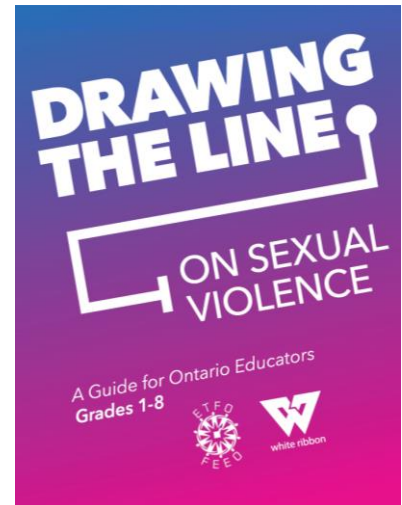


Drawing the Line on Sexual Violence:

A Guide for Ontario Educators, Grades 1-8



Curriculum connections, Grades 1-8

- Health and Physical Education, 1998
- Language, 2006 (revised)

Lesson plans in the Drawing the Line on Sexual Violence for educators are cross-curricular. They help educators meet curriculum expectations from the Language, Arts, and Health and Physical Education (2015) curriculum.

The lesson plans also address the following **Healthy Living** specific expectations of the **Health and Physical Education curriculum (1998)** and **Media Literacy** expectations of the **Language curriculum (2006)**.

Health and Physical Education, 1998: Healthy Living

Grade 1

Growth and development

- Identify the major parts of the body by their proper names

Grade 2

Growth and development

- distinguish the similarities and differences between themselves and others (e.g., in terms of body size or gender)

Grade 3

Growth and development

- describe basic changes in growth and development from birth to childhood (e.g., changes to teeth, hand, feet, and height)

Grade 4

Growth and development

- identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication)

Grade 5

Growth and development

- identify strategies to deal positively with stress and pressures that result from relationships with family and friends
- identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers

Grade 6

Growth and development

- apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships

Grade 7

Growth and development

- use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations
- identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors)

Grade 8

Growth and development

- apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs
- identify sources of support (e.g., parents/ guardians, doctors) related to healthy sexuality issues

Language, 2006 (revised): Media Literacy

Grade 1

Making Inferences/Interpreting Messages

- 1.2 identify overt and implied messages, initially with support and direction, in simple media texts

Responding to and Evaluating Texts

- 1.3 express personal thoughts and feelings about some simple media works

Audience Responses

- 1.4 describe how different audiences might respond to specific media texts

Grade 2

Making Inferences/Interpreting Messages

- 1.2 identify overt and implied messages in simple media texts

Responding to and Evaluating Texts

- 1.3 express personal thoughts and feelings about simple media works and explain their responses

Audience Responses

- 1.4 describe how different audiences might respond to specific media texts

Purpose and Audience

- 3.1 identify the topic, purpose, and audience for media texts they plan to create

Producing Media Texts

- 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques

Interconnected Skills

- 4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Grade 3

Purpose and Audience

- identify the purpose and intended audience of some media texts

Making Inferences/Interpreting Messages

- 1.2 use overt and implied messages to draw inferences and make meaning in simple media texts

Responding to and Evaluating Texts

- 1.3 express personal opinions about ideas presented in media texts

Audience Responses

- 1.4 describe how different audiences might respond to specific media texts

Point of View

- 1.5 identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used

Interconnected Skills

- 4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Grade 4

Purpose and Audience

- identify the purpose and audience for a variety of media texts

Making Inferences/Interpreting Messages

- 1.2 use overt and implied messages to draw inferences and construct meaning in media texts

Responding to and Evaluating Texts

- 1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions

Audience Responses

- 1.4 explain why different audiences might respond differently to specific media texts

Point of View

- 1.5 identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used
- Form 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create

Grade 5

Purpose and Audience

- identify the purpose and audience for a variety of media texts

Making Inferences/Interpreting Messages

- 1.2 use overt and implied messages to draw inferences and construct meaning in media texts

Responding to and Evaluating Texts

- 1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions

Audience Responses

- 1.4 explain why different audiences might respond differently to the same media text

Point of View

- 1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate, suggest how a more balanced view might be represented

Interconnected Skills

- 4.2 explain, with some support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Grade 6

Purpose and Audience

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

Making Inferences/Interpreting Messages

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

Responding to and Evaluating Texts

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

Audience Responses

- 1.4 explain why different audiences (e.g., boys, girls, adults, seniors, various cultural groups) might have different responses to media texts (e.g., movies, songs, websites, video games, items of clothing)

Point of View

- 1.5 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

Interconnected Skills

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

Grade 7

Making Inferences/Interpreting Messages

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

Audience Responses

- 1.4 explain why different audiences (e.g., with respect to gender, age, nationality, ability/disability income level) might have different responses to a variety of media texts

Purpose and Audience

- 3.1 explain why they have chosen the topic for a media text they plan to create (e.g., a class newspaper or pamphlet to inform parents about the achievements and activities of students in the class), and identify challenges they may face in engaging

Interconnected Skills

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

Grade 8

Making Inferences/Interpreting Messages

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

Responding to and Evaluating Texts

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

Audience Responses

- 1.4 explain why different audiences (e.g., with respect to gender, age, culture, race, income level) might have different responses to a variety of media texts

Point of View

- 1.5 demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view

Interconnected Skills

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