

Course Profile

Comprehensive Arts

Grade 9

Open

- *for teachers by teachers*

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Comprehensive Arts, Open, Grade 9

Course Overview

Identifying Information:**School:****District:****Course Title:** Comprehensive Arts**Grade:** 9**Course Type:** Open**Ministry Course Code:** ALC10**Secondary Policy Document:** The Ontario Curriculum, Grades 9 and 10: The Arts.**Publication Date:** 1999**Credit Value:** One**Department:** ARTS**Course Developer(s):**

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Development Date: February, 1999**Revision Date:** March, 1999**Additional Codes:** Ontario Catholic Graduate Expectations.

Description/Rationale

This course introduces dramatic arts, visual arts, dance, and music in a comprehensive manner which maintains the integrity of the specific disciplines. Individual, group, and process explorations are inherent to all of the art disciplines. Each student will be challenged according to their individual needs, and abilities, leading towards self and group expression. Creation and exploration in the arts involves risk taking, self discipline, skill acquisition and growth, and meaningful use of the language of art. The application of a theme facilitates the process of examining and exploring the similarities and differences of key elements of all of the arts.

Critical thinking, lateral thinking, and associated skill development will aid in the integration and exploration of all areas of the arts. Comprehensive arts fosters the growth of the individual student as creator, communicator, patron, and participant in a multi-faceted world. This course will provide students with the knowledge, skills, and understanding required to move on to further studies in the arts, and eventually pursue meaningful work as a reflective member of Canadian society and the global community.

The course involves study in a minimum of three areas of the arts and culminates in an integrated unit. The teacher will establish an overall Canadian context at the outset of the course. The common contextual approach to the three or more areas of study in the integrated unit will receive full expression at the conclusion of the course.

The sketchbook/journal will be constructed by the student at the beginning of the course to provide ongoing reflection and research. This sketchbook/portfolio will be evaluated throughout each of the units within the arts disciplines.

The portfolio will be also developed by the student, where appropriate. Final works in each unit, selected by the student, are placed into it for formative and summative evaluation.

How This Course Supports The Ontario Catholic School Graduate Expectations

The Comprehensive Arts course allows the student to be an active agent in the creative process. The student strives to achieve, “excellence, originality, and integrity in his or her own work” and is called upon to support “the work of others” (Trafford, p.14, 1998 & OCSGE, I.C.E., 1998). Participation in the arts course helps the student to accept responsibility for his or her own actions, and enables the learner to examine, critique and reflect on the relationships and values depicted in the Gospel, and those promoted by the secular world in which the student lives. The arts student explores and represents these relationships and values in creative and engaging forms.

The creation and appreciation of art is a community experience which emphasizes, “co-operation over competition, inclusion over exclusion, and social service over personal gain” (Trafford, p.14, 1998). The student is called on to “integrate faith with life” and through this process discover the artist’s role in contributing to the common good (OCSGE, I.C.E., 1998). Unit Titles (Time and Sequence)

Unit Titles (Time and Sequence)

A minimum of 3 units from Units 1 - 4 must be selected with Unit 5 as a mandatory requirement.

Unit 1	Visual Arts	27.5 Hours
Unit 2	Dramatic Arts	27.5 Hours
Unit 3	Music	27.5 Hours
Unit 4	Dance/Movement	27.5 Hours
Unit 5	Integrated Arts	27.5 Hours

Unit Organization

Unit #1: Visual Arts

Time: 27.5 Hours

Description:

The main focus of this unit is to provide students with opportunities to explore, use, and integrate our shared Catholic faith traditions in the creation and critical analysis of the students’ artwork and that of others.

This process will be supported by exploration and study in the areas of analysis and theory. Each studio experience will contain references to Canadian history, culture, art history, and the faith journey of the Catholic community. This unit requires students to work in all visual art disciplines: printmaking, sculpture, painting, and drawing.

The student will construct a sketchbook/journal in each initial unit at the beginning of the course to provide the student with a reflection and research tool.

The student will develop a portfolio where final works from each unit are stored for formative and summative evaluations. These evaluations will be completed by students, teachers, peers, parents (guardians), and community resource people.

