

# New Brunswick

	Grade 4		Grade 5	
Subject	English	<a href="#">Social Studies: Explorations (see NL curriculum document)</a>	English	<a href="#">Social Studies: Societies (see PEI curriculum document)</a>
<b>Learning Goals</b>	<p>&gt; <b>Reading Achievements standards:</b> Students should demonstrate strong understanding of text complexity (characteristics of fiction/non-fiction texts, reading strategies and behaviours, comprehension responses (literal, inferential/interpretive, and personal/critical/evaluative responses to texts))</p> <p>&gt; <b>Writing Achievement Standards:</b> students should demonstrate six traits when completing a piece of writing: content/ideas, organization, word choice, voice, sentence structure, conventions</p>	<p>Units of study</p> <ul style="list-style-type: none"> <li>• Exploration Defined</li> <li>• The Nature of Exploration</li> <li>• Exploring Our World</li> <li>• Exploring the Landscapes of Canada</li> </ul>	<p>&gt; <b>Reading Achievements standards:</b> Students should demonstrate strong understanding of text complexity (characteristics of fiction/non-fiction texts, reading strategies and behaviours, comprehension responses (literal, inferential/interpretive, and personal/critical/evaluative responses to texts))</p> <p>&gt; <b>Writing Achievement Standards:</b> students should demonstrate six traits when completing a piece of writing: content/ideas, organization, word choice, voice, sentence structure, conventions</p>	<p>Units of Study</p> <ul style="list-style-type: none"> <li>• Place and Environment</li> <li>• Social Structure</li> <li>• Governance</li> <li>• Interactions</li> <li>• Canadian Society Today</li> </ul>
<b>Outcomes</b>	<p>&gt; Make some personal connections, relate relevant prior knowledge and make logical text-to-text comparisons</p> <p>&gt; Distinguish between main idea and supporting details</p> <p>&gt; Distinguish between fact and opinion</p> <p>&gt; Students are beginning to question and evaluate information in texts</p>	<p>&gt; Understand factors that motivate exploration and the impact of exploration</p> <p>&gt; Understand human/political/physical landscape of Canada</p>	<p>&gt; Interpret relationships among several ideas to draw conclusions/make personal connections,/ make logical text-to-text comparisons</p> <p>&gt; Distinguish between fact and opinion, and identify author's point of view and use of evidence; suggest an alternative perspective</p> <p>&gt; Present information gathered from nonfiction texts in appropriate categories and organized notes take a critical stance toward some texts</p>	<p>&gt; Explain the social structure of a medieval society</p> <p>&gt; Demonstrate an understanding of the diverse societies of First Nations, Inuit, and Métis</p> <p>&gt; Examine the reason for and effect of early French and British settlement</p> <p>&gt; Study the impact of conflict between settlers and aboriginal peoples</p>

New Brunswick/Atlantic Canada Curriculum Documents

<http://www.qnb.ca/0000/anglophone-e.asp>

The Atlantic Canada Framework for Essential Graduation Learnings in Schools

[http://www.ednet.ns.ca/pdfdocs/essential\\_grad\\_learnings/essential\\_grad\\_learnings.pdf](http://www.ednet.ns.ca/pdfdocs/essential_grad_learnings/essential_grad_learnings.pdf)

Grade 6		Grade 7	
<a href="#">English</a>	<a href="#">Social Studies: World Cultures</a>	<a href="#">English</a>	<a href="#">Social Studies: Empowerment</a>
<ul style="list-style-type: none"> <li>&gt; Aesthetic Expression</li> <li>&gt; Citizenship</li> <li>&gt; Communication</li> <li>&gt; Personal Development</li> <li>&gt; Problem Solving</li> <li>&gt; Technological</li> <li>&gt; Competence</li> </ul>	<p>Units of Study</p> <ul style="list-style-type: none"> <li>• Introduction to Culture</li> <li>• Environment and Culture</li> <li>• Expressions of Culture</li> <li>• World Issues</li> <li>• Canada: Reflections on a Multicultural Mosaic</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Aesthetic Expression</li> <li>&gt; Citizenship</li> <li>&gt; Communication</li> <li>&gt; Personal Development</li> <li>&gt; Problem Solving</li> <li>&gt; Technological</li> <li>&gt; Competence</li> </ul>	<p>Units of Study:</p> <ul style="list-style-type: none"> <li>• Introduction to empowerment</li> <li>• Economic empowerment</li> <li>• Political empowerment</li> <li>• Cultural Empowerment</li> <li>• Societal empowerment</li> <li>• National Empowerment</li> <li>• Reflection</li> </ul>
<ul style="list-style-type: none"> <li>&gt; Access appropriate print and non-print sources with increasing independence and select information to meet specific needs,</li> <li>&gt; 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</li> <li>&gt; Describe how cultures and reality are portrayed in media texts</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Examine importance of language, literature to cultural region</li> <li>&gt; Analyze relationship between culture and Environment/Government/Economics</li> <li>&gt; Examine select examples of human rights issues: United Nations Declaration of the rights of the Child/human rights</li> <li>&gt; Analyze the effects of distribution of wealth around the world</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Access appropriate print and non-print sources with increasing independence and select information to meet specific needs,</li> <li>&gt; 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</li> <li>&gt; Describe how cultures and reality are portrayed in media texts</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Identify and categorize sources of power and authority research the news media for examples of how an individual or group became economically empowered through use of education, capital, family support, work ethic, or political position</li> <li>&gt; Identify and assess the significance of reports and newspaper articles which impacted the creation of responsible government</li> <li>&gt; Investigate the various ways economic systems empower or disempower people</li> <li>&gt; Empowerment in Canada from mid 1800s-20th century: Confederation, BNA Act, Federalism, Red River Rebellion of 1870, Northwest Rebellion, Industrial Revolution, Boer War, Alaskan Boundary, WWI, WWII</li> </ul>

