

High School Curriculum Links

Grade	Subject	Code	
Create a Presentation on Climate Change, for Your Class or Assembly			
Grade 9	CGC 1D	HEV.01D	analyse the ways in which natural systems interact with human systems, then make predictions about the outcomes of these interactions
		HEV.02D	describe Canada's renewable and non-renewable resource bases, and explain their relationship to the Canadian economy
		HEV.03D	demonstrate an understanding of the challenges associated with achieving resource sustainability, and explain the implications of meeting or not meeting those challenges for future resource use in Canada
		HEV.04D	explain the role of government in managing resources and protecting the environment
		HE1.01B	demonstrate an understanding of what is meant by an "ecological footprint"
		HE1.02B	demonstrate an understanding of how human activities (e.g., rural and urban development, waste management, parks development, forest harvesting, land reclamation) affect the environment
		HE1.04B	identify the regional distribution of Canada's energy sources and describe the relative importance of each source
		HE2.02D	produce an evaluation of the feasibility of using selected renewable and alternative energy sources (e.g., solar, wind, tidal, hydrogen fuel cell) and implementing conservation strategies
		HE2.03D	evaluate differing viewpoints on the benefits and disadvantages of selected energy megaprojects (e.g., James Bay, Hibernia, Athabaska tar sands, Churchill Falls)
		SS2.02D	analyse statistical data on population density to identify trends and variations
	CGC 1P	HEV.03D	demonstrate an understanding of the challenges associated with achieving resource sustainability and explain the implications of meeting or not meeting those challenges for future resource use in Canada
		HE1.01B	demonstrate an understanding of what is meant by an "ecological footprint"
		HE1.02B	demonstrate an understanding of how human activities (e.g., rural and urban development, waste management, parks development, forest harvesting, land reclamation) affect the environment
		HE1.04B	identify the locations of Canada's energy sources and describe the relative importance of each source for the future
		GC1.01P	identify major international agreements and organizations in which Canada participates (e.g., United Nations, North American Free Trade Agreement, Commonwealth, Sommet de la francophonie)
		UMV.03B	explain how global economic and environmental factors affect individual career and lifestyle opportunities
	ENG 1D	LG2.04	use specific examples, facial expressions, gestures, intonation, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations
			practise with cue cards and relaxation exercises (and with visual aids and technology, if used) to ensure confident delivery in oral presentations
		LG2.05	use eye contact, specific examples, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations
			practise with cue cards, use breathing exercises, and rehearse with peers (and with visual aids and technology, if used), to ensure confident delivery in oral presentations
Grade 10	CLC 2O	PC3.02	articulate personal, community, and occupational goals and explain how these relate to their competencies, interests, and characteristics
		SNC 2D	BYV.01D
	BYV.03D		demonstrate an understanding of ecosystems, including the relationship between ecological balance and the sustainability of life
	SNC 2P	BYV.01P	demonstrate an understanding of ecosystems, including the relationship between ecological balance and the sustainability of life
		BYV.03P	relate issues to environmental sustainability with a particular focus on issues in Ontario and Canada
	ENG 2D	LG2.04D	plan and make oral presentations independently, adapting vocabulary and using methods of delivery to suit audience, purpose, and topic (e.g., identify purpose and

			audience; gather ideas and information; plan, create, rehearse, and revise presentations such as dramatizations, panel discussions, and debates; assess their work independently and with help from peers)
	ENG 2P	LG2.04P	use specific examples, facial expressions and body language, emotional appeals, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations
		LG2.03P	plan and make oral presentations, adapting vocabulary and methods of delivery to suit audience and purpose (e.g., identify purpose; gather ideas and information; plan, create, rehearse, revise, and assess presentations such as interviews, dramatizations, and reports)
Grade 11	CGF 3M	HE1.04B	describe the importance of sustainable practices in resource-based industries (e.g., forestry, mining, fisheries).
		UCV.01	analyse the causes and consequences of past and future climate change;
		UC1.04	describe the potential impacts of climate change on the economic feasibility of industries based on renewable resources (e.g., agriculture, forestry);
		UC2.03	explain how population growth and changes in human activities over the past one hundred years have increased the ecological footprint of our species.
