

## KINDERGARTEN - Curricular Competencies

### ENGLISH LANGUAGE ARTS

Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:

#### **Comprehend and connect (reading, listening, viewing)**

- Use sources of information and **prior knowledge** to make meaning
- Use developmentally appropriate **reading, listening, and viewing strategies** to make meaning
- Explore **foundational concepts of print, oral, and visual texts**
- **Engage actively as listeners, viewers, and readers**, as appropriate, to develop understanding of self, identity, and community
- Recognize the importance of **story** in personal, family, and community identity
- Use personal experience and knowledge to connect to **stories** and other **texts** to make meaning
- Recognize the **structure of story**

#### **Create and communicate (writing, speaking, representing)**

- **Exchange ideas and perspectives** to build shared understanding
- Use language to identify, create, and share ideas, feelings, opinions, and preferences
- Create **stories** and other **texts** to deepen awareness of self, family, and community
- **Plan and create stories and other texts** for different purposes and audiences
- Explore **oral storytelling processes**

### SOCIAL STUDIES

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Explain the significance of personal or local events, objects, people, or places (significance)
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)
- Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)
- Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)
- Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)
- Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)

### PHYSICAL AND HEALTH EDUCATION

Students are expected to be able to do the following:

#### **Physical literacy**

- Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments
- Describe the body's reaction to participating in physical activity in a variety of environments
- Develop and demonstrate safety, fair play, and leadership in physical activities

#### **Healthy and active living**

- Participate daily in physical activity at moderate to vigorous intensity levels
- Identify opportunities to be physically active at school, at home, and in the community
- Identify and explore a variety of foods and describe how they contribute to health
- Identify opportunities to make choices that contribute to health and well-being
- Identify sources of health information

#### **Social and community health**

- Identify and describe a variety of unsafe and/or uncomfortable situations
- Develop and demonstrate respectful behaviour when participating in activities with others
- Identify caring behaviours among classmates and within families

#### **Mental well-being**

- Identify and describe practices that promote mental well-being
- Identify and describe feelings and worries
- Identify personal skills, interests, and preferences

### ADST

Students are expected to be able to do the following:

#### **Applied Design**

##### **Ideating**

- Identify needs and opportunities for designing, through exploration
- Generate ideas from their experiences and interests
- Add to others' ideas
- Choose an idea to pursue

##### **Making**

- Choose tools and materials
- Make a **product** using known procedures or through modelling of others
- Use trial and error to make changes, solve problems, or incorporate new ideas from self or others

##### **Sharing**

- Decide on how and with whom to **share** their product
- Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment
- Use personal preferences to evaluate the success of their design solutions
- Reflect on their ability to work effectively both as individuals and collaboratively in a group

#### **Applied Skills**

- Use materials, tools, and technologies in a safe manner in both physical and digital environments
- Develop their skills and add new ones through play and collaborative work

#### **Applied Technologies**

- Explore the use of simple, available tools and **technologies** to extend their capabilities

### MATHEMATICS

Students are expected to do the following:

#### **Reasoning and analyzing**

- Use reasoning to explore and make connections
- **Estimate reasonably**
- Develop **mental math strategies** and abilities to make sense of quantities
- Use **technology** to explore mathematics
- **Model** mathematics in contextualized experiences

#### **Understanding and solving**

- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Visualize to explore mathematical concepts
- Develop and use **multiple strategies** to engage in problem solving
- Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

#### **Communicating and representing**

- **Communicate** mathematical thinking in many ways
- Use mathematical vocabulary and language to contribute to mathematical discussions
- **Explain and justify** mathematical ideas and decisions
- Represent mathematical ideas in concrete, pictorial, and symbolic forms

#### **Connecting and reflecting**

- **Reflect** on mathematical thinking
- Connect mathematical concepts to each other and to **other areas and personal interests**
- **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts

### SCIENCE

Students are expected to be able to do the following:

#### **Questioning and predicting**

- Demonstrate curiosity and a sense of wonder about the world
- Observe objects and events in familiar contexts
- Ask simple questions about familiar objects and events

#### **Planning and conducting**

- Make exploratory observations using their senses
- Safely manipulate materials
- Make simple measurements using non-standard units

#### **Processing and analyzing data and information**

- Experience and interpret the local environment
- Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge
- Discuss observations
- Represent observations and ideas by drawing charts and simple pictographs

#### **Applying and innovating**

- Take part in caring for self, family, classroom and school through personal approaches
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

#### **Communicating**

- Share observations and ideas orally
- Express and reflect on personal experiences of **place**

### ARTS

Students will be able to use creative processes to:

#### **Exploring and creating**

- Explore **elements**, processes, materials, movements, technologies, tools, and techniques of the arts
- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
- Explore artistic expressions of themselves and community through **creative processes**

#### **Reasoning and reflecting**

- Observe and share how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
- Develop processes and technical skills in a **variety of art forms** to nurture motivation, development, and imagination
- Reflect on creative processes and make connections to other experiences

#### **Communicating and documenting**

- Interpret how symbols are used through the arts
- Express feelings, ideas, stories, observations, and experiences through the arts
- Describe and respond to works of art
- Experience, **document** and **share** creative works in a variety of ways
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### CAREER ED

Students are expected to be able to do the following:

- Identify and appreciate their personal attributes, skills, interests, and accomplishments
- Recognize the importance of positive relationships in their lives
- Share ideas, information, personal feelings, and knowledge with others
- Work respectfully and constructively with others to achieve common goals
- Recognize the importance of learning in their lives and future careers
- Set and achieve realistic learning goals for themselves
- Identify and appreciate the roles and responsibilities of people in their schools, families, and communities
- Demonstrate effective work habits and organizational skills appropriate to their level of development
- Recognize the basic skills required in a variety of jobs in the community

## GRADE 1 - Curricular Competencies

### ENGLISH LANGUAGE ARTS

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

#### Comprehend and connect (reading, listening, viewing)

- **Read fluently at grade level**
- Use sources of information and **prior knowledge** to make meaning
- Use developmentally appropriate **reading, listening, and viewing strategies** to make meaning
- Use foundational concepts of **print, oral, and visual texts**
- **Engage actively as listeners, viewers, and readers**, as appropriate, to develop understanding of self, identity, and community
- Recognize the importance of **story** in personal, family, and community identity
- Use personal experience and knowledge to connect to **stories** and other **texts** to make meaning
- Recognize the **structure and elements of story**
- Show awareness of how **story in First Peoples cultures** connects people to family and community

#### Create and communicate (writing, speaking, representing)

- **Exchange ideas and perspectives** to build shared understanding
- Identify, organize, and present ideas in a variety of forms
- Create **stories** and other **texts** to deepen awareness of self, family, and community
- Plan and create a variety of **communication forms** for different purposes and audiences
- Communicate using letters and words and applying some **conventions of Canadian spelling, grammar, and punctuation**
- Explore **oral storytelling processes**

### MATHEMATICS

Students are expected to do the following:

#### Reasoning and analyzing

- Use reasoning to explore and make connections
- **Estimate reasonably**
- Develop **mental math strategies** and abilities to make sense of quantities
- Use **technology** to explore mathematics
- **Model** mathematics in contextualized experiences

#### Understanding and solving

- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Visualize to explore mathematical concepts
- Develop and use **multiple strategies** to engage in problem solving
- Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

#### Communicating and representing

- **Communicate** mathematical thinking in many ways
- Use mathematical vocabulary and language to contribute to mathematical discussions
- **Explain and justify** mathematical ideas and decisions
- Represent mathematical ideas in **concrete, pictorial, and symbolic forms**

#### Connecting and reflecting

- **Reflect** on mathematical thinking
- Connect mathematical concepts to each other and to **other areas and personal interests**
- **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts

### SOCIAL STUDIES

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Explain the significance of personal or local events, objects, people, or places (significance)
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)
- Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)
- Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)
- Explore different perspectives on people, places, issues, or events in their lives (perspective)
- Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)

### SCIENCE

Students are expected to be able to do the following:

#### Questioning and predicting

- Demonstrate curiosity and a sense of wonder about the world
- Observe objects and events in familiar contexts
- Ask questions about familiar objects and events
- Make simple predictions about familiar objects and events

#### Planning and conducting

- Make and record observations
- Safely manipulate materials to test ideas and predictions
- Make and record simple measurements using informal or non-standard methods

#### Processing and analyzing data and information

- Experience and interpret the local environment
- Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge
- Sort and classify data and information using drawings, pictographs and provided tables
- Compare observations with predictions through discussion
- Identify simple patterns and connections

#### Evaluating

- Compare observations with those of others
- Consider some environmental consequences of their actions

#### Applying and innovating

- Take part in caring for self, family, classroom and school through personal approaches
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

#### Communicating

- Communicate observations and ideas using oral or written language, drawing, or role-play
- Express and reflect on personal experiences of **place**

### PHYSICAL AND HEALTH EDUCATION

Students are expected to be able to do the following:

#### Physical literacy

- Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments
- Describe the body's reaction to participating in physical activity in a variety of environments
- Develop and demonstrate safety, fair play, and leadership in physical activities

