

	English / Language Arts	<ul style="list-style-type: none"> • SS 20 + 23 - The Growth of the Global Perspectives (Topics A+B) • SS 30 + 33 - The Contemporary World (Topics A + B) English / Language Arts - see point 3 below
CHAPTER 2 Critical Reading (bias)	Social Studies English / Language Arts	<ul style="list-style-type: none"> • Social Studies - reading the newspaper can be done for any area in the curriculum. (Critical reading skills can also be taught in SS) • English / Language Arts - see point 3 below
Writing in the different styles found in the newspaper	English / Language Arts	<ul style="list-style-type: none"> • English / Language Arts - see point 3 below
CHAPTER 3 International Law (instruments - UN Declaration of Human Rights, refugees, immigration, poverty, war, war crimes, land mines, hate crime)	Social Studies English / Language Arts	Social Studies <ul style="list-style-type: none"> • Grade 7 - People and Their Culture • Grade 8 - History and Geography in the Western Hemisphere - (Topic C) • SS 10 + 13 - Canada in The Modern World (Topics A, B) • SS 20 + 23 - The Growth of the Global Perspectives (Topics A+B) • SS 30 + 33 - The Contemporary World (Topics A + B) English / Language Arts - see point 3 below
Civil and political rights	Social Studies English / Language Arts	Social Studies <ul style="list-style-type: none"> • Grade 7 - People and Their Culture • Grade 8 - History and Geography in the Western Hemisphere - (Topics B + C) • SS 10 + 13 - Canada in The Modern World (Topics A+B) • SS 20 + 23 - The Growth of the Global Perspectives (Topics A+B) • SS 30 + 33 - The Contemporary World (Topics A + B) English / Language Arts - see point 3 below
Economical, social and cultural rights	Social Studies	Social Studies <ul style="list-style-type: none"> • Grade 7 - People and Their Culture

	CALM	English / Language Arts - see point 3 below
	English / Language Arts	
UN Convention on the Rights of the Child	Social Studies	<ul style="list-style-type: none"> • SS 10 + 13 - Canada in The Modern World (Topic A) • SS 20 + 23 - The Growth of the Global Perspectives (Topics A+B)
	English / Language Arts	English / Language Arts - see point 3 below
Young people and the newspaper. (Is the newspaper for kids? What parts are for kids? How many kids read the newspaper? statistics	English / Language Arts	<ul style="list-style-type: none"> • English / Language Arts - see point 3 below
	Math	<ul style="list-style-type: none"> • Math • statistical info • see point 4
	Math	<ul style="list-style-type: none"> • can use numbers in variety of ways • especially in JH - fractions, graphing etc.

Notes:

1. The topics must be broken down into specific activities.
2. Almost every topic can be worked in the Social Studies curriculum.
3. All of the topics can be incorporated into the English curriculum—especially if students are looking at the issues in the newspaper and applying the newspaper rules (writing styles etc.). By ensuring that the activities focus on the skills set out in the curriculum, the different topics will be easy to incorporate into an English / language arts curriculum.

K-9 - General Learning Outcomes:

Students will be able to listen, speak, read, write, view and represent to:

- i. explore thoughts, ideas, feelings and experiences.
- ii. comprehend and respond personally and critically to oral, print and other media texts.
- iii. manage ideas and information
- iv. enhance the clarity and artistry of communication
- v. respect, support and collaborate with others.

General Language Objectives for Grades 1-12

- i. Production and reception of sounds and printed words.
- ii. Relationships between the flow of word in speech and the arrangement of words on the printed page.
- iii. Use of language to talk about language.
- iv. Order and form of words as signals to meaning.
- v. Relationships between diversity and subtlety of word meanings and the total meaning of a communication.
- vi. Relationships between the manner in which ideas are organized and presented and the total meaning of a communication.
- vii. Extension and enrichment of meaning through nonverbal communication.
- viii. Language variation according to audience, purpose, situation, culture and society.
- ix. Immediate language variation in sensitive response to audience reaction.
- x. Language is a dynamic system which records, reflects and affects cultures.
- xi. Use of language to explore the environment and ideas of others, to develop new concepts to evaluate what is discovered.
- xii. Role of language in increasing understanding of self and others.
- xiii. Use of language to stir imagination, deepen understanding, arouse emotion and give pleasure.
- xiv. Relationship of language to other forms of artistic expression.

4. The youth section could be incorporated in many different curriculum areas—Health, CALM, English/Language Arts, Social Studies, and Math.