		UC3.01	demonstrate an understanding of the difficulties involved in predicting climate change;
	SPH 3U	EW3.01	analyse, using their own or given criteria, the economic, social, and environmental impact of various energy sources (e.g., wind, tidal flow, falling water, the sun, thermal energy and its transfer [heat]) and energy-transformation technologies (e.g., hydroelectric power plants and energy transformations produced by other renewable sources, fossil fuel, and nuclear power plants) used around the world;
	ENG 3U	LA2.01	communicate orally in large and small groups for a variety of purposes, with a focus on listening for main ideas and significant supporting details; clarifying and extending the ideas of others; using appropriate academic and theoretical language; and evaluating implicit and explicit ideas using criteria such as relevance, accuracy, and bias;
		LA2.05	plan and prepare presentations by researching information and ideas; organizing material; selecting language appropriate to the topic, purpose, and audience; and rehearsing and revising;
		LA2.06	use techniques of oral presentation to communicate effectively, with a focus on coherent organization; correct grammar and sentence structure; the use of rhetorical devices such as anecdote, rhetorical questions, short emphatic sentences, and repetition; and the use of voice projection, gestures, body language, timing, visual aids, and technology;
	ENG 3C	LA2.01	communicate orally in large and small groups for a variety of purposes, with a focus on listening for main ideas and relevant supporting details; clarifying and extending the ideas of others; and understanding business and technical information and language and using it correctly;
LA2.05		use techniques of oral presentation to communicate effectively, with a focus on clear organization, relevant examples, appropriate vocabulary and style, repetition for emphasis, and the use of voice projection, pace, gestures, timing, body language, visual aids, and technology;	
LA2.06		compare their current oral communication knowledge and skills with those required in a variety of occupations and college programs and make an action plan to address identified needs.	
Grade 12	CGR 4E	UCV.01	explain the rights and responsibilities of citizens and consumers with respect to the environment and sustainable resource management;
	CGR 4M	UC1.03	explain how environmental policies can affect the economy (e.g., job creation or reduction, health costs, future costs of lack of environmental protection);
		UC1.05	describe the rights and responsibilities of individuals with respect to protecting the environment for future generations;
	SES 4U	EP3.01	explain how the study of other planets and objects in the solar system has led to a better understanding of the Earth (e.g., explain how studying the greenhouse effect on Venus has increased understanding of the same effect on Earth);
	ENG 4U	LA2.01	communicate orally in large and small groups for a variety of purposes, with a focus on challenging and extending the ideas of others; using academic and theoretical concepts and language; and discussing the coherence, relevance, strengths, and weaknesses of ideas and arguments;
		LA2.05	use effective strategies, such as researching information and ideas, organizing,

			rehearsing, and revising, to plan and present seminars, debates, and independent study projects;
		LA2.06	use techniques for making effective oral presentations, with a focus on organizing material coherently; providing significant evidence; using imagery, analogy, and parallel structures; and incorporating participatory activities, visual aids, and technology;
	ENG 4E	LA2.01	communicate orally for a variety of purposes, with a focus on assessing the validity of main arguments and supporting details; applying information and ideas in new situations; using specialized language appropriately; exploring alternatives; and identifying values, priorities, and perspectives;
		LA2.05	identify strengths and weaknesses in their oral communication skills and make an action plan to improve these skills for success in the workplace and community.