#### Healthy and active living

- Participate daily in physical activity at moderate to vigorous intensity levels
- Identify opportunities to be physically active at school, at home, and in the community
- Identify and explore a variety of foods and describe how they contribute to health
- Identify opportunities to make choices that contribute to health and well-being
- Recognize basic health information from a variety of sources

#### Social and community health

- Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations
- Develop and demonstrate respectful behaviour when participating in activities with others
- Identify caring behaviours among classmates and within families

#### Mental well-being

- Identify and describe practices that promote mental well-being
- Identify and describe feelings and worries
- Identify personal skills, interests, and preferences

### ARTS

Students will be able to use creative processes to:

#### Exploring and creating

- Explore **elements**, processes, materials, movements, technologies, tools, and techniques of the arts
- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
- Explore artistic expressions of themselves and community through **creative processes**

#### Reasoning and reflecting

- Observe and share how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
- Develop processes and technical skills in a **variety of art forms** to nurture motivation, development, and imagination
- Reflect on creative processes and make connections to other experiences

#### Communicating and documenting

- Interpret symbols and how they can be used to express meaning through the arts
- Express feelings, ideas, stories, observations, and experiences through the arts
- Describe and respond to works of art
- Experience, **document** and **share** creative works in a variety of ways
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### ADST

Students are expected to be able to do the following:

#### Applied Design

##### **Ideating**

- Identify needs and opportunities for designing, through exploration
- Generate ideas from their experiences and interests
- Add to others' ideas
- Choose an idea to pursue

##### **Making**

- Choose tools and materials
- Make a **product** using known procedures or through modelling of others
- Use trial and error to make changes, solve problems, or incorporate new ideas from self or others

##### **Sharing**

- Decide on how and with whom to **share** their product
- Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment
- Use personal preferences to evaluate the success of their design solutions
- Reflect on their ability to work effectively both as individuals and collaboratively in a group

#### Applied Skills

- Use materials, tools, and technologies in a safe manner in both physical and digital environments
- Develop their skills and add new ones through play and collaborative work

#### Applied Technologies

- Explore the use of simple, available tools and **technologies** to extend their capabilities

### CAREER ED

Students are expected to be able to do the following:

- Identify and appreciate their personal attributes, skills, interests, and accomplishments
- Recognize the importance of positive relationships in their lives
- Share ideas, information, personal feelings, and knowledge with others
- Work respectfully and constructively with others to achieve common goals
- Recognize the importance of learning in their lives and future careers
- Set and achieve realistic learning goals for themselves
- Identify and appreciate the roles and responsibilities of people in their schools, families, and communities
- Demonstrate **effective work habits** and organizational skills appropriate to their level of development
- Recognize the basic skills required in a variety of jobs in the community

## GRADE 2 - Curricular Competencies

### ENGLISH LANGUAGE ARTS

Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:

#### **Comprehend and connect (reading, listening, viewing)**

- **Read fluently at grade level**
- Use sources of information and **prior knowledge** to make meaning
- Use developmentally appropriate **reading, listening, and viewing strategies** to make meaning
- Recognize how different **text structures** reflect different purposes.
- **Engage actively as listeners, viewers, and readers**, as appropriate, to develop understanding of self, identity, and community
- Demonstrate awareness of the role that **story** plays in personal, family, and community identity
- Use personal experience and knowledge to connect to **stories** and other **texts** to make meaning
- Recognize the structure and elements of **story**
- Show awareness of how **story in First Peoples cultures** connects people to family and community

#### **Create and communicate (writing, speaking, representing)**

- **Exchange ideas and perspectives** to build shared understanding
- Create **stories** and other **texts** to deepen awareness of self, family, and community
- Plan and create a variety of **communication forms** for different purposes and audiences
- Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation
- Explore **oral storytelling processes**

### MATHEMATICS

Students are expected to do the following:

#### **Reasoning and analyzing**

- Use reasoning to explore and make connections
- **Estimate reasonably**
- Develop **mental math strategies** and abilities to make sense of quantities
- Use **technology** to explore mathematics
- **Model** mathematics in contextualized experiences

#### **Understanding and solving**

- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Visualize to explore mathematical concepts
- Develop and use **multiple strategies** to engage in problem solving
- Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

#### **Communicating and representing**

- **Communicate** mathematical thinking in many ways
- Use mathematical vocabulary and language to contribute to mathematical discussions
- **Explain and justify** mathematical ideas and decisions
- Represent mathematical ideas in **concrete, pictorial, and symbolic forms**

#### **Connecting and reflecting**

- **Reflect** on mathematical thinking
- Connect mathematical concepts to each other and to **other areas and personal interests**
- **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts

### SOCIAL STUDIES

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Explain why people, events, or places are significant to various individuals and groups (significance)
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)
- Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change)
- Recognize causes and consequences of events, decisions, or developments (cause and consequence)
- Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)
- Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)

### SCIENCE

Students are expected to be able to do the following:

#### **Questioning and predicting**

- Demonstrate curiosity and a sense of wonder about the world
- Observe objects and events in familiar contexts
- Ask questions about familiar objects and events
- Make simple predictions about familiar objects and events

#### **Planning and conducting**

- Make and record observations
- Safely manipulate materials to test ideas and predictions
- Make and record simple measurements using informal or non-standard methods

#### **Processing and analyzing data and information**

- Experience and interpret the local environment
- Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge
- Sort and classify data and information using drawings, pictographs and provided tables
- Compare observations with predictions through discussion
- Identify simple patterns and connections

#### **Evaluating**

- Compare observations with those of others
- Consider some environmental consequences of their actions

#### **Applying and innovating**

- Take part in caring for self, family, classroom and school through personal approaches
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

#### **Communicating**

- Communicate observations and ideas using oral or written language, drawing, or role-play
- Express and reflect on personal experiences of **place**

### PHYSICAL AND HEALTH EDUCATION

Students are expected to be able to do the following:

#### **Physical literacy**

- Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments
- Apply methods of monitoring exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and explain factors that contribute to positive experiences in different physical activities

#### **Healthy and active living**

- Participate daily in physical activity at moderate to vigorous intensity levels
- Identify and describe opportunities to be physically active at school, at home, and in the community
- Explore strategies for making healthy eating choices
- Describe ways to access information on and support services for a variety of health topics
- Explore and describe components of healthy living

#### **Social and community health**

- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations
- Develop and demonstrate respectful behaviour when participating in activities with others
- Identify and describe characteristics of positive relationships
- Explain how participation in outdoor activities supports connections with the community and environment

#### **Mental well-being**

- Identify and apply strategies that promote mental well-being
- Identify and describe feelings and worries, and strategies for dealing with them
- Identify personal skills, interests, and preferences and describe how they influence self-identity

### ARTS

Students will be able to use creative processes to:

#### **Exploring and creating**

- Explore **elements**, processes, materials, movements, technologies, tools, and techniques of the arts
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
- Explore personal experience, community, and culture through arts activities

#### **Reasoning and reflecting**

- Observe and share how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
- Develop processes and technical skills in a **variety of art forms** to refine artistic abilities
- Reflect on **creative processes** and make connections to other experiences

#### **Communicating and documenting**

- Interpret symbolism and how it can be used to express meaning through the arts
- Express feelings, ideas, stories, observations, and experiences through creative works
- Describe and respond to works of art
- Experience, **document** and **share** creative works in a variety of ways
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### ADST

Students are expected to be able to do the following:

#### **Applied Design**

##### **Ideating**

- Identify needs and opportunities for designing, through exploration
- Generate ideas from their experiences and interests
- Add to others’ ideas
- Choose an idea to pursue

##### **Making**

- Choose tools and materials
- Make a **product** using known procedures or through modelling of others
- Use trial and error to make changes, solve problems, or incorporate new ideas from self or others

##### **Sharing**

- Decide on how and with whom to **share** their product
- Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment
- Use personal preferences to evaluate the success of their design solutions
- Reflect on their ability to work effectively both as individuals and collaboratively in a group

#### **Applied Skills**

- Use materials, tools, and technologies in a safe manner in both physical and digital environments
- Develop their skills and add new ones through play and collaborative work

#### **Applied Technologies**

- Explore the use of simple, available tools and **technologies** to extend their capabilities

### CAREER ED

Students are expected to be able to do the following:

- Identify and appreciate their personal attributes, skills, interests, and accomplishments
- Recognize the importance of positive relationships in their lives
- Share ideas, information, personal feelings, and knowledge with others
- Work respectfully and constructively with others to achieve common goals
- Recognize the importance of learning in their lives and future careers
- Set and achieve realistic learning goals for themselves
- Identify and appreciate the roles and responsibilities of people in their schools, families, and communities
- Demonstrate effective work habits and organizational skills appropriate to their level of development
- Recognize the basic skills required in a variety of jobs in the community

## GRADE 3 - Curricular Competencies

### ENGLISH LANGUAGE ARTS

Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:

