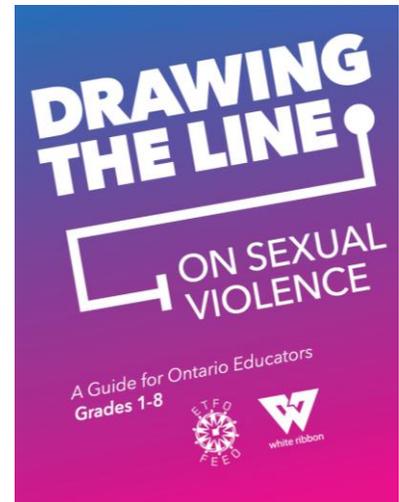


# Drawing the Line on Sexual Violence:

## 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