Ontario Catholic School Graduate Expectations: CGE1a, 1f, 1g, 1h, 2c, 2e, 3a, 3b, 3c, 3e, 4b, 3f, 4g, 5a, 5d, 5f, 5g, 5h, 7f, 7g, 7h.

Strand(s): Creation, Analysis, Theory.

Overall Expectations: LCV.02x, LCV.03x, LCV.04x, LAV.01x, LAV.02x, LAV.03x, LAV.04x, LTV.01x, LTV.02x.

Specific Expectations: LCI.01x, LCI.04x, LCI.05x, LCI.07x, LCI.08x, LCI.09x, LCI.10x, LAI.01x, LAI.03, LAI.05x, LAI.06x, LAI.07x, LAI.08x, LAI.10x, LTI.02x, LTI.03x, LTI.04x, LTI.06x, LTI.07x, LTI.08x, LTI.09x.

Unit #2 : Dramatic Arts

Time: 27.5 Hours

Description:

In the Dramatic Arts unit, the students will explore and apply their knowledge of a variety of dramatic forms, structures and conventions. In particular, the course will focus on the skills of tableau, mime, character development, improvisational role-play and scene study. Critical group and self analysis and assessment will refine the student's work and understanding of the course content. The students will learn to improve their abilities to work alone and with others. Each topic explored will conclude with a presentation of increasing complexity. The cumulative skills will allow for a valid assessment and evaluation based on the overall course contexts: care for the environment, the human experience, making the ordinary extraordinary, and social justice.

Ontario Catholic School Graduate Expectations: CGE 1c, 1d, 2a, 2c, 2d, 2e, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c,4d, 4e, 4g, 5a, 5b, 5c, 5e, 5f, 5g, 6c, 7a, 7b, 7e, 7f, 7g, 7i, 7j.

Strand: Creation, Analysis and Theory

Overall Expectations: LCV.01x, LCV.02x, LAV.01, LAV.02x, LAV.03x, LTV.01x, LTV.02x, LTV.03x.

Specific Expectations: LCI.01x, LCI.03x, LCI.05x, LCI.09x, LCI.10x, LAI.01x, LAI.02x, LAI.05x, LAI.07x, LAI.08x, LAI.09x, LAI.13x, LTI.01x, LTI.02x, LTI.03x, LTI.04x, LTI.05x, LTI.07x, LTI.08x, LTI.09x.

Unit #3: Music

Time: 27.5 Hours

Description:

The course is intended to function as an introduction to secondary music programs. Emphasis will be given to the theory, practice and enjoyment of music at a simple and experiential level. Through vocal, electronic and/or instrumental music, study and presentations skills such as technique and performance are acquired and enhanced. Music presented in this course will be rooted in both contemporary, religious and historical contexts. It will incorporate sources including our own Catholic faith journey/story, which emphasizes the course contexts: care for the environment, the human experience, making the ordinary extraordinary and social justice.

Ontario Catholic School Graduate Expectations: CGE 1i, 2e, 3b, 3e, 4a, 4b, 4f, 5a, 5e, 5g, 7e, 7i, 7j.

Strand(s): Creation, Analysis, Theory

Overall Expectations: LCV.01x, LCV.02x, LCV.03x, LCV.04x, LAV.02x, LAV.04x, LTV.01x, LTV.02x.

Specific Expectations: LCI.02x, LCI.03x, LCI.04x, LAI.01x, LAI.02x, LAI.03x, LAI.09x, LAI.10x, LAI.13x, LTI.02x, LTI.03x, LTI.07x, LTI.08x.

Unit #4: Movement/Dance

Time: 27.5 Hours

Description:

This unit explores the use of movement and dance as methods of communication and personal expression of ideas, feelings, themes and events. Basic movements will be derived from one or more world dance forms. A wide variety of sources will be used to create movement and dance sequences of increasing complexity. Students will investigate the historical and cultural development of movement and dance forms including dance as prayer and spiritual expression. An ongoing application of health and safety principles is central to the study of movement and dance. Appropriate use of technology will accompany the development and presentation of movement and dance work.

Ontario Catholic School Graduate Expectations: CGE 1h, 2a, 2c, 2e, 3b, 3c, 3e, 4a, 4b, 4d, 4e, 4f, 4g, 4h, 5a, 5e, 5g, 7b, 7e, 7f.