#### Comprehend and connect (reading, listening, viewing)

- **Read fluently at grade level**
- Use sources of information and **prior knowledge** to make meaning
- Make connections between ideas from a variety of sources and **prior knowledge** to build understanding
- Use developmentally appropriate **reading, listening, and viewing strategies** to make meaning
- Recognize how different **texts** reflect different purposes.
- **Engage actively as listeners, viewers, and readers**, as appropriate, to develop understanding of self, identity, and community
- Explain the role that **story** plays in personal, family, and community identity
- Use personal experience and knowledge to connect to **text** and make meaning
- Recognize the **structure and elements of story**
- Show awareness of how **story in First Peoples cultures** connects people to family and community
- Develop awareness of **how story in First Peoples cultures connects people to land**

#### Create and communicate (writing, speaking, representing)

- **Exchange ideas and perspectives** to build shared understanding
- Create **stories** and other **texts** to deepen awareness of self, family, and community
- Plan and create a variety of **communication forms** for different purposes and audiences
- Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation
- Develop and apply expanding **word knowledge**
- Explore and appreciate aspects of First Peoples **oral traditions**
- Use **oral storytelling processes**

### MATHEMATICS

Students are expected to do the following:

#### Reasoning and analyzing

- Use reasoning to explore and make connections
- **Estimate reasonably**
- Develop **mental math strategies** and abilities to make sense of quantities
- Use **technology** to explore mathematics
- **Model** mathematics in contextualized experiences

#### Understanding and solving

- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Visualize to explore mathematical concepts
- Develop and use **multiple strategies** to engage in problem solving
- Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

#### Communicating and representing

- **Communicate** mathematical thinking in many ways
- Use mathematical vocabulary and language to contribute to mathematical discussions
- **Explain and justify** mathematical ideas and decisions
- Represent mathematical ideas in **concrete, pictorial, and symbolic forms**

#### Connecting and reflecting

- **Reflect** on mathematical thinking
- Connect mathematical concepts to each other and to **other areas and personal interests**
- **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts

### SOCIAL STUDIES

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Explain why people, events, or places are significant to various individuals and groups (significance)
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)
- Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change)
- Recognize causes and consequences of events, decisions, or developments (cause and consequence)
- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)
- Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)

### SCIENCE

Students are expected to be able to do the following:

#### Questioning and predicting

- Demonstrate curiosity and a sense of wonder about the world
- Observe objects and events in familiar contexts
- Identify questions about familiar objects and events that can be investigated scientifically
- Make predictions based on prior knowledge

#### Planning and conducting

- Suggest ways to plan and conduct an inquiry to find answers to their questions
- Consider ethical responsibilities when deciding how to conduct an experiment
- Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate
- Make observations about living and non-living things in the local environment
- Collect simple data

#### Processing and analyzing data and information

- Experience and interpret the local environment
- Identify First Peoples perspectives and knowledge as sources of information
- Sort and classify data and information using drawings or provided tables
- Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends
- Compare results with predictions, suggesting possible reasons for findings

#### Evaluating

- Make simple inferences based on their results and prior knowledge
- Reflect on whether an investigation was a fair test
- Demonstrate an understanding and appreciation of evidence
- Identify some simple environmental implications of their and others' actions

#### Applying and innovating

- Contribute to care for self, others, school, and neighbourhood through personal or collaborative approaches
- Co-operatively design projects
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

#### Communicating

- Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate
- Express and reflect on personal or shared experiences of **place**

### PHYSICAL AND HEALTH EDUCATION

Students are expected to be able to do the following:

#### Physical literacy

- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments
- Apply a variety of movement concepts and strategies in different physical activities
- Apply methods of monitoring exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and explain factors that contribute to positive experiences in different physical activities

#### Healthy and active living

- Participate daily in physical activity at moderate to vigorous intensity levels
- Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community
- Explore and describe strategies for making healthy eating choices in a variety of settings
- Describe ways to access information on and support services for a variety of health topics
- Explore and describe strategies for pursuing personal healthy-living goals

#### Social and community health

- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations
- Describe and apply strategies for developing and maintaining positive relationships
- Explain how participation in outdoor activities supports connections with the community and environment

#### Mental well-being

- Identify and apply strategies that promote mental well-being
- Describe physical, emotional, and social changes as students grow older
- Describe factors that influence mental well-being and self-identity

### ARTS

Students will be able to use creative processes to:

#### Exploring and creating

- Choose **elements**, processes, materials, movements, technologies, tools, techniques, and environments of the arts
- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
- Explore identity, place, culture, and belonging through arts experiences
- Explore relationships among cultures, communities, and the arts

#### Reasoning and reflecting

- Observe, listen, describe, inquire, and predict how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
- Refine ideas, processes, and technical skills in a **variety of art forms**
- Reflect on **creative processes** and make connections to personal experiences
- Connect knowledge and skills from other **areas of learning** in planning, creating, and interpreting works for art

#### Communicating and documenting

- Apply learned skills, understandings, and processes in new contexts
- Interpret and communicate ideas using symbolism in the arts
- Express feelings, ideas, and experiences in creative ways
- Describe and respond to visual and performing art pieces and provide constructive feedback
- Experience, **document** and **share** creative works in a variety of ways
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### ADST

Students are expected to be able to do the following:

#### Applied Design

##### Ideating

- Identify needs and opportunities for designing, through exploration
- Generate ideas from their experiences and interests
- Add to others' ideas
- Choose an idea to pursue

##### Making

- Choose tools and materials
- Make a **product** using known procedures or through modelling of others
- Use trial and error to make changes, solve problems, or incorporate new ideas from self or others

##### Sharing

- Decide on how and with whom to **share** their product
- Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment
- Use personal preferences to evaluate the success of their design solutions
- Reflect on their ability to work effectively both as individuals and collaboratively in a group

#### Applied Skills

- Use materials, tools, and technologies in a safe manner in both physical and digital environments
- Develop their skills and add new ones through play and collaborative work

#### Applied Technologies

- Explore the use of simple, available tools and **technologies** to extend their capabilities

### CAREER ED

Students are expected to be able to do the following:

- Identify and appreciate their personal attributes, skills, interests, and accomplishments
- Recognize the importance of positive relationships in their lives
- Share ideas, information, personal feelings, and knowledge with others
- Work respectfully and constructively with others to achieve common goals
- Recognize the importance of learning in their lives and future careers
- Set and achieve realistic learning goals for themselves
- Identify and appreciate the roles and responsibilities of people in their schools, families, and communities
- Demonstrate effective work habits and organizational skills appropriate to their level of development
- Recognize the basic skills required in a variety of jobs in the community

## GRADE 4 - Curricular Competencies

### ENGLISH LANGUAGE ARTS

Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:

#### Comprehend and connect (reading, listening, viewing)

- Access and integrate information and ideas from a variety of sources and from **prior knowledge** to build understanding
  - Use a variety of **comprehension strategies** before, during, and after reading, listening, or viewing to deepen understanding of **text**
  - Consider different purposes, audiences, and perspectives in exploring **texts**
  - Apply a variety of **thinking skills** to gain meaning from **texts**
  - Identify how differences in context, perspectives, and voice influence meaning in **texts**
  - Recognize the role of language in personal, social, and cultural identity
  - Use personal experience and knowledge to connect to **text** and deepen understanding of self, community, and world
  - Respond to text in personal and creative ways
  - Recognize how literary elements, techniques, and devices enhance meaning in **texts**
  - Show an increasing understanding of the role of **organization in meaning**
  - Demonstrate awareness of the **oral tradition in First Peoples cultures** and the **purposes of First Peoples texts**
  - Identify how **story in First Peoples cultures connects people to land**
- #### Create and communicate (writing, speaking, representing)
- Exchange **ideas and perspectives** to build shared understanding
  - Use writing and design processes to plan, develop, and create **texts** for a variety of purposes and audiences
  - Use language in **creative and playful ways** to develop style
  - Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation
  - Develop and apply expanding **word knowledge**
  - Use **oral storytelling processes**
  - Transform ideas and information to create original texts

### MATHEMATICS

Students are expected to do the following:

#### Reasoning and analyzing

- Use reasoning to explore and make connections
- Estimate **reasonably**
- Develop **mental math strategies** and abilities to make sense of quantities
- Use **technology** to explore mathematics
- Model mathematics in contextualized experiences

#### Understanding and solving

- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Visualize to explore mathematical concepts
- Develop and use **multiple strategies** to engage in problem solving
- Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

#### Communicating and representing

- Communicate mathematical thinking in many ways
- Use mathematical vocabulary and language to contribute to mathematical discussions
- Explain and justify mathematical ideas and decisions
- Represent mathematical ideas in **concrete, pictorial, and symbolic forms**

#### Connecting and reflecting

- Reflect on mathematical thinking
- Connect mathematical concepts to each other and to **other areas and personal interests**
- Incorporate First Peoples worldviews and perspectives to **make connections** to mathematical concepts

### SOCIAL STUDIES

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)
- Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change)
- Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)
- Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective)
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment)

### SCIENCE

Students are expected to be able to do the following:

#### Questioning and predicting

- Demonstrate curiosity about the natural world
- Observe objects and events in familiar contexts
- Identify questions about familiar objects and events that can be investigated scientifically
- Make predictions based on prior knowledge

