

ALBERTA

Subject	Grade 4		Grade 5	
	English language arts	Social Studies: Alberta: The Land, Histories and Stories	English language arts	Social Studies : Canada: The Land, Histories and Stories
Aims	<ul style="list-style-type: none"> > Encourage an understanding and appreciation of the significance and artistry of literature > Enable each student to understand and appreciate language and to use confidently and competently for a variety of purposes 	<ul style="list-style-type: none"> > Promote responsible citizenship > Learning and appreciating multiple perspectives (including Aboriginal and Francophone) that contribute to Canada's identity. > Reflect upon the people, places and stories of Alberta > Examine how major events and people shaped the evolution of Alberta. 	<ul style="list-style-type: none"> > Encourage an understanding and appreciation of the significance and artistry of literature > Enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes 	<ul style="list-style-type: none"> > Promote responsible citizenship. > Explore how the diversity affects citizenship and identity > Examine how the ways of life are integral to Canadian culture and identity
Learning Outcomes	<ul style="list-style-type: none"> > Comprehend and respond personally and critically to texts > Identify information sources that inform, persuade or entertain > Add interest to presentations through the use of props, such as pictures, overheads and artifacts > Identify and discuss differences in language use 	<ul style="list-style-type: none"> > Analyze how Albertans interact with their environment > Understanding of the role of stories, history and culture in strengthening communities > Recognize how stories of people and events provide multiple perspectives on past and present events > Examine, critically, Alberta's changing cultural and social dynamics > Examine recreation and tourism in Alberta 	<ul style="list-style-type: none"> > Support own interpretations of texts, using evidence from personal experiences and the texts > Summarize important ideas in texts and express opinions about them > Identify categories of information related to particular topics, and ask questions related to each category > Select visuals, print and/or other media to inform and engage the audience 	<ul style="list-style-type: none"> > Physical Geography, histories and stories, identity > Recognize how economic and political changes impact citizens > Environmental appreciation: demonstrate care and concern for the environment through their choices and actions

Grade 6		Grade 7			
English language arts	Social Studies: Democracy: Action and Participation	English language arts	Career and Technology Studies (CTS)	Ethics	Social Studies: Canada: Origins, Histories and Movement of People
<ul style="list-style-type: none"> > Encourage an understanding and appreciation of the significance and artistry of literature > Enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes 	<ul style="list-style-type: none"> > Students will broaden their understanding of democracy develop an awareness of the role that citizens can play within the democratic process. > Examine how participation in the democratic process is a means for governments and citizens to create change > Explore how democratic principles and ideals are reflected in the structure and functions of their local and provincial governments. 	<ul style="list-style-type: none"> > Encourage an understanding and appreciation of the significance and artistry of literature > Enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes 	<p>Designed to develop skills that senior high school students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities.</p>	<p>The ethics course is designed to help students become contributing, ethical and mature persons, and may be offered in Grade 7, Grade 8 or Grade 9. The aim of the course is to help students become more thoughtful, to think of the interests of others, and to see ethical implications in their daily lives</p>	<ul style="list-style-type: none"> > Areas of study: Toward Confederation, Following Confederation: Canadian Expansions
<ul style="list-style-type: none"> > Comprehend and respond personally and critically to texts > Use prior experiences with texts to choose new texts that meet learning needs and interests > Identify ways in which texts from diverse cultures and communities explore similar ideas 	<ul style="list-style-type: none"> > Recognize how individuals and governments interact and bring about change > Explore how Canada's justice system helps protect democratic and constitutional rights > Analyze the structure and functions of local governments in Alberta > Analyze how individuals, groups and associations impact decision making of local and provincial governments 	<ul style="list-style-type: none"> > Distinguish between fact and opinion, and follow the development of argument and opinion > Identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view > Identify how the format of documents enhances the presentation of content > Identify and discuss recurring themes in texts from diverse cultures and communities 	<p>CTS is organized into five clusters, one of which is Media, Design and Communication Arts (MDC).</p>	<ul style="list-style-type: none"> > Working definitions of ethics and values > Decision-making skills > Historical values and traditions > Values of different cultural groups > Responsibility to community. 	<ul style="list-style-type: none"> > Migration and immigration.

Grade 8			
English language arts	Career and Technology Studies (CTS)	Ethics	Social Studies: Historical Worldviews Examined
<ul style="list-style-type: none"> > Encourage an understanding and appreciation of the significance and artistry of literature > Enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes > Students learn to compose, comprehend and respond to texts. > Experience a variety of texts from many cultural traditions. 	<p>Designed to develop skills that senior high school students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities.</p>	<p>The ethics course is designed to help students become contributing, ethical and mature persons, and may be offered in Grade 7, Grade 8 or Grade 9. The aim of the course is to help students become more thoughtful, to think of the interests of others, and to see ethical implications in their daily lives.</p>	<ul style="list-style-type: none"> > Areas of study: From Isolation to Adaptation: Japan, Origins of a Western Worldview; Renaissance Europe, Worldviews in Conflict: The Spanish and the Aztecs
<ul style="list-style-type: none"> > Compare and contrast the different perspectives provided by first and third person narration > Choose forms or genres of texts for the particular affects they will have on audiences and purposes > Identify and trace the development of arguments, opinions or points of view in texts > Plan and facilitate presentations to share information and achieve a particular purpose 	<p>CTS is organized into five clusters, one of which is Media, Design and Communication Arts (MDC).</p>	<ul style="list-style-type: none"> > Working definitions of ethics and values > Decision-making skills > Historical values and traditions > Values of different cultural groups > Responsibility to community. 	<ul style="list-style-type: none"> > Develop historical thinking skills through an examination of past societies in different parts of the world.