Coordinate An Anti-idling Campaign			
Grade 9	SNC 2D	ES2.05D	through investigations and applications of basic concepts select and use appropriate vocabulary and numeric, symbolic, graphic, and linguistic modes of representation to communicate scientific ideas, plans, results, and conclusions (e.g., use historical and current weather data to support a position on future weather patterns);
		ES3.01D	explain the role of weather dynamics in environmental phenomena and consider the consequences to humans of changes in weather (e.g., the role of weather in air pollution, acid rain, global warming, and smog; the fact that smog aggravates asthma)
	SNC 2P	BYV.03P	relate issues to environmental sustainability with a particular focus on issues in Ontario and Canada
Grade 10	CHV 2O	ACV.01	demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions
		ACV.02	demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance
		ACV.03	demonstrate an ability to collaborate effectively when participating in group enquiries and community activities
		AC1.01	demonstrate an ability to formulate questions; locate information from different types of sources (e.g., texts, special references, news media, maps, community resources, Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials
		AC1.02	demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers)
		AC1.03	demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or local community
		AC2.03	demonstrate an ability to apply conflict-resolution and decision-making strategies (e.g., identify points of view and values, collect data) to public issues affecting their own lives
		AC3.01	demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate)
		AC3.02	communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills (e.g., persuasion, negotiation)
		AC4.02	compare and evaluate the impact of various types of non-violent citizen participation (e.g., advocacy, community service, voting, serving on juries) in resolving public issues in Canada
Host a Bike Mechanics Workshop at Your School			
Grade 10	TDJ 2O	ICV.01	apply safety standards when using materials, tools, and equipment
	TTJ 2O	TFV.05T	describe the correlation between modes of transportation and the need for related support businesses
		SPV.04T	use a variety of fastening, fabrication, maintenance, and repair techniques correctly in projects
		SP1.08T	repair or replace components to meet or exceed original equipment manufacturer (OEM) standards
Grade 11	TTJ 3C	ICV.01	make informed decisions that take into consideration the social and environmental consequences related to the transportation sector;
		SP2.02	measure electrical flow, weight, capacity, length, area, volume, and pressure when diagnosing problems in vehicles and transportation systems;
		SP2.03	design and implement an inventory control system for a vehicle service facility;
Attach a Gift Package to Bikes in the Schoolyard as a Thank You for Cycling			
Grade 9	PPL 1O	ALV.02	demonstrate improvement in personal health-related physical fitness

		AV1.02	demonstrate positive, responsible personal and social behaviour (e.g., striving for personal best, practising regularly, encouraging others, playing fair) in physical activity settings
		AL1.01	participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small- and large-group, out-door, and aquatic activities)
		ALV.01	participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;
	HIF 10	PR3.03	prepare a plan to participate in activities in the community that support the functions of individuals and families (e.g., volunteer at a food bank; serve as an assistant Scout leader)
Grade 10	PPL 20	ALV.02	demonstrate improvement in personal health-related physical fitness
		AV1.02	demonstrate positive, responsible personal and social behaviour (e.g., striving for personal best, practising regularly, encouraging others, modelling positive behaviour, playing fair) in physical activity settings
		AL1.03	demonstrate leadership (e.g., leading an in-class activity such as a warm-up or cool-down activity)
		AL1.01	participate regularly in physical activities, choosing from a wide range of activities (e.g., individual, small- and large-group, outdoor, and aquatic activities)
		ALV.01	participate regularly in a balanced instructional program that includes a wide variety of physical activities that encourage lifelong participation
	HFN 20	PRV.03	summarize the practical factors and demonstrate the skills involved in producing appetizing and healthy foods for themselves and others
		PR3.11	demonstrate basic cooking and baking skills
Grade 11	PPL 30	ALV.02	demonstrate improvement in personal health-related physical fitness
		ALV.01	participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;
	HIP 3E	SO3.03	identify and differentiate instances of the three basic styles of communication: passive, aggressive, assertive.
		AL1.01	participate regularly in physical activity, using community and school facilities and choosing from a wide variety of activities, including individual, small- and large-group, outdoor, and aquatics activities;
Grade 12	PPL 40	ALV.02	demonstrate improvement in personal health-related physical fitness
		AL1.01	participate regularly in physical activities, using community and school facilities and choosing from a wide variety of options at school and in the community, including individual, small- and large-group, outdoor, and aquatics activities;
		ALV.01	participate regularly in a balanced instructional program that includes a wide variety of physical activities that encourage lifelong participation;
	PLF 4C	RLV.01	demonstrate an understanding of the importance of doing a needs assessment before organizing a health and physical education event;
		RLV.02	demonstrate an ability to coordinate a detailed plan for a health and physical education event;
		RLV.03	demonstrate an ability to promote the benefits of lifelong participation in recreational and leisure activities.