#### Planning and conducting

- Suggest ways to plan and conduct an inquiry to find answers to their questions
- Consider ethical responsibilities when deciding how to conduct an experiment
- Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate
- Make observations about living and non-living things in the local environment
- Collect simple data

#### Processing and analyzing data and information

- Experience and interpret the local environment
- Identify First Peoples perspectives and knowledge as sources of information
- Sort and classify data and information using drawings or provided tables
- Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends
- Compare results with predictions, suggesting possible reasons for findings

#### Evaluating

- Make simple inferences based on their results and prior knowledge
- Reflect on whether an investigation was a fair test
- Demonstrate an understanding and appreciation of evidence
- Identify some simple environmental implications of their and others' actions

#### Applying and innovating

- Contribute to care for self, others, school, and neighbourhood through individual or collaborative approaches
- Co-operatively design projects
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

#### Communicating

- Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate
- Express and reflect on personal or shared experiences of **place**

### PHYSICAL AND HEALTH EDUCATION

Students are expected to be able to do the following:

#### Physical literacy

- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments
- Apply a variety of movement concepts and strategies in different physical activities
- Apply methods of monitoring exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and describe preferred types of physical activity

#### Healthy and active living

- Participate daily in physical activity at moderate to vigorous intensity levels
- Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community
- Explain the relationship of healthy eating to overall health and well-being
- Identify and describe factors that influence healthy choices
- Examine and explain how health messages can influence behaviours and decisions
- Identify and apply strategies for pursuing personal healthy-living goals

#### Social and community health

- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining positive relationships
- Describe and apply strategies that promote a safe and caring environment

#### Mental well-being

- Describe and assess strategies for promoting mental well-being
- Describe and assess strategies for managing problems related to mental well-being and substance use
- Explore and describe strategies for managing physical, emotional, and social changes during puberty
- Describe factors that positively influence mental well-being and self-identity

### ARTS

Students will be able to use creative processes to:

#### Exploring and creating

- Choose artistic **elements**, processes, materials, movements, technologies, tools, techniques and environments using combinations and selections for specific purposes in art making
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
- Explore identity, place, culture, and belonging through arts experiences
- Explore relationships among cultures, societies, and the arts

#### Reasoning and reflecting

- Observe, listen, describe, inquire and predict how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate
- Develop and refine ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations
- Reflect on **creative processes** and make connections to other experiences
- Connect knowledge and skills from other **areas of learning** in planning, creating, interpreting, and analyzing works for art

#### Communicating and documenting

- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Interpret and communicate ideas using symbolism to express meaning through the arts
- Express, feelings, ideas, and experiences in creative ways
- Describe and respond to works of art and explore artists' intent
- Experience, **document** and **present** creative works in a variety of ways
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### ADST

Students are expected to be able to do the following:

#### Applied Design

##### Understanding context

- Gather information about or from potential **users**

##### Defining

- Choose a design opportunity
- Identify key features or user requirements
- Identify the main objective for the design and any **constraints**

##### Ideating

- Generate potential ideas and add to others' ideas
- Screen ideas against the objective and constraints
- Choose an idea to pursue

##### Prototyping

- Outline a general plan, identifying tools and materials
- Construct a first version of the **product**, making changes to tools, materials, and procedures as needed
- Record **iterations** of prototyping

##### Testing

- Test the product
- Gather peer feedback and inspiration
- Make changes and test again, repeating until satisfied with the product

##### Making

- Construct the final product, incorporating planned changes

##### Sharing

- Decide on how and with whom to **share** their product
- Demonstrate their product and describe their process
- Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment
- Reflect on their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain a co-operative work space
- Identify new design issues

#### Applied Skills

- Use materials, tools, and technologies in a safe manner, and with an awareness of the safety of others, in both physical and digital environments
- Identify the skills required for a task and develop those skills as needed

#### Applied Technologies

- Use familiar tools and **technologies** to extend their capabilities when completing a task
- Choose appropriate technologies to use for specific tasks
- Demonstrate a willingness to learn new technologies as needed

### CAREER ED

Students are expected to be able to do the following:

- Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time
- Recognize the need for others who can support their learning and personal growth
- Recognize the intersection of their personal and public **digital identities** and the potential for both positive and negative consequences
- Demonstrate respect for differences in the classroom
- Use innovative thinking when solving problems
- Set realistic short- and longer-term learning goals, define a path, and monitor progress
- Make connections between effective work habits and success
- Demonstrate safe behaviours in a variety of environments
- Question self and others about the role of technology in the changing workplace
- Appreciate the influence of peer relationships, family, and community on personal choices and goals

## GRADE 5 - Curricular Competencies

### ENGLISH

Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:

#### Comprehend and connect (reading, listening, viewing)

- Access information and ideas from a variety of sources and from **prior knowledge** to build understanding
- Use a variety of **comprehension strategies** before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of **text**
- Synthesize ideas from a variety of sources to build understanding
- Consider different purposes, audiences, and perspectives in exploring **texts**
- Apply a variety of **thinking skills** to gain meaning from **texts**
- Identify how differences in context, perspectives, and voice influence meaning in **texts**
- Explain the role of language in personal, social, and cultural identity
- Use personal experience and knowledge to connect to text and develop understanding of self, community, and world
- **Respond to text in personal and creative ways**
- **Recognize how literary elements, techniques, and devices enhance meaning in texts**
- Show an increasing understanding of the role of **organization** in meaning
- Demonstrate awareness of the **oral tradition in First Peoples cultures** and the **purposes of First Peoples texts**
- Identify **how story in First Peoples cultures connects people to land**

#### Create and communicate (writing, speaking, representing)

- **Exchange ideas and perspectives** to build shared understanding
- **Use writing and design processes** to plan, develop, and create **texts** for a variety of purposes and audiences
- Use language in **creative and playful ways** to develop style
- **Communicate in writing** using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation
- Develop and apply expanding **word knowledge**
- Use **oral storytelling processes**
- Transform ideas and information to create original texts

### MATHEMATICS

Students are expected to do the following:

#### Reasoning and analyzing

- Use reasoning to explore and make connections
- **Estimate reasonably**
- Develop **mental math strategies** and abilities to make sense of quantities
- Use **technology** to explore mathematics
- **Model** mathematics in contextualized experiences

#### Understanding and solving

- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Visualize to explore mathematical concepts
- Develop and use **multiple strategies** to engage in problem solving
- Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

#### Communicating and representing

- **Communicate** mathematical thinking in many ways
- Use mathematical vocabulary and language to contribute to mathematical discussions
- **Explain and justify** mathematical ideas and decisions
- Represent mathematical ideas in **concrete, pictorial, and symbolic forms**

#### Connecting and reflecting

- **Reflect** on mathematical thinking
- Connect mathematical concepts to each other and to **other areas and personal interests**
- **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts

### SOCIAL STUDIES

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Develop a plan of action to address a selected problem or issue
- Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
- Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)
- Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)
- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

### SCIENCE

Students are expected to be able to do the following:

#### Questioning and predicting

- Demonstrate a sustained curiosity about a scientific topic or problem of personal interest
- Make observations in familiar or unfamiliar contexts
- Identify questions to answer or problems to solve through scientific inquiry
- Make predictions about the findings of their inquiry

#### Planning and conducting

- With support, plan appropriate investigations to answer their questions or solve problems they have identified
- Decide which variable should be changed and measured for a fair test
- Choose appropriate data to collect to answer their questions
- Observe, measure, and record data, using appropriate tools, including digital technologies
- Use equipment and materials safely, identifying potential risks

#### Processing and analyzing data and information

- Experience and interpret the local environment
- Identify First Peoples perspectives and knowledge as sources of information
- Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data
- Identify patterns and connections in data
- Compare data with predictions and develop explanations for results
- Demonstrate an openness to new ideas and consideration of alternatives

#### Evaluating

- Evaluate whether their investigations were fair tests
- Identify possible sources of error
- Suggest improvements to their investigation methods
- Identify some of the assumptions in **secondary sources**
- Demonstrate an understanding and appreciation of evidence
- Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations

#### Applying and innovating

- Contribute to care for self, others, and community through personal or collaborative approaches
- Co-operatively design projects
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

#### Communicating

- Communicate ideas, explanations, and processes in a variety of ways
- Express and reflect on personal, shared, or others' experiences of **place**

### PHYSICAL AND HEALTH EDUCATION

Students are expected to be able to do the following:

#### Physical literacy

- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments
- Develop and apply a variety of movement concepts and strategies in different physical activities
- Apply methods of monitoring and adjusting exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and describe preferred types of physical activity

#### Healthy and active living

- Participate daily in physical activity designed to enhance and maintain health components of fitness
- Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community
- Analyze and describe the connections between eating, physical activity, and mental well-being
- Describe the impacts of personal choices on health and well-being
- Describe strategies for communicating medical concerns and getting help with health issues
- Identify, apply, and reflect on strategies used to pursue personal healthy-living goals

#### Social and community health

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining healthy relationships
- Describe and apply strategies that promote a safe and caring environment