Grade 9			
English	Career and Technology Studies (CTS)	Ethics	Social Studies: Canada: Opportunities and Challenges
<ul style="list-style-type: none"> > Encourage an understanding and appreciation of the significance and artistry of literature > Enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes > Students learn to compose, comprehend and respond to texts. > Experience a variety of texts from many cultural traditions. 	<p>Designed to develop skills that senior high school students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities.</p>	<p>The ethics course is designed to help students become contributing, ethical and mature persons, and may be offered in Grade 7, Grade 8 or Grade 9. The aim of the course is to help students become more thoughtful, to think of the interests of others, and to see ethical implications in their daily lives.</p>	<ul style="list-style-type: none"> > Governance, economics, quality of life, citizenship and identity. > Analyze the relationship between Canada's political and legislative processes > Economics systems in Canada and US
<ul style="list-style-type: none"> > Talk with others and experience a variety of texts to explore, develop and justify own opinions and points of view > Integrate own perspectives with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts > Discuss how interpretations of the same text might vary, according to the prior knowledge and experiences of various readers > Identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text > Apply and explain effective procedures for identifying and comprehending words in context > Identify ways that a change in narrator might affect the overall meaning of oral, print and other media texts > Synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions > Distinguish between primary and secondary sources, and determine the usefulness of each for research purposes > Use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sc 	<p>CTS is organized into five clusters, one of which is Media, Design and Communication Arts (MDC).</p>	<ul style="list-style-type: none"> > Working definitions of ethics and values > Decision-making skills > Historical values and traditions > Values of different cultural groups > Responsibility to community. 	<ul style="list-style-type: none"> > Appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada > Appreciate the various effects of government policies on citizenship and on Canadian society > Analyze how citizens and organizations participate in Canada's justice system > Consider what factors influence immigration policies in Canada > Appreciate the impact of government decision making on quality of life

Grade 10, Grade 11 and Grade 12			
English language arts	Social Studies	Career and Technology Studies (CTS)	Social Sciences
<p>> Encourage, in students, an understanding and appreciation of the significance and artistry of literature</p> <p>> Enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes</p> <p>> Comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.</p> <p>> Manage ideas and information</p>	<p>The aim of the social studies program is to promote a sense of belonging and acceptance in students as they engage in active and responsible citizenship. At the heart of Alberta's social studies program are the concepts of citizenship and identity in the Canadian context.</p>	<p>Designed to develop skills that senior high school students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities.</p>	<p>Intended to complement the Alberta Social Studies program by encouraging increased understanding of human society and social relationships. Courses in this program are distinct from the Social Studies curriculum in that they focus on the structure, concepts and methodologies of specific social science disciplines.</p>
<p>> Form tentative understandings, interpretations and positions</p> <p>> Identify and examine ways in which cultural and societal influences are reflected in a variety of Canadian and international text</p> <p>> Discern and analyze context</p> <p>> Understand and interpret content connect self, text, culture and milieu evaluate the verisimilitude, appropriateness and significance of print</p> <p>> Appreciate diversity of expression, opinion and perspective</p>	<p>Grade 10: Two Streams: 10.1 Perspectives on Globalization or 10.2 Living in a Globalizing World</p> <p>> Explore multiple perspectives on the origins of globalization</p> <p>> Study the local, national and international impacts of globalization on lands, cultures, economies, human rights and quality of life</p> <p>Grade 11: Two Streams 20-1 Perspectives on Nationalism or 20-2 Understandings of Nationalism</p> <p>> Explore the complexities of nationalism in Canadian and international contexts.</p> <p>> Study the influence of nationalism on regional, international and global relations.</p> <p>Grade 12: Two Streams: 30-1 Perspectives on Ideology or 30-2 Understandings of Ideologies</p> <p>> Explore the origins and complexities of ideologies and examine multiple perspectives. > Understand roles and responsibilities associated with citizenship</p> <p>> Encourage students to respond to emergent global issues.</p>	<p>CTS is organized into five clusters, one of which is Media, Design and Communication Arts (MDC).</p>	<p>Economics: understand basic economic concepts and generalizations. be able to collect, arrange, process, read and use economic data</p> <p>Political Science: establish an awareness, on the part of the student, of different political points of view and to create, in the student, an element of political sophistication, give the student an understanding of the development and importance of international relations.</p> <p>Sociology: develop, within the student, a better understanding of group behaviour. This understanding should be based on fact rather than opinion. The sociological perspective focuses on "what is" rather than "what ought to be." Students should be able to analyze occurrences around them objectively. They should feel that they are a part of society, understand its influence on their lives, and visualize their roles in societal change</p>