Strand(s): Creation, Analysis, Theory

Overall Expectations: LCV.02x, LCV.04x, LAV.01x, LAV.02x, LTV.01x, LTV.02x, LTV.03x

Specific Expectations: ILC1.01x, LCI.03x, LCI.05x, LCI.09x, LCI.10x, LAI.01x, LAI.02x, LAI.03x, LAI.05x, LAI.06x, LAI.07x, LTI.01x, LTI.03x, LTI.07x, LTI.08x, LTI.09x.

Unit #5: Integrated Arts

Time: 27.5 Hours

Description:

The integrated unit centres around four basic tensions – sound/silence; light/dark; movement/stillness; and order/chaos. Activities will reflect the contexts of care for the environment, the human experience, making the ordinary extraordinary and social justice. The final product(s) must be multi-disciplinary in nature and reflect the expectations set out for the Ontario Catholic School Graduate.

Ontario Catholic School Graduate Expectations: CGE 2c, 2e, 3b, 3d, 3f, 4a, 4b, 4f, 4h, 5a, 5b, 5c, 5e, 5f, 5g, 6e, 7e, 7j.

Strand(s): Creation, Analysis, Theory

Overall Expectations: LCV.01x, LCV.02x, LCV.03x, LCV.04x, LAV.01x, LAV.02x, LAV.04x, LTV.01x, LTV.03x, LAI.04x

Specific Expectations: LCI.01x, LCI.02x, LCI.04x, LCI.05x, LCI.06x, LCI.08x, LCI.09x, LAI.01x, LAI.04x, LAI.05x, LAI.06x, LAI.07x, LAI.08x, LAI.11x, LAI.12x, LAI.13x, LTI.01x, LTI.02x, LTI.05x, LTI.06x, LTI.07x

Comprehensive Arts, Grade 9

Strategies and Resources

Instructional Strategies	Assessment Strategies	Main Resources
<p>Instructional strategies will include the following:</p> <p>Brainstorming– group generation of initial ideas expressed without criticism or analysis</p> <p>Conferencing– student to student discussion</p> <p>Independent Study– students explore and research a topic of interest</p> <p>Model Building– construction of a working model to demonstrate a specific function, feature, design concept or pattern</p> <p>Report/Presentation– oral and written presentation of researched topic to class.</p> <p>Student led:</p> <ul style="list-style-type: none"> • learning buddies • student has instructor <p>Community:</p> <ul style="list-style-type: none"> • artist in the school • career network • external investigations/ professional workplace • career guidance • co-op 	<p>The assessment plan will include the following:</p> <p>Personal Communication</p> <ul style="list-style-type: none"> • journals/conferencing logs • self assessment • student-teacher conferences • student led conferences <p>Paper and Pencil Tests</p> <ul style="list-style-type: none"> • unit tests (knowledge) • mid-term and final exams <p>Observation</p> <ul style="list-style-type: none"> • formal/informal <p>Performance Assessment</p> <ul style="list-style-type: none"> • presentation of culminating work done in class • viewing of productions for the community • research project/essay • model building assignment <p>Assessment tools will include:</p> <ul style="list-style-type: none"> • checklists • marking schemes • rubrics • anecdotal comments with suggestions for improvement <p>Peer:</p> <ul style="list-style-type: none"> • critique • check lists • anecdotal comment with suggestions for improvement • discussion/group 	<p>Required resources to support teaching and learning:</p> <p>Textbooks</p> <p><i>Getting Into Art History.</i> Annie Smith Toronto: Barn Press, 1994</p> <p><i>Improvisation</i> Booth and Lundy Toronto: Harcourt-Brace, 1992</p> <p><i>Videotapes Elements and Principles: Poster and Video Kit. (CP6067)</i> Crystal Productions 1-800-255-8629</p> <p>Computer Software</p> <p><i>Arts In The Classroom</i> Toronto Catholic District School Board</p> <p>Web Sites</p> <p><i>The Playwrights Union of Canada</i> http://www.puc.ca</p> <p><i>Art Gallery Of Ontario</i> http://www.AGO.on.ca</p> <p>General Books</p> <p><i>Arts and learning: An integrated approach to teaching and learning in multicultural and multilingual settings.</i> Toronto: Copp Clark Longman M. Goldberg</p> <p>Library/Resource Centre</p> <ul style="list-style-type: none"> • where available