#### Mental well-being

- Describe and assess strategies for promoting mental well-being, for self and others
- Describe and assess strategies for managing problems related to mental well-being and substance use, for others
- Explore and describe strategies for managing physical, emotional, and social changes during puberty
- Explore and describe how personal identities adapt and change in different settings and situations

### ARTS

Students will be able to use creative processes to:

#### Exploring and creating

- Intentionally select artistic **elements**, processes, materials, movements, **technologies**, tools, techniques, and environments to express meaning in their work
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
- Explore connections to identity, place, culture, and belonging through creative expression
- Explore a range of cultures, and the relationships among cultures, societies, and the arts

#### Reasoning and reflecting

- Observe, listen, describe, inquire and predict how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate
- Develop and refine ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations
- Reflect on **creative processes** as an individual and as a group, and make connections to other experiences
- Connect knowledge and skills from other **areas of learning** in planning, creating, interpreting, and analyzing works for art
- Examine relationships between the arts and the wider world

#### Communicating and documenting

- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and **audiences**
- Interpret and communicate ideas using **symbols** and elements to express meaning through the arts
- Express, feelings, ideas, and experiences through the arts
- Describe and respond to works of art and explore artists' intent
- Experience, **document** and **present** creative works in a variety of ways
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### ADST

Students are expected to be able to do the following:

#### Applied Design

##### Understanding context

- Gather information about or from potential **users**

##### Defining

- Choose a design opportunity
- Identify key features or user requirements
- Identify the main objective for the design and any **constraints**

##### Ideating

- Generate potential ideas and add to others' ideas
- Screen ideas against the objective and constraints
- Choose an idea to pursue

##### Prototyping

- Outline a general plan, identifying tools and materials
- Construct a first version of the **product**, making changes to tools, materials, and procedures as needed
- Record **iterations** of prototyping

##### Testing

- Test the product
- Gather peer feedback and inspiration
- Make changes and test again, repeating until satisfied with the product

##### Making

- Construct the final product, incorporating planned changes

##### Sharing

- Decide on how and with whom to **share** their product
- Demonstrate their product and describe their process
- Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment
- Reflect on their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain a co-operative work space
- Identify new design issues

#### Applied Skills

- Use materials, tools, and technologies in a safe manner, and with an awareness of the safety of others, in both physical and digital environments
- Identify the skills required for a task and develop those skills as needed

#### Applied Technologies

- Use familiar tools and **technologies** to extend their capabilities when completing a task
- Choose appropriate technologies to use for specific tasks
- Demonstrate a willingness to learn new technologies as needed

### CAREER ED

Students are expected to be able to do the following:

- Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time
- Recognize the need for others who can support their learning and personal growth
- Recognize the intersection of their personal and public **digital identities** and the potential for both positive and negative consequences
- Demonstrate respect for differences in the classroom
- Use innovative thinking when solving problems
- Set realistic short- and longer-term learning goals, define a path, and monitor progress
- Make connections between effective work habits and success
- Demonstrate safe behaviours in a variety of environments
- Question self and others about the role of technology in the changing workplace
- Appreciate the influence of peer relationships, family, and community on personal choices and goals

## GRADE 5 - Curricular Competencies (cont.)

### CORE FRENCH

*Students are expected to be able to do the following:*

- Recognize the relationship between pronunciation, including **common intonation patterns**, and meaning
- Comprehend high-frequency vocabulary in slow, clear speech and other simple **texts**
- Identify key information in slow, clear speech and other simple **texts**
- **Understand** simple **stories**
- Interpret **non-verbal cues** to increase understanding
- Begin to use **strategies** to increase understanding
- Respond appropriately to simple commands and instructions
- **Seek clarification of meaning using common statements and questions**
- Participate, with support, in simple interactions about everyday situations:
  - ask and answer simple questions **in context**
  - describe themselves and their interests
  - provide simple descriptions
- Use **visuals or technology** to assist in understanding and communicating
- Demonstrate basic awareness that there are Francophone and Francophone Métis communities across Canada
- Identify basic **information about a Francophone cultural festival or celebration** in Canada

## GRADE 6 - Curricular Competencies

### ENGLISH LANGUAGE ARTS

Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:

#### Comprehend and connect (reading, listening, viewing)

- Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance, accuracy, and reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how **different features, forms, and genres of texts** reflect various purposes, audiences, and messages
- **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives in texts**
- Recognize **how language constructs personal, social, and cultural identity**
- Construct meaningful personal connections between self, **text**, and world
- Respond to **text in personal, creative, and critical ways**
- Understand how **literary elements, techniques, and devices** enhance and shape meaning
- Recognize an increasing range of **text** structures and how they contribute to meaning
- Recognize and appreciate the role of **story**, narrative, and **oral tradition** in expressing First Peoples perspectives, values, beliefs, and points of view

#### Create and communicate (writing, speaking, representing)

- Exchange ideas and viewpoints to build shared understanding and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences**
- Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message
- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
- Use and experiment with **oral storytelling processes**
- Select and use appropriate features, forms, and genres according to audience, purpose, and message
- Transform ideas and information to create original texts

### MATHEMATICS

Students are expected to do the following:

#### Reasoning and analyzing

- Use **logic and patterns** to solve puzzles and play games
- Use **reasoning and logic** to explore, analyze, and apply mathematical ideas
- **Estimate reasonably**
- Demonstrate and **apply** mental math strategies
- Use tools or technology to explore and create patterns and relationships, and test conjectures
- **Model** mathematics in contextualized experiences

#### Understanding and solving

- Apply **multiple strategies** to solve problems in both abstract and contextualized situations
- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Visualize to explore mathematical concepts
- Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

#### Communicating and representing

- Use mathematical vocabulary and language to contribute to mathematical discussions
- **Explain and justify** mathematical ideas and decisions
- **Communicate** mathematical thinking in many ways
- Represent mathematical ideas in concrete, pictorial, and symbolic forms

#### Connecting and reflecting

- **Reflect** on mathematical thinking
- Connect mathematical concepts to each other and to **other areas and personal interests**
- Use mathematical arguments to support **personal choices**
- **Incorporate First Peoples** worldviews and perspectives to **make connections** to mathematical concepts

### SOCIAL STUDIES

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Develop a plan of action to address a selected problem or issue
- Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
- Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)
- Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)
- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

### SCIENCE

Students are expected to be able to do the following:

#### Questioning and predicting

- Demonstrate a sustained curiosity about a scientific topic or problem of personal interest
- Make observations in familiar or unfamiliar contexts
- Identify questions to answer or problems to solve through scientific inquiry
- Make predictions about the findings of their inquiry

#### Planning and conducting

- With support, plan appropriate investigations to answer their questions or solve problems they have identified
- Decide which variable should be changed and measured for a fair test
- Choose appropriate data to collect to answer their questions
- Observe, measure, and record data, using appropriate tools, including digital technologies
- Use equipment and materials safely, identifying potential risks

#### Processing and analyzing data and information

- Experience and interpret the local environment
- Identify First Peoples perspectives and knowledge as sources of information
- Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data
- Identify patterns and connections in data
- Compare data with predictions and develop explanations for results
- Demonstrate an openness to new ideas and consideration of alternatives

#### Evaluating

- Evaluate whether their investigations were fair tests
- Identify possible sources of error
- Suggest improvements to their investigation methods
- Identify some of the assumptions in **secondary sources**
- Demonstrate an understanding and appreciation of evidence
- Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations

#### Applying and innovating

- Contribute to care for self, others, and community through personal or collaborative approaches
- Co-operatively design projects
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

#### Communicating

- Communicate ideas, explanations, and processes in a variety of ways
- Express and reflect on personal, shared, or others' experiences of **place**

### PHYSICAL AND HEALTH EDUCATION

Students are expected to be able to do the following:

#### Physical literacy

- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments
- Develop and apply a variety of movement concepts and strategies in different physical activities
- Apply methods of monitoring and adjusting exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and describe preferred types of physical activity

#### Healthy and active living

- Participate daily in physical activity designed to enhance and maintain health components of fitness
- Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness
- Explore and plan food choices to support personal health and well-being
- Describe the impacts of personal choices on health and well-being
- Analyze health messages and possible intentions to influence behaviour
- Identify, apply, and reflect on strategies used to pursue personal healthy-living goals

#### Social and community health

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining healthy relationships
- Explore strategies for promoting the health and well-being of the school and community

#### Mental well-being

- Describe and assess strategies for promoting mental well-being, for self and others
- Describe and assess strategies for managing problems related to mental well-being and substance use, for others
- Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence
- Explore and describe how personal identities adapt and change in different settings and situations

### ARTS

Students will be able to use creative processes to:

#### Exploring and creating

- Intentionally select, apply, combine, and arrange artistic **elements**, processes, materials, movements, **technologies**, tools, techniques, and environments in art making
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
- Explore relationships between identity, place, culture, society, and belonging through the arts
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

#### Reasoning and reflecting

- Research, describe, interpret and evaluate how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts
- Develop and refine ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations
- Reflect on works of art and **creative processes** to understand artists' intentions
- Interpret creative works using knowledge and skills from various **areas of learning**
- Examine relationships between the arts and the wider world