		RL3.01	explain the personal, social, economic, and environmental benefits of recreation and leisure;
		RL3.02	describe motivational factors and potential barriers that affect lifelong participation in recreational and leisure activities;
		RL3.04	apply strategies that are sensitive to community and to cultural and ethnic diversity to promote the benefits of recreation and leisure;
		Start a Bike or Skateboarding Club to Foster a Culture of Alternative Transportation at Your School	
Grade 9	PPL 10	ALV.03	demonstrate safe practices regarding the safety of themselves and others
	TTI 10	TFV.01	demonstrate understanding of how to develop products or provide services to meet identified needs
		TFV.02	identify ways to communicate design and research ideas and solutions through a variety of media
Grade 10	TGJ 20	SPV.01G	prepare camera-ready artwork for print and post-production
		SPV.02G	produce audio-video and/or animated productions
		SPV.03G	compose, capture, and process still images
		SPV.04G	use computer graphics software competently
		SP1.03G	produce printed copies using a variety of reproduction methods
		SP1.05G	create various effects using video and digital camera techniques

		SP1.06G	use basic lighting techniques and props competently to accentuate audio-video productions
		SP1.07G	create simple animations using video cameras
		SP1.11G	enhance or create sets, lighting schemes, and information displays
Grade 11	PPL 20	ALV.03	demonstrate responsibility for personal safety and the safety of others
	PPL 30	ALV.03	demonstrate responsibility for their personal safety and the safety of others.
	TGJ 3M	SPV.01	effectively plan, organize, direct, and control a variety of communications activities;
		SP1.02	function effectively as individuals and as members of a cooperative team to produce a product or service;
		SP1.04	accurately document planning and production processes;
	TGJ 3E	SP1.03	accurately document planning and production processes;
SPV.01		function effectively as individuals and as members of a cooperative team to produce a product or service;	
TTJ 3E	TFV.03	analyse and describe the interrelationships of vehicle systems;	
Grade 12	PPL 40	ALV.03	demonstrate responsibility for their personal safety and the safety of others.
	PLF 4C	RLV.01	demonstrate an understanding of the importance of doing a needs assessment before organizing a health and physical education event;
		RLV.02	demonstrate an ability to coordinate a detailed plan for a health and physical education event;
		RLV.03	demonstrate an ability to promote the benefits of lifelong participation in recreational and leisure activities.
		RL1.01	apply appropriate research skills in conducting a survey to identify the needs of a target group for a health and physical education event;
		RL1.02	demonstrate an ability to synthesize information from the survey and incorporate conclusions into a plan for the event;
		RL2.01	design a plan for a health and physical education event that reflects the needs and abilities of the participants (e.g., a specific age group, culturally diverse populations, individuals with special needs);
		RL2.02	design an action plan (i.e., a plan that specifies what, when, how, who, how much) to implement the event;
		RL2.03	effectively communicate information about the event to the target group (e.g., through an oral or electronic presentation);
		RL3.02	describe motivational factors and potential barriers that affect lifelong participation in recreational and leisure activities;
RL3.04		apply strategies that are sensitive to community and to cultural and ethnic diversity to promote the benefits of recreation and leisure;	
Invite a Guest Speaker to Inspire the Student Body			
Grade 9	PPL 10	AL1.01	demonstrate positive, responsible personal and social behaviour (e.g., striving for personal best, practising regularly, encouraging others, playing fair) in physical activity settings
Grade 10	PPL 20	AL1.01	demonstrate positive, responsible personal and social behaviour (e.g., striving for personal best, practising regularly, encouraging others, modelling positive behaviour, playing fair) in physical activity settings
		LSV.01	identify ways of taking appropriate action in new situations based on knowledge of positive decisions related to healthy active living
	CHV 20	PC3.05	describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes coexist, and determine their own sense of responsibility in relation to these opportunities for involvement
		PC3.06	demonstrate an ability to anticipate conflicting civic purposes, overcome personal bias, and suspend judgement in dealing with issues of civic concern
Grade 11	PPL 30	AL1.01	demonstrate personal improvement in their performance of a variety of physical activities;
