computer</td>
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<tr>
<td>B1.14</td>
<td>Identify spam, popup ads, spyware and other invasive software coding</td>
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#### Social, Ethical and Health

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<thead>
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<tbody>
<tr>
<td>E2.4</td>
<td>Use electronic communication etiquette</td>
</tr>
<tr>
<td>E2.7</td>
<td>Identify ethical issues involved with internet content, awareness of inappropriate use of technology</td>
</tr>
<tr>
<td>E2.8</td>
<td>Demonstrate caution before sending personal information over the internet</td>
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#### Internet

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<tr>
<td>A3.1</td>
<td>Demonstrate awareness of the internet as a source of information</td>
</tr>
<tr>
<td>A3.2</td>
<td>Use various tools (search engines and directories) and strategies necessary to carry out research</td>
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<tr>
<td>E3.1</td>
<td>Critically evaluate information and its source based on pre-determined criteria</td>
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### Communication and Information Technology Grade 7

#### Computer Systems
- B1.13 identify computer viruses, how they are transmitted and how anti-virus software is used to protect or clear a computer
- B1.14 identify spam, popup ads, spyware and other invasive software coding

#### Social, Ethical and Health
- E2.4 use electronic communication etiquette
- E2.7 identify ethical issues involved with internet content, awareness of inappropriate use of technology

#### Internet
- A3.1 demonstrate awareness of the internet as a source of information
- A3.2 use various tools (search engines and directories) and strategies necessary to carry out research
- E3.1 critically evaluate information and its source based on pre-determined criteria

### Communications and Information Technology Grade 8

#### Computer Systems
- B1.13 identify computer viruses, how they are transmitted and how anti-virus software is used to protect or clear a computer
- B1.14 identify spam, popup ads, spyware and other invasive software coding

#### Social, Ethical and Health
- E2.6 adhere to copyright and privacy laws, give credit to sources of information

#### Internet
- A3.2 use various tools (search engines and directories) and strategies necessary to carry out research
- E3.1 critically evaluate information and its source based on pre-determined criteria
## English Language Arts Grades 4-6

### Overall Expectations

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

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

### Specific Expectations

Demonstrate an understanding that particular forms of writing and other ways of representing require the use of specific features, structures, and patterns

Use technology with increasing proficiency to create, revise, edit and publish texts

## English Language Arts Grade 7

### Speaking and Listening

Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose

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

### Reading and Viewing

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

Recognize that print and media texts are constructed for particular readers and purposes; being to identify 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

Recognize that personal knowledge, ideas, values, perceptions and points of view influence how writers create texts
# Speaking and Listening

## Overall Expectations
Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

## Specific Expectations
- Recognize that values and attitudes such as bias, beliefs, and prejudice can be reflected in spoken language.
- Examine how spoken language can be used to influence and manipulate.

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# Reading and Viewing

## Overall Expectations
Students will be expected to respond critically to interpret, select, and combine information using a variety of strategies, resources, and technologies.

## Specific Expectations
- Evaluate the reliability of information from various sources.
- Compare information from a variety of sources.
- Use effective research approaches and strategies.

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# Reading and Viewing

## Overall Expectations
Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

## Specific Expectations
- Recognize that texts can be biased.
- Demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts.
- Describe the portrayal of culture and reality in texts.
## Writing and Representing

### Overall Expectations

Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.

### Specific Expectations

Use various technologies in communicating for a range of purposes with a variety of audiences.

## Social Studies Grades 4-6

### Individual Development and Identity

Describe ways in which advertising and the media can influence an individual's perception of self, the world, and consequent behavior.

Examine the influence of peers on one's individual actions.

Discuss why and how stereotyping, discrimination, and pressures to conform can emerge and how that affects an individual.

## Social Studies Grades 7-9

### Individual Development and Identity

Students will be expected to demonstrate how personal development and identity are shaped by society and how individuals help shape society.

Examine how advertisers and propagandists can use the various forms of the media to promote their interests.

Examine the influence of peer groups on the development of self.

## Health Education Grade 6

### Wellness Choices: Safety and Responsibility

Identify and communicate values and beliefs that affect healthy choices.

Evaluate the impact of personal behavior on the safety of self and others.

Demonstrate responsibility for, and skills related to, the safety of self and others.
Relationship Choices

Overall Expectations

Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Specific Expectations

Understanding and Expressing Feelings

Recognize that individuals can choose their own emotional reactions to events and thoughts.

Establish personal guidelines for expressing feelings.

Develop personal strategies for dealing with stress and change.

Identify, analyze, and develop strategies to overcome barriers to communication.

Interactions

Apply a variety of strategies for resolving conflict.

Health Education Grade 7

Wellness Choices: Safety and Responsibility

Demonstrate an understanding of the concept and possible consequences of various forms of harassment.

Analyze differing personal perspectives on safety.

Relationship Choices

Overall Expectations

Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Specific Expectations

Understanding and Expressing Feelings

Examine the role of feedback in effective communication.

Interactions

Identify strategies for dealing assertively with conflict.
Wellness Choices: Personal Health

**Overall Expectations**

Students will make responsible and informed choices to maintain health and to promote safety for self and others

**Specific Expectations**

Examine the relationship between choices and resulting consequences

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Wellness Choices: Safety and Responsibility

**Overall Expectations**

Identify potentially unsafe situations, and begin to develop strategies to reduce risk

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Relationship Choices

**Overall Expectations**

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions

**Specific Expectations**

*Interactions*

Describe strategies for maintaining healthy relationships

Describe and provide examples of ethical behavior in relationships

Develop and demonstrate strategies for promoting peaceful relationships
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### Technological Responsibility

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