#### Communicating and documenting

- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and **audiences**
- Interpret and communicate ideas using **symbols** and elements to express meaning through the arts
- Take creative risks to express feelings, ideas, and experiences
- Express, feelings, ideas, and experiences through the arts
- Describe, interpret and respond to works of art and explore artists' intent
- Experience, **document** and **present** creative works in a variety of ways
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### ADST

Students are expected to be able to do the following:

#### Applied Design

##### Understanding context

- **Empathize** with potential users to find issues and uncover needs and potential design opportunities

##### Defining

- Choose a design opportunity
- Identify key features or potential **users** and their requirements
- Identify criteria for success and any **constraints**

##### Ideating

- Generate potential ideas and add to others' ideas
- Screen ideas against criteria and constraints
- Evaluate personal, social, and environmental impacts and ethical considerations
- Choose an idea to pursue

##### Prototyping

- Identify and use **sources of information**
- Develop a plan that identifies key stages and resources
- Explore and test a variety of materials for effective use
- Construct a first version of the **product** or a prototype, as appropriate, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping

##### Testing

- Test the first version of the product or the prototype
- Gather peer and/or user and/or expert feedback and inspiration
- Make changes, troubleshoot, and test again

##### Making

- Identify and use appropriate tools, **technologies**, and materials for production
- Make a plan for production that includes key stages, and carry it out, making changes as needed
- Use materials in ways that minimize waste

##### Sharing

- Decide on how and with whom to **share** their product
- Demonstrate their product and describe their process, using appropriate terminology and providing reasons for their selected solution and modifications
- Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment
- Reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space
- Identify new design issues

#### Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed

#### Applied Technologies

- Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task
- Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
- Identify how the land, natural resources, and culture influence the development and use of tools and technologies

### CAREER ED

Students are expected to be able to do the following:

- Recognize their **personal preferences**, skills, strengths, and abilities and connect them to possible career choices
- Question self and others about how their **personal public identity** can have both positive and negative consequences
- Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world
- Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments
- Question self and others about the **reciprocal relationship** between self and community
- Use **entrepreneurial** and **innovative** thinking to solve problems
- Demonstrate leadership skills through collaborative activities in the school and community
- Demonstrate safety skills in an experiential learning environment
- Set realistic short- and longer-term learning goals, define a path, and monitor progress
- Recognize the influence of peers, **family, and communities** on career choices and **attitudes toward work**
- Appreciate the value of new experiences, **innovative** thinking and **risk taking** in broadening their career options
- Explore volunteer opportunities and other new experiences outside school and recognize their value in career development
- Apply project management skills to support career development

## GRADE 6 - Curricular Competencies (cont.)

### CORE FRENCH

*Students are expected to be able to do the following:*

- Recognize the relationship between pronunciation, including **the role of intonation and tone of voice**, and meaning
- **Begin to recognize the relationship between French letter patterns and pronunciation**
- Comprehend high-frequency words and patterns in slow, clear speech and other simple **texts**
- Identify **key information and some details** in slow, clear speech and other simple **texts**
- **Understand simple stories**
- Interpret **non-verbal cues** to increase understanding
- Use **strategies** to increase understanding
- Respond appropriately to questions, simple commands, and instructions
- **Seek clarification of meaning using common statements and questions**
- Exchange ideas and information using complete sentences, orally and in writing:
  - ask and answer simple questions **in context**
  - describe common emotions and states of physical health
  - **describe people and objects**
  - give reasons for likes and dislikes
  - **share basic information about events**
- Use **visuals or technology** to assist in communicating
- Demonstrate awareness of Francophone and Francophone Métis communities across Canada
- Recognize that **some Francophone communities are connected to First Peoples communities**
- Identify and **share** information about a Francophone community in Canada

## GRADE 7 - Curricular Competencies

### ENGLISH LANGUAGE ARTS

Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:

#### Comprehend and connect (reading, listening, viewing)

- Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance, accuracy, and reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages
- **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**
- Recognize **how language constructs personal, social, and cultural identity**
- Construct meaningful personal connections between self, **text**, and world
- Respond to **text** in **personal, creative, and critical ways**
- Understand **how literary elements, techniques, and devices enhance and shape meaning**
- Recognize an increasing range of **text** structures and how they contribute to meaning
- Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Recognize the **validity of First Peoples oral tradition** for a range of purposes

#### Create and communicate (writing, speaking, representing)

- **Exchange ideas and viewpoints** to build shared understanding and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences**
- Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message
- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
- Use and experiment with **oral storytelling processes**
- Select and use appropriate features, forms, and genres according to audience, purpose, and message
- Transform ideas and information to create original texts

### MATHEMATICS

Students are expected to do the following:

#### Reasoning and analyzing

- Use **logic and patterns** to solve puzzles and play games
- Use **reasoning and logic** to explore, analyze, and apply mathematical ideas
- **Estimate reasonably**
- Demonstrate and **apply** mental math strategies
- Use tools or technology to explore and create patterns and relationships, and test conjectures
- **Model** mathematics in contextualized experiences

#### Understanding and solving

- Apply **multiple strategies** to solve problems in both abstract and contextualized situations
- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Visualize to explore mathematical concepts
- Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

#### Communicating and representing

- Use mathematical vocabulary and language to contribute to mathematical discussions
- **Explain and justify** mathematical ideas and decisions
- **Communicate** mathematical thinking in many ways
- Represent mathematical ideas in concrete, pictorial, and symbolic forms

#### Connecting and reflecting

- Reflect on mathematical thinking
- Connect mathematical concepts to each other and to **other areas and personal interests**
- Use mathematical arguments to support **personal choices**
- **Incorporate First Peoples** worldviews and perspectives to **make connections** to mathematical concepts

### SOCIAL STUDIES

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, or developments at particular times and places (significance)
- Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)
- Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)
- Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)
- Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)
- Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)
- Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)

### SCIENCE

Students are expected to be able to do the following:

#### Questioning and predicting

- Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest
- Make observations aimed at identifying their own questions about the natural world
- Identify a question to answer or a problem to solve through scientific inquiry
- Formulate alternative “If...then...” hypotheses based on their questions
- Make predictions about the findings of their inquiry

#### Planning and conducting

- Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified
- Measure and control variables (dependent and independent) through fair tests
- Observe, measure, and record data (**qualitative and quantitative**), using equipment, including digital technologies, with **accuracy and precision**
- Use appropriate SI units and perform simple unit conversions
- Ensure that safety and ethical guidelines are followed in their investigations

#### Processing and analyzing data and information

- Experience and interpret the local environment
- Apply First Peoples perspectives and knowledge, other **ways of knowing**, and local knowledge as sources of information
- Construct and use a range of methods to represent patterns or relationships in data, including tables, graphs, keys, models, and digital technologies as appropriate
- Seek patterns and connections in data from their own investigations and secondary sources
- Use scientific understandings to identify relationships and draw conclusions

#### Evaluating

- Reflect on their investigation methods, including the adequacy of controls on variables (dependent and independent) and the quality of the data collected
- Identify possible sources of error and suggest improvements to their investigation methods
- Demonstrate an awareness of assumptions and bias in their own work and secondary sources
- Demonstrate an understanding and appreciation of evidence (qualitative and quantitative)
- Exercise a healthy, informed skepticism and use scientific knowledge and findings from their own investigations to evaluate claims in secondary sources
- Consider social, ethical, and environmental implications of the findings from their own and others’ investigations

#### Applying and innovating

- Contribute to care for self, others, community, and world through personal or collaborative approaches
- Co-operatively design projects
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

#### Communicating

- Communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate
- Express and reflect on a variety of experiences and perspectives of **place**

### PHYSICAL AND HEALTH EDUCATION

Students are expected to be able to do the following:

#### Physical literacy

- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments
- Develop and apply a variety of movement concepts and strategies in different physical activities
- Apply methods of monitoring and adjusting exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and describe preferred types of physical activity

#### Healthy and active living

- Participate daily in physical activity designed to enhance and maintain health components of fitness
- Describe how students’ participation in physical activities at school, at home, and in the community can influence their health and fitness
- Investigate and analyze influences on eating habits
- Identify factors that influence healthy choices and explain their potential health effects
- Assess and communicate health information for various health issues
- Identify and apply strategies to pursue personal healthy-living goals
- Reflect on outcomes of personal healthy-living goals and assess strategies used

#### Social and community health

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining healthy relationships
- Explore strategies for promoting the health and well-being of the school and community

#### Mental well-being

- Describe and assess strategies for promoting mental well-being, for self and others
- Describe and assess strategies for managing problems related to mental well-being and substance use, for others
- Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence
- Explore the impact of transition and change on identities

### ARTS

Students will be able to use creative processes to:

#### Exploring and creating

- Intentionally select and apply materials, movements, **technologies**, environments, tools, and techniques by combining and arranging artistic **elements**, processes, and principles in art making
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
- Explore relationships between identity, place, culture, society, and belonging through the arts
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