	PPZ 30	DH1.04	evaluate the factors (e.g., personal responsibility; the influence of peers, culture, and the media) that influence personal choices with regard to health-related products and services;
Grade 12	PPL 40	AL1.01	demonstrate personal competence in a variety of physical activities;
Display Transit, Local Cycling and Walking Route Maps in the Cafeteria			
Grade 9	CGC 1D	HE1.01B	demonstrate an understanding of what is meant by an "ecological footprint"
		HE1.02B	demonstrate an understanding of how human activities (e.g., agricultural and urban development, waste management, parks development, forest harvesting, land reclamation) affect the environment

		HE2.05B	research and report on ways of improving the balance between human needs and natural systems (e.g., recycling, river clean-ups, ecological restoration of local woodlots or schoolyards, industrial initiatives to reduce pollution)
		HEV.01	analyse the ways in which natural systems interact with human systems, then make predictions about the outcomes of these interactions
	CGC 1P	HE1.01B	demonstrate an understanding of what is meant by an "ecological footprint"
		HE1.02B	demonstrate an understanding of how human activities (e.g., agricultural and urban development, waste management, parks development, forest harvesting, land reclamation) affect the environment
	HIF 1O	SS2.01	record information and key ideas from their research, and document the sources accurately
		SS3.02	analyse and demonstrate effective roles in small groups
		SOV.02	analyse strategies to develop and maintain effective relationships
		PR1.03	demonstrate negotiation skills needed for home, school, peer, and work relationships
Grade 10	PPL 2O	LS1.04	explain their reasoning for their personal choices and actions related to health and well-being
Grade 11	CPC 3O	DH1.03	explain the implications of choices made in Canada for the current and future well-being of people and environments in Canada and around the world (e.g., the environmental standards enacted today will affect the physical well-being of Canadian and world citizens tomorrow);
	CGT 3E	SS2.01	express location correctly by a variety of methods (e.g., latitude and longitude, street address, postal code);
		GI3.01	collect raw data, using appropriate observational methods (e.g., personal interview, questionnaire survey, direct measurement);
	CGG 3O	SS2.02	analyse the effects of human systems (e.g., transportation networks, time zones) on travel and tourism;
		GI3.02	produce a plan of action and conduct an independent inquiry that synthesizes concepts, skills, and applications relating to a geographic issue involving travel and tourism either within a region or on a global scale;
	HIR 3C	SS3.01	investigate community resources that are available to assist individuals and families (e.g., stress-management or financial counselling, occupational therapy, community college courses);
		SO4.04	explain strategies for coping with issues relating to personal and public safety.
	HIP 3E	PR1.03	describe how cultural differences, personal beliefs, and personal preferences can influence attitudes about the ways in which personal resources are used;
Grade 12	CGR 4M	HEV.01	demonstrate an understanding of how humans are an integral part of an ecological system and of how human activity has short- and long-term effects on the natural environment;
	CGR 4E	GI3.02	apply communication skills (e.g., letter writing, oral presentations) effectively to influence change and decisions relating to an environmental protection and/or resource management issue;
Organize an Active Transportation Challenge Between Schools or Grades			
Grade 9	PPL 1O	LS3.01	contribute to the success of the group verbally and non-verbally (e.g., by completing a fair share of the group task, by acknowledging others' contributions to the task)
		AL1.01	participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small- and large-group, out-door, and aquatic activities)
		HLV.01R	identify the factors that contribute to positive relationships with others
Grade 10	PPL 2O	AL1.01	participate regularly in physical activities, choosing from a wide range of activities (e.g., individual, small- and large-group, outdoor, and aquatic activities)
Grade 11	PPL 3O	AL1.01	participate regularly in physical activity, using community and school facilities and choosing from a wide variety of activities, including individual, small- and large-group, outdoor, and aquatics activities;
	PPZ 3O	VI2.01	demonstrate a commitment to the promotion of personal health and a healthy lifestyle within the school community (e.g., by conducting a school fitness survey or organizing a health fair; by conducting a violence prevention program for younger students);
		VI2.04	demonstrate an ability to influence and support others in making positive health choices
Grade 12	HFA 4M	PRV.02	determine the relationship among nutrition, lifestyle, health, and disease;