Grade 8		Grade 9	
<a href="#">English</a>	<a href="#">Social Studies: Atlantic Canada in the Global Community</a>	<a href="#">English</a>	<a href="#">Social Studies: Canadian Identity</a>
<ul style="list-style-type: none"> <li>&gt; Aesthetic Expression</li> <li>&gt; Citizenship</li> <li>&gt; Communication</li> <li>&gt; Personal Development</li> <li>&gt; Problem Solving</li> <li>&gt; Technological</li> <li>&gt; Competence</li> </ul>	<p>Themes:</p> <ul style="list-style-type: none"> <li>• Physical Setting</li> <li>• Culture</li> <li>• Economics</li> <li>• Technology</li> <li>• Interdependence</li> </ul>	<p>SPEAKING AND LISTENING: speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences</p> <p>READING AND VIEWING: select, read, and view with understanding a range of literature, information, media, visual and audio texts</p> <p>WRITING AND OTHER WAYS OF REPRESENTING: use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</p>	<p>Units of study:</p> <ul style="list-style-type: none"> <li>• Exploring Canadian Identity</li> <li>• Geographic</li> <li>• Influences</li> <li>• Decades of Change</li> <li>• Citizenship</li> <li>• Challenges and Opportunities</li> <li>• Reflections on Canadian Identity</li> </ul>
<ul style="list-style-type: none"> <li>&gt; Access appropriate print and non-print sources with increasing independence and select information to meet specific needs,</li> <li>&gt; 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</li> <li>&gt; Describe how cultures and reality are portrayed in media texts</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Specific topics of study: Agriculture, Fisheries, Re-Settlement (Population Movement), Global Connection, Sustainability</li> <li>&gt; Examining selected newspapers to answer the following questions: <ul style="list-style-type: none"> <li>&gt; What news stories about government are being emphasized? Do the editorials comment favorably or negatively on government?</li> <li>&gt; Why are there differences in the way that competing papers report the news?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>&gt; Construct ideas about issues, construct ideas about issues</li> <li>&gt; Demonstrate an understanding of the impact of literary devices and media techniques (editing symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of the text</li> <li>&gt; Interpret, select, and combine information, using a variety of strategies, resources, and technologies.</li> <li>&gt; Compare and contrast texts and responses to texts</li> <li>&gt; Compare the content of news reports in various texts (print and non-print) and the effectiveness of different media in reporting the same eventmake thematic connections among print texts, public discourse, and media</li> <li>&gt; Create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</li> <li>&gt; Surround students with a variety of forms of writing and representing (opinion editorials etc) and encourage students to use library resources such as encyclopedias, CD-ROMs, Internet, magazines, newspapers</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Canadian identity from 1920 to present: landscape, climate, history, people-citizenship, and related challenges and opportunities</li> <li>&gt; Topics: Immigration, Great Depression, WWI, WWII, Cold War, Globalization, NATO, NORAD, United Nations, Womens rights, Aboriginal autonomy</li> <li>&gt; Record examples of regional stereotyping that are found in the various media</li> <li>&gt; Compare the economic conditions of the 1920s with those of today using business section of newspapers</li> <li>&gt; Read accounts of individuals in newspapers who demonstrate responsible citizenship</li> </ul>