#### Reasoning and reflecting

- Research, describe, interpret and evaluate how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts
- Develop and refine ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations
- Reflect on works of art and **creative processes** to understand artists’ intentions
- Interpret works of art using knowledge and skills from various **areas of learning**
- Examine relationships between the arts and the wider world

#### Communicating and documenting

- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and **audiences**
- Interpret and communicate ideas using **symbols** and elements to express meaning through the arts
- Take creative risks to express feelings, ideas, and experiences
- Express, feelings, ideas, and experiences through the arts
- Describe, interpret and respond to works of art
- Experience, **document**, choreograph, perform, and share creative works in a variety of ways
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### ADST

Students are expected to be able to do the following:

#### Applied Design

##### Understanding context

- **Empathize** with potential users to find issues and uncover needs and potential design opportunities

##### Defining

- Choose a design opportunity
- Identify key features or potential **users** and their requirements
- Identify criteria for success and any **constraints**

##### Ideating

- Generate potential ideas and add to others’ ideas
- Screen ideas against criteria and constraints
- Evaluate personal, social, and environmental impacts and ethical considerations
- Choose an idea to pursue

##### Prototyping

- Identify and use **sources of information**
- Develop a plan that identifies key stages and resources
- Explore and test a variety of materials for effective use
- Construct a first version of the **product** or a prototype, as appropriate, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping

##### Testing

- Test the first version of the product or the prototype
- Gather peer and/or user and/or expert feedback and inspiration
- Make changes, troubleshoot, and test again

##### Making

- Identify and use appropriate tools, **technologies**, and materials for production
- Make a plan for production that includes key stages, and carry it out, making changes as needed
- Use materials in ways that minimize waste

##### Sharing

- Decide on how and with whom to **share** their product
- Demonstrate their product and describe their process, using appropriate terminology and providing reasons for their selected solution and modifications
- Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment
- Reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space
- Identify new design issues

#### Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed

#### Applied Technologies

- Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task
- Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
- Identify how the land, natural resources, and culture influence the development and use of tools and technologies

### CAREER ED

Students are expected to be able to do the following:

- Recognize their **personal preferences**, skills, strengths, and abilities and connect them to possible career choices
- Question self and others about how their **personal public identity** can have both positive and negative consequences
- Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world
- Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments
- Question self and others about the **reciprocal relationship** between self and community
- Use **entrepreneurial** and **innovative** thinking to solve problems
- Demonstrate leadership skills through collaborative activities in the school and community
- Demonstrate safety skills in an experiential learning environment
- Set realistic short- and longer-term learning goals, define a path, and monitor progress
- Recognize the influence of peers, **family, and communities** on career choices and **attitudes toward work**
- Appreciate the value of new experiences, **innovative** thinking and **risk taking** in broadening their career options
- Explore volunteer opportunities and other new experiences outside school and recognize their value in career development
- Apply project management skills to support career development

## GRADE 7 - Curricular Competencies (cont.)

### CORE FRENCH

*Students are expected to be able to do the following:*

- **Recognize the relationship between French letter patterns and pronunciation**
- **Use intonation and tone effectively to convey meaning in French**
- Understand increasingly complex **key information and supporting details** in slow, clear speech and other simple **texts**
- **Understand simple stories**
- Use **strategies** to increase understanding
- Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions
- **Seek clarification of meaning using a variety of statements and questions**
- Exchange ideas and information using complete sentences, orally and in writing:
  - ask and answer questions **in context**
  - describe important people in their community and key characters in **texts**
  - **describe locations and give simple directions**
  - explain reasons for likes, dislikes, and preferences
  - make simple comparisons
- Share information using more than one **mode of presentation**
- Demonstrate basic awareness that there are Francophone communities around the world
- Identify, **share, and compare** information about Francophone and Francophone Métis communities in Canada
- Identify cultural aspects of Francophone communities

## GRADE 8 - Curricular Competencies

### ENGLISH LANGUAGE ARTS

Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:

#### Comprehend and connect (reading, listening, viewing)

- Access information and ideas for **diverse purposes** and from a variety of sources and evaluate their **relevance, accuracy, and reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages
- **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**
- Recognize **how language constructs personal, social, and cultural identity**
- Construct meaningful personal connections between self, **text**, and world
- Respond to **text** in **personal, creative, and critical ways**
- Recognize **how literary elements, techniques, and devices enhance and shape meaning**
- Recognize an increasing range of text structures and how they contribute to meaning
- Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Develop an awareness of the **protocols** and ownership associated with First Peoples **texts**

#### Create and communicate (writing, speaking, representing)

- **Exchange ideas and viewpoints** to build shared understanding and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences**
- Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message
- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
- Use and experiment with **oral storytelling processes**
- Select and use appropriate features, forms, and genres according to audience, purpose, and message
- Transform ideas and information to create original texts.

### MATHEMATICS

Students are expected to do the following:

#### Reasoning and analyzing

- Use **logic and patterns** to solve puzzles and play games
- Use **reasoning and logic** to explore, analyze, and apply mathematical ideas
- **Estimate reasonably**
- Demonstrate and **apply** mental math strategies
- Use tools or technology to explore and create patterns and relationships, and test conjectures
- **Model** mathematics in contextualized experiences

#### Understanding and solving

- Apply **multiple strategies** to solve problems in both abstract and contextualized situations
- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Visualize to explore mathematical concepts
- Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

#### Communicating and representing

- Use mathematical vocabulary and language to contribute to mathematical discussions
- **Explain and justify** mathematical ideas and decisions
- **Communicate** mathematical thinking in many ways
- Represent mathematical ideas in concrete, pictorial, and symbolic forms

#### Connecting and reflecting

- **Reflect** on mathematical thinking
- Connect mathematical concepts to each other and to **other areas and personal interests**
- Use mathematical arguments to support **personal choices**
- **Incorporate First Peoples** worldviews and perspectives to **make connections** to mathematical concepts

### SOCIAL STUDIES

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, or developments at particular times and places (significance)
- Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)
- Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)
- Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change (continuity and change)
- Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)
- Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)
- Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)

### SCIENCE

Students are expected to be able to do the following:

#### Questioning and predicting

- Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest
- Make observations aimed at identifying their own questions about the natural world
- Identify a question to answer or a problem to solve through scientific inquiry
- Formulate alternative “if...then...” hypotheses based on their questions
- Make predictions about the findings of their inquiry

#### Planning and conducting

- Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified
- Measure and control variables (dependent and independent) through fair tests
- Observe, measure, and record data (**qualitative and quantitative**), using equipment, including digital technologies, with **accuracy and precision**
- Use appropriate SI units and perform simple unit conversions
- Ensure that safety and ethical guidelines are followed in their investigations

#### Processing and analyzing data and information

- Experience and interpret the local environment
- Apply First Peoples perspectives and knowledge, other **ways of knowing**, and local knowledge as sources of information
- Construct and use a range of methods to represent patterns or relationships in data, including tables, graphs, keys, models, and digital technologies as appropriate
- Seek patterns and connections in data from their own investigations and secondary sources
- Use scientific understandings to identify relationships and draw conclusions

#### Evaluating

- Reflect on their investigation methods, including the adequacy of controls on variables (dependent and independent) and the quality of the data collected
- Identify possible sources of error and suggest improvements to their investigation methods
- Demonstrate an awareness of assumptions and bias in their own work and secondary sources
- Demonstrate an understanding and appreciation of evidence (qualitative and quantitative)
- Exercise a healthy, informed skepticism and use scientific knowledge and findings from their own investigations to evaluate claims in secondary sources
- Consider social, ethical, and environmental implications of the findings from their own and others’ investigations

#### Applying and innovating

- Contribute to care for self, others, community, and world through personal or collaborative approaches
- Co-operatively design projects
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

#### Communicating

- Communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate
- Express and reflect on a variety of experiences and perspectives of **place**

### PHYSICAL AND HEALTH EDUCATION

Students are expected to be able to do the following:

#### Physical literacy

- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments
- Develop and apply a variety of movement concepts and strategies in different physical activities
- Apply methods of monitoring and adjusting exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and describe preferred types of physical activity

#### Healthy and active living

- Participate daily in physical activity designed to enhance and maintain health components of fitness
- Describe how students’ participation in physical activities at school, at home, and in the community can influence their health and fitness
- Develop strategies for promoting healthy eating choices in different settings
- Assess factors that influence healthy choices and their potential health effects
- Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour
- Identify and apply strategies to pursue personal healthy-living goals
- Reflect on outcomes of personal healthy-living goals and assess strategies used

#### Social and community health

- Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- Propose strategies for responding to discrimination, stereotyping, and bullying
- Propose strategies for developing and maintaining healthy relationships
- Create strategies for promoting the health and well-being of the school and community

#### Mental well-being

- Describe and assess strategies for promoting mental well-being, for self and others
- Describe and assess strategies for managing problems related to mental well-being and substance use, for others
- Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence
- Explore and describe the impact of transition and change on identities

### ARTS

Students will be able to use creative processes to:

#### Exploring and creating

- Intentionally select and apply materials, movements, **technologies**, environments, tools, and techniques by combining and arranging artistic **elements**, processes, and principles in art making
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
- Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

#### Reasoning and reflecting

- Describe, interpret and evaluate how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas
- Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations
- Reflect on works of art and **creative processes** to understand artists motivations and meanings
- Interpret works of art using knowledge and skills from various **areas of learning**
- Respond to works of art using one’s knowledge of the world

#### Communicating and documenting

- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and **audiences**
- Interpret and communicate ideas using **symbols** and elements to express meaning through the arts
- Take creative risks to express feelings, ideas, and experiences
- Describe, interpret and **respond** to works of art
- Experience, **document**, choreograph, perform, and share creative works in a variety of ways
- Use the arts to communicate, respond to and understand environmental and global issues
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### ADST

Students are expected to be able to do the following:

#### Applied Design

##### Understanding context

- **Empathize** with potential **users** to find issues and uncover needs and potential design opportunities

##### Defining

- Choose a design opportunity
- Identify key features or potential users and their requirements
- Identify criteria for success and any **constraints**

##### Ideating

- Generate potential ideas and add to others’ ideas
- Screen ideas against criteria and constraints
- Evaluate personal, social, and environmental impacts and ethical considerations
- Choose an idea to pursue

##### Prototyping

- Identify and use **sources of information**
- Develop a plan that identifies key stages and resources
- Explore and test a variety of materials for effective use
- Construct a first version of the **product** or a prototype, as appropriate, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping

##### Testing

- Test the first version of the product or the prototype
- Gather peer and/or user and/or expert feedback and inspiration
- Make changes, troubleshoot, and test again

##### Making

- Identify and use appropriate tools, **technologies**, and materials for production
- Make a plan for production that includes key stages, and carry it out, making changes as needed
- Use materials in ways that minimize waste

##### Sharing

- Decide on how and with whom to **share** their product
- Demonstrate their product and describe their process, using appropriate terminology and providing reasons for their selected solution and modifications
- Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment
- Reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space
- Identify new design issues

#### Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed

#### Applied Technologies

- Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task
- Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
- Identify how the land, natural resources, and culture influence the development and use of tools and technologies

### CAREER ED

Students are expected to be able to do the following:

- Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills
- Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices
- Recognize the impact of **personal public identity** in the world of work
- Demonstrate respect, collaboration, and inclusivity in working with others to solve problems
- Recognize and **explore diverse perspectives** on how work contributes to our community and society
- Demonstrate safety skills and appreciate the importance of workplace safety
- Set and achieve realistic learning goals with perseverance and resilience
- Recognize the influence of curriculum choices and co-curricular activities on **career paths**
- Appreciate the value of a network of resources and **mentors** to assist with career exploration
- Question self and others about the role of family expectations and traditions, and of community needs in career choices
- Apply a variety of **research skills** to expand their knowledge of diverse career possibilities and understand **career clusters**
- Explore volunteer and other new learning experiences that stimulate **entrepreneurial** and **innovative** thinking
- Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations

## GRADE 8 - Curricular Competencies (cont.)

### CORE FRENCH

*Students are expected to be able to do the following:*

- **Recognize the relationship between French letter patterns and pronunciation**
- Use a variety of **strategies** to increase understanding
- Understand increasingly complex **key information and supporting details** in texts
- **Understand and retell stories**
- Narrate simple **stories**
- **Seek clarification and provide verification of meaning**
- Exchange ideas and information using complete sentences orally and in writing:
  - ask and answer a variety of questions about familiar topics
  - describe **people**, objects, and personal interests
  - compare and contrast basic characteristics of objects and people
  - explain reasons for emotional and physical states
  - express basic beliefs and opinions
- Identify and share information about Francophone communities around the world
- Expand their experience of Francophone culture through the exploration of Francophone **creative works**
- Describe cultural aspects of Francophone communities, practices, and traditions
- **Describe similarities and differences** between their own cultural practices and traditions and those of Francophone communities
- Explore ways to engage with **Francophone communities, people, or experiences**

## GRADE 9 - Curricular Competencies

### ENGLISH LANGUAGE ARTS

Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:

#### Comprehend and connect (reading, listening, viewing)

- Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance, accuracy, and reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages
- **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives in texts**
- Recognize **how language constructs personal, social, and cultural identity**
- Construct meaningful personal connections between self, **text**, and world
- Respond to **text in personal, creative, and critical ways**
- Explain **how literary elements, techniques, and devices enhance and shape meaning**
- Recognize an increasing range of **text** structures and how they contribute to meaning
- Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Develop an awareness of the **diversity within and across First Peoples societies** represented in **texts**

#### Create and communicate (writing, speaking, representing)

- **Exchange ideas and viewpoints** to build shared understanding and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences**
- Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message
- Use an increasing repertoire of conventions of Canadian **spelling**, grammar, and punctuation
- Use and experiment with **oral storytelling processes**
- Select and use appropriate features, forms, and genres according to audience, purpose, and message
- Transform ideas and information to create original **texts**
- Express an opinion and support it with credible evidence

### MATHEMATICS

Students are expected to do the following:

#### Reasoning and analyzing

- Use **logic and patterns** to solve puzzles and play games
- Use **reasoning and logic** to explore, analyze, and apply mathematical ideas
- **Estimate reasonably**
- Demonstrate and **apply** mental math strategies
- Use tools or technology to explore and create patterns and relationships, and test conjectures
- **Model** mathematics in contextualized experiences

#### Understanding and solving

- Apply **multiple strategies** to solve problems in both abstract and contextualized situations
- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Visualize to explore mathematical concepts
- Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

#### Communicating and representing

- Use mathematical vocabulary and language to contribute to mathematical discussions
- **Explain and justify** mathematical ideas and decisions
- **Communicate** mathematical thinking in many ways
- Represent mathematical ideas in concrete, pictorial, and symbolic forms

#### Connecting and reflecting

- **Reflect** on mathematical thinking
- Connect mathematical concepts to each other and to **other areas and personal interests**
- Use mathematical arguments to support **personal choices**
- **Incorporate First Peoples** worldviews and perspectives to **make connections** to mathematical concepts

### SOCIAL STUDIES

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)
- Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)
- Compare and contrast continuities and changes for different groups at the same time period (continuity and change)
- Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)

### SCIENCE

Students are expected to be able to do the following:

#### Questioning and predicting

- Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest
- Make observations aimed at identifying their own questions, including increasingly complex ones, about the natural world
- Formulate multiple hypotheses and predict multiple outcomes

#### Planning and conducting

- Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative)
- Assess risks and address ethical, cultural and/or environmental issues associated with their proposed methods and those of others
- Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data
- Ensure that safety and ethical guidelines are followed in their investigations

#### Processing and analyzing data and information

- Experience and interpret the local environment
- Apply First Peoples perspectives and knowledge, other **ways of knowing**, and local knowledge as sources of information
- Seek and analyze patterns, trends, and connections in data, including describing relationships between variables (dependent and independent) and identifying inconsistencies
- Construct, analyze and interpret graphs (including interpolation and extrapolation), models and/or diagrams
- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence
- Analyze cause-and-effect relationships

#### Evaluating

- Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions
- Describe specific ways to improve their investigation methods and the quality of the data
- Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled
- Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and secondary sources
- Consider the changes in knowledge over time as tools and technologies have developed
- Connect scientific explorations to careers in science
- Exercise a healthy, informed skepticism, and use scientific knowledge and findings to form their own investigations and to evaluate claims in secondary sources
- Consider social, ethical, and environmental implications of the findings from their own and others' investigations
- Critically analyze the validity of information in secondary sources and evaluate the approaches used to solve problems

#### Applying and innovating

- Contribute to care for self, others, community, and world through individual or collaborative approaches
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving
- Contribute to finding solutions to problems at a local and/or global level through inquiry
- Consider the role of scientists in innovation

#### Communicating

- Formulate physical or mental theoretical models to describe a phenomenon
- Communicate scientific ideas, claims, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations
- Express and reflect on a variety of experiences, perspectives, and worldviews through **place**

### PHYSICAL AND HEALTH EDUCATION

Students are expected to be able to do the following:

#### Physical literacy

- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments
- Develop and apply a variety of movement concepts and strategies in different physical activities
- Apply methods of monitoring and adjusting exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and describe preferred types of physical activity

#### Healthy and active living

- Participate daily in physical activity designed to enhance and maintain health components of fitness
- Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness
- Propose healthy choices that support lifelong health and well-being
- Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour
- Identify and apply strategies to pursue personal healthy-living goals
- Reflect on outcomes of personal healthy-living goals and assess strategies used

#### Social and community health

- Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- Identify strategies for responding to discrimination, stereotyping, and bullying
- Propose strategies for developing and maintaining healthy relationships
- Create strategies for promoting the health and well-being of the school and community

#### Mental well-being

- Analyze strategies for promoting mental well-being, for self and others
- Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others
- Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence
- Explore and describe factors that shape personal identities, including social and cultural factors

### CAREER ED

Students are expected to be able to do the following:

- Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills
- Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices
- Recognize the impact of **personal public identity** in the world of work