Comprehensive Arts, Open, Grade 9

Evaluation of Student Achievement

Knowledge/Skill Category Weighting	%	Course Grade Weighting	%
Journal/Sketchbook	10	Journal/Sketchbook	10
•Thinking/Inquiry/Problem Solving	30	Performance/Artworks	40
•Communication	30	Research	10
•Application/Making Connections	30	Tests	10
		Final Assessment	30
Performance/Artworks	40		
•Knowledge/Understanding	10	Course Grade	100
•Thinking/Inquiry/Problem Solving	10		
•Communication	40		
•Application/Making Connections	40		
Research	10		
•Knowledge/Understanding	30		
•Thinking/Inquiry/Problem Solving	30		
•Communication	10		
•Application/Making Connections	30		
Tests	10		
•Knowledge/Understanding	25		
•Thinking/Inquiry/Problem Solving	40		
•Communication	15		
•Application/Making Connections	20		
Final Assessment	30		
•Knowledge/Understanding	25		
•Thinking/Inquiry/Problem Solving	25		
•Communication	25		
•Application/Making Connections	25		

NOTE: Each unit offered should be weighted evenly to culminate in a summative mark of 100 to facilitate a percentile conversion from the Ministry level system.

Example #1: Three units plus mandatory integrated unit

Unit	%	Level
Visual Arts	75	3
Drama	73	3
Music	66	2
Integrated	77	3

→

Final %	Final Level
72	3

Example #2: Four units plus mandatory integrated unit

Unit	%	Level
Visual Arts	70	3
Drama	73	3
Music	79	3
Movement/Dance	77	3
Integrated	65	2

→

Final %	Final Level
73	3

Comprehensive Arts, Open, Grade 9 Additional Information

Course Notes

This course should contain ongoing activities such as daily journal entries, daily warm-up exercises, and the reporting of current events. Although these activities are current, the teacher should also be aware of the future needs of the students in their arts courses during their secondary school experiences. This concern with future experience can be the focal point of extensions for the course and should be fostered through constant exposure to outside influences and possible careers in the arts related fields.

Preparation for the future needs of the students should also include aspects of spiritual, religious, and faith journeys combined with the academic elements of this course. Each unit, activity, and resource is intended to provide the teacher and student with many expressive outlets to reach their potential as members of the Catholic faith community.

OSS Policy Applications

The Ministry of Education and Training documents that will aid in the delivery of this course are as follows:

- 3.1.1 Compulsory Credits (total of 18): 1 credit in the Arts
- 3.3 The Ontario Secondary School Certificate, Compulsory Credits (total of 7); 1 credit in the arts or Technological Education.
- 4.2.2 The Arts in Grades 9 and 10 are open courses.

- 7.4 Specialized Programs: The Arts could be part of an integrated program that serves the community. (e.g., drama and music students could perform for community, visual arts students could mount a show in a community space).
- 7.5 Co-operative Education and Work Experience: The professional Arts community will offer support to the curriculum experiences.

Course Evaluation

To effectively assess and accurately evaluate student progress, a variety of strategies must be employed by the teacher. The activities through which students will demonstrate their learning must be meaningful and make logical connections between instruction and assessment. In addition, the instruments/tools of assessment and evaluation should mirror the student expectations for the activity. Teachers can utilize the student, peer, teacher, parents/guardians, and community resource people to evaluate various activities. The student's portfolio will be an important vehicle for formative and summative evaluation.

Diagnostic, formative and summative evaluation tools will be used throughout the course.

Diagnostic:

Preliminary arts exercises for skill placement; presentation of grade 8 portfolio; introductory questionnaire (students question each other on general arts knowledge in a 'game format'); student-led interview to hear expectations. Diagnostic evaluation does not necessarily require an assigned mark since it is specifically a program planning tool for the teacher.

Formative:

Journals; formal/informal; teacher observation; peer conferences; student/teacher conferencing; etc. Formative evaluation takes place on an ongoing basis throughout the unit.

Summative

Summative evaluation occurs at the end of a unit of learning. (See Evaluation of Student Achievement.)