Grade 10	Grade 11
<p align="center"><a href="#">English</a></p>	<p align="center"><a href="#">English</a></p>
<p>SPEAKING AND LISTENING: speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences            READING AND VIEWING: select, read, and view with understanding a range of literature, information, media, visual and audio texts            WRITING AND OTHER WAYS OF REPRESENTING: use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</p>	<p>SPEAKING AND LISTENING: speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences            READING AND VIEWING: select, read, and view with understanding a range of literature, information, media, visual and audio texts            WRITING AND OTHER WAYS OF REPRESENTING: use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</p>
<ul style="list-style-type: none"> <li>&gt; Construct ideas about issues, construct ideas about issues</li> <li>&gt; Demonstrate an understanding of the impact of literary devices and media techniques (editing symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of the text</li> <li>&gt; Interpret, select, and combine information, using a variety of strategies, resources, and technologies.</li> <li>&gt; Compare and contrast texts and responses to texts</li> <li>&gt; Compare the content of news reports in various texts (print and non-print) and the effectiveness of different media in reporting the same eventmake thematic connections among print texts, public discourse, and media</li> <li>&gt; Create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</li> <li>&gt; Surround students with a variety of forms of writing and representing (opinion editorials etc) and encourage students to use library resources such as encyclopedias, CD-ROMs, Internet, magazines, newspapers</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Ask perceptive/probing questions to explore ideas and gain information</li> <li>&gt; View a wide variety of media and visual texts, comparing and analysing the structure, genre, style, and cultural diversity of the different texts</li> <li>&gt; View a wide variety of media and visual texts, comparing and analysing the structure, genre, style, and cultural diversity of the different texts</li> <li>&gt; Justify points of view on various print and media texts</li> <li>&gt; Write personal and critical responses to complex print and media texts</li> </ul>

Grade 12			
<a href="#">English</a>	<a href="#">Law 120</a>	<a href="#">Economics 120</a>	<a href="#">World Issues 120</a>
<p>SPEAKING AND LISTENING: speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences</p> <p>READING AND VIEWING: select, read, and view with understanding a range of literature, information, media, visual and audio texts</p> <p>WRITING AND OTHER WAYS OF REPRESENTING: use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</p>	<p>Units of Study:</p> <ul style="list-style-type: none"> <li>• Foundations of the Law</li> <li>• Criminal Law</li> <li>• Criminal Law</li> <li>• Plus at least two optional units</li> </ul>	<p>Units of Study:</p> <ul style="list-style-type: none"> <li>• Economics: Introduction and Terminology</li> <li>• Comparative Economic Systems</li> <li>• Business Organization</li> <li>• Demand, Supply and the Market</li> <li>• Labour Unions</li> <li>• Money and Banking</li> <li>• Public Finance</li> <li>• International Trade</li> <li>• Distribution</li> <li>• Performance of the Canadian Economy</li> </ul>	<p>Units of Study:</p> <ul style="list-style-type: none"> <li>• Introduction to the Global Village</li> <li>• Players in the global community</li> <li>• Issues facing the global community</li> <li>• Future of the global community</li> </ul>
<p>&gt; Examine the writing or creating of a formal presentation in the global (generalized national or international) context of language and communication, using newspapers for example</p> <p>&gt; Access, select, and research in systematic ways, specific information to meet personal and learning needs</p> <p>&gt; Make informed personal responses to increasingly challenging print and media texts and reflect on their responses</p> <p>&gt; Articulate and justify points of view about texts and text elements</p> <p>&gt; Create a media product for a specific purpose and audience, and explain their rationale for selection of that particular medium to achieve that purpose</p> <p>&gt; Media Literacy activities: Examine production techniques of newspapers and magazines, write a letter to the editor, critique a newspaper article, edit or expand an article, compare news reports on a topic, investigate alternative newspapers</p>	<p>&gt; Select and evaluate a wide variety of information sources</p> <p>&gt; Foundations: Charter of Rights and Freedoms, NB Human Rights Act, Indian Act</p> <p>&gt; Topics Criminal Law: Legal processes, pre-trial and trial procedures, analyze, apply criminal law to prosecute, defend, and decide specific cases</p> <p>&gt; Topics Civil Law: Distinguish between civil and criminal matters: torts, duty of care, standard care</p>	<p>&gt; Understand that the basic economic problems, different organizations of business, marketplace trends, labour unions, Interest rates, government expenditures and revenues, international trade</p> <p>&gt; Encouraging the reading of economic articles in the newspapers</p>	<p>&gt; Topics: Resource depletion and environmental degradation, demographic change, economic development, technological change, nationalism, peace and security</p> <p>&gt; Newspaper Study: Students could be presented with a list of recent headline stories from a local newspaper. Ask students to indicate the degree of impact and extent to which each headline affects them as individuals and Canada as a whole.</p>