

# British Columbia Prescribed Learning Outcomes (Grade 10)

## ~ met by 4REAL School

SUBJECTS	GRADE 10 LEARNING OUTCOMES
Language Arts	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interact and collaborate in pairs and groups to support and extend the learning of self and others, explore experiences, ideas, and information, gain insight into other's perspectives</li> <li><input type="checkbox"/> Select and use a range of <b>strategies</b> to interact and collaborate with others in pairs and groups, including selecting methods for working together effectively listening actively, contributing ideas and encouraging the ideas of others, demonstrating awareness of diverse <b>points of view</b> reaching consensus or agreeing to differ</li> <li><input type="checkbox"/> Select, adapt and apply a range of <b>strategies</b> to prepare oral communications, including interpreting a task and setting a purpose, generating ideas, considering multiple perspectives, <b>synthesizing</b> relevant knowledge and experiences</li> <li><input type="checkbox"/> View, both collaboratively and independently, to comprehend a variety of visual <b>texts</b>, such as broadcast media, web sites, film and video, photographs, art, visual components of print media, student-generated material</li> <li><input type="checkbox"/> Before reading and viewing, select, adapt, and apply a range of <b>strategies</b> to anticipate content and construct meaning, including, interpreting a task, setting a purpose, accessing prior knowledge, including knowledge of <b>genre, form, and context</b> making logical predictions, generating guiding questions</li> <li><input type="checkbox"/> During reading and viewing, select, adapt, and apply a range of <b>strategies</b> to construct, monitor, and confirm meaning, including comparing and refining predictions, questions, images, and connections, making inferences and drawing conclusions, summarizing and paraphrasing</li> <li><input type="checkbox"/> <b>After</b> reading and viewing, select, adapt, and apply a range of <b>strategies</b> to extend and confirm meaning, reflecting on predictions, questions, images, and connections made during reading, reviewing <b>text</b> and purpose for reading, making inferences and drawing conclusions, summarizing, <b>synthesizing</b>, and applying ideas</li> <li><input type="checkbox"/> Write meaningful <b>personal texts</b> that <b>personal texts</b> that elaborate on ideas and information to, experiment, express self, make connections, reflect and respond, remember and recall.</li> <li><input type="checkbox"/> Write purposeful <b>information texts</b> that express ideas and information to, explore and respond, record and describe, <b>analyse</b> and explain, speculate and consider, argue and persuade, engage</li> <li><input type="checkbox"/> Create thoughtful <b>representations</b> that communicate ideas and information to explore and respond, record and describe, explain and persuade, engage</li> <li><input type="checkbox"/> write and <b>represent</b> to <b>synthesize</b> and extend thinking, by personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, <b>transforming</b> existing ideas and information, <b>contextualizing</b> ideas and information</li> </ul>

SUBJECTS	GRADE 10 LEARNING OUTCOMES
<b>Social Studies</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> apply critical thinking skills, including questioning, comparing, summarizing, drawing conclusions, defending a position</li> <li><input type="checkbox"/> demonstrate effective research skills, including, accessing information, assessing information, collecting data, evaluating data, organizing information, presenting information, citing sources</li> <li><input type="checkbox"/> demonstrate effective written, oral, and graphic communication skills, individually and collaboratively</li> </ul>
<b>Health &amp; Career Education</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> analyse strategies for preventing substance misuse (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)</li> <li><input type="checkbox"/> demonstrate an understanding of skills needed to build and maintain healthy relationships (e.g., effective communication, problem solving)</li> <li><input type="checkbox"/> analyse factors contributing to a safe and caring school (e.g., respect for diversity, prevention of harassment and intimidation)</li> </ul>

SUBJECTS	GRADE 10 LEARNING OUTCOMES
<b>Social Responsibility Performance Standards</b>	<p><b>Contributing to the Classroom &amp; School Community:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> courteous, kind, friendly; voluntarily helps and includes others</li> <li><input type="checkbox"/> works actively to improve the school or community</li> <li><input type="checkbox"/> is readily engaged in and shows commitment to class or group activities or goals; often volunteers for additional responsibilities</li> <li><input type="checkbox"/> works cooperatively and effectively in a variety of groupings and situations</li> <li><input type="checkbox"/> tries to involve others; helps them feel good about their contributions</li> <li><input type="checkbox"/> displays leadership skills, including diplomacy, ability to compromise and achieve consensus, and accountability</li> <li><input type="checkbox"/> uses established criteria to evaluate group skills with some depth and insight</li> </ul> <p><b>Solving Problems in Peaceful Ways:</b></p>

- shows empathy and compassion; avoids reacting judgmentally
- maintains an objective tone; adjusts speech and arguments to appeal to audience
- fair and impartial; developing ethical sense
- states opinions clearly; develops soundly reasoned arguments with convincing evidence
- listens respectfully to others; open-minded; willing to entertain divergent views
- shows insight into the reasoning behind various perspectives on controversial issues
- clarifies increasingly complex problems or issues; explains values and conflict points
- generates potential strategies, solutions, or actions; may be innovative
- analyzes short- and long-term consequences when planning a course of action; plan is effective
- evaluates results of actions; shows insight; provides evidence and makes connections to the future

### **Valuing Diversity & Defending Human Rights**

- respectful, considerate, fair, and ethical; respects others' dignity and privacy
- shows awareness and appreciation of diversity; speaks out against racism and stereotyping, even when that may not be a popular stance
- accepts differences; works and interacts easily with those who differ in some way
- supports human rights; may initiate activities in support of human rights

### **Exercising Democratic Rights & Responsibilities**

- accepts responsibility for taking actions in the interest of community and being accountable for choices
- generally follows rules and laws, but exercises some independent judgment; may work to modify
- knowledgeable and optimistic about ways individuals and groups can influence legal and political systems; may initiate action
- displays long-term thinking regarding stewardship and sustainability; identifies personal and communal responsibility
- developing a coherent vision of a preferred future for the community, nation, or world and some steps to attaining it