	PLF 4M	LE2.02	demonstrate an understanding of strategies that facilitate the decision-making process, taking into consideration self, others, and available resources;
	PLF 4C	LE2.01	apply communication skills and strategies that help develop positive relationships (e.g., the ability to express ideas and to listen and respond to others);

	PPL 40	AL1.01	participate regularly in physical activities, using community and school facilities and choosing from a wide variety of options at school and in the community, including individual, small- and large-group, outdoor, and aquatics activities;
Create an Environmental Announcement			
Grade 9	CGC 1D	HEV.01D	analyse the ways in which natural systems interact with human systems, then make predictions about the outcomes of these interactions
		HEV.03B	demonstrate an understanding of the challenges associated with achieving resource sustainability, and explain the implications of meeting or not meeting those challenges for future resource use in Canada
		HEV.04V	explain the role of government in managing resources and protecting the environment
		HE1.01B	demonstrate an understanding of what is meant by an "ecological footprint"
		HE1.02B	demonstrate an understanding of how human activities (e.g., agricultural and urban development, waste management, parks development, forest harvesting, land reclamation) affect the environment
		HEV.01	analyse the ways in which natural systems interact with human systems, then make predictions about the outcomes of these interactions
		HE1.02	demonstrate an understanding of how human activities (e.g., agricultural and urban development, waste management, parks development, forest harvesting, land reclamation) affect the environment
		HE3.03	produce an evaluation of proposed solutions to environmental problems (e.g., by government, industry, other interested groups) and make recommendations for sustainable resource use
Grade 11	CGD 3M	HEV.01	analyse the causes and effects of human-environment interactions in various ecological zones of the Americas;
	CGF 3M	HE1.03	demonstrate an understanding of the effects of human activities (e.g., urban expansion, resource exploitation) on various aspects of the environment;
Grade 12	CGR 4M	HEV.01	demonstrate an understanding of how humans are an integral part of an ecological system and of how human activity has short- and long-term effects on the natural environment;
		HE3.03	research and report on the relationship between environmental degradation and human health concerns;
		HE2.03	analyse ways in which selected human activities alter the natural environment (e.g., the effect of clear-cutting west coast forests on salmon spawning, the effect of chlorofluorocarbon use on the ozone layer);
		HE3.05	predict the social, economic, and environmental impacts of the extraction and depletion of selected resources in a particular location (e.g., the effect of depletion of fish stocks on the Atlantic provinces, of depletion of caribou populations on indigenous peoples, of extinction of rain forest species on the pharmaceutical industry).
	CGU 4U	HE2.01	analyse the advantages and disadvantages of intensive human use of selected physical features (e.g., Yellow River valley);
	CGW 4U	HE1.01	demonstrate an understanding of how human-induced changes in natural systems can diminish their capacity for supporting human activity (e.g., excessive use of the Ogallala aquifer of the midwestern United States, desertification in the Sahel region of Africa);
Write a Skit or Play on Walking to School			
Grade 9	ADA 1O	DCV.05	demonstrate an understanding of the process of selecting and organizing dramatic forms and sources to construct a drama to communicate a specific intention
		DC2.05	find the most effective way to position an audience and performers to attain a desired effect.
Grade 10	ADA 2O	CRV.03	create drama through research or the interpretation of a source
		CRV.04	create and perform dramatic presentations, using knowledge of conventions, performance spaces, and audience perspectives
Grade 11	ADA 3O	CR1.08	create and revise a script for a scene, using research, improvisation, and rehearsal appropriately;
		CR2.03	identify different performance spaces in both the school and the community, and compare them with regard to effectiveness;
		CR2.01	identify community/audience interests and needs, using a variety of methods (e.g., researching, interviewing, surveying), and present dramatic productions that are suitable for specific audiences;
		CR2.02	identify and make appropriate use of ways of engaging the audience (e.g., use an appropriate language level for children's theatre);

Grade 12	ADA 4M	CR2.05	describe the variety of relationships between audience and performer, and apply them in the creation and performance of a dramatic work;
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