Accommodations

For a list of accommodations addressing the needs of enriched and special needs students please refer to unit overview accommodations list.

Health and Safety

Health and safety issues are addressed in the unit overviews specific to each arts area.

Comprehensive Arts Grade 9

Strand Expectations

CREATION

Overall Expectations

- LCV.01x** create a work by applying concepts common to all arts areas
- LCV.02x** create works in all arts areas by applying techniques specific to each
- LCV.03x** create works by using technologies and new technological information
- LCV.04x** use the creative process to produce artworks that demonstrate innovative connections among the arts

Specific Expectations

- LCI.01x** create works in one art by applying elements and principles found in all the arts (e.g., space and rhythm in dance)
- LCI.02x** demonstrate the ability to apply techniques and technologies common to two or more arts (e.g., computer-aided design/composition)
- LCI.03x** modify elements of a work to change its effect (e.g., change instrumentation in a piece of music)
- LCI.04x** create an artwork/production that combines materials and techniques from various art forms
- LCI.05x** communicate a specific message, using appropriate materials, techniques, and technologies
- LCI.06x** create a group of works in at least three of the arts by applying a theme (e.g., “Folklore in the Art”)
- LCI.07x** research Canadian artists whose work incorporates more than one art form
- LCI.08x** create a multimedia art piece by applying available technologies
- LCI.09x** document the creative process through blocking, choreographic notes, sketches, and music outlines
- LCI.10x** apply and document the use of improvisation in all the arts

ANALYSIS

Overall Expectations

- LAV.01x** demonstrate the ability to conduct a step-by-step critical analysis of their own work and that of others
- LAV.02x** demonstrate an understanding of cultural characteristics that distinguish an individual’s and/or community’s artistic identity
- LAV.03x** explain the socio-economic function of the arts
- LAV.04x** describe similarities and differences among careers in the arts and arts-related fields

Specific Expectations

- LAI.01x** apply the process of critic analysis (initial reaction, description, analysis, interpretation, and judgement) to selected works and productions
- LAI.02x** document perceptual differences within a group of students when applying critical analysis

- LAI.03x** appropriately use language specific to each of the arts when doing critical analysis
- LAI.04x** identify, research, and describe arts resources within the community in co-operation with local artists
- LAI.05x** demonstrate an understanding of the traditions and values reflected in personal artworks
- LAI.06x** identify cultural symbols within artworks
- LAI.07x** explain how a culture's social and economic priorities influence the arts and arts production
- LAI.08x** explain how a culture expresses its identity through the arts
- LAI.09x** identify career possibilities in arts management promotion, distribution, and so on, specific to all the arts
- LAI.10x** identify several careers that reflect the individual student's interest
- LAI.11x** describe skills and aptitudes required for specific careers in the arts (e.g., conductor, choreographer)
- LAI.12x** demonstrate the ability to manage an artistic project using computer software
- LAI.13x** analyze artworks in one arts area to identify connections with other art forms (e.g., images, themes, materials, procedures, borrowed from another art form).

THEORY

Overall Expectations

- LTV.01x** describe, orally and in writing, the elements and principles of the arts found in their own work and that of others
- LTV.02x** explain the historical context and style of particular artworks/art forms
- LTV.03x** demonstrate an understanding of common practices (e.g., health and safety) while working in the various arts areas

Specific Expectations

- LTI.01x** identify the elements and principles common to all the arts
- LTI.02x** demonstrate an understanding of specific artistic elements or principles by applying them in two or more arts
- LTI.03x** use vocabulary appropriate to each specific art form in describing artistic elements and principles in works and productions
- LTI.04x** identify how historical, theoretical, and technical change (e.g., increased physical facility and technical ability) have contributed to the development of the arts
- LTI.05x** describe and document the development and impact of technology in the arts
- LTI.06x** identify, research, and describe historical and stylistic links within the arts (e.g., Baroque style in visual arts and music)
- LTI.07x** explain how chosen techniques used in works and productions communicate mood and message
- LTI.08x** identify moral and legal ramifications in arts production (e.g., copyright and plagiarism)
- LTI.09x** explain the physical and environmental implications of artistic endeavour (e.g., body image physical and muscular stresses, disposal of hazardous waste)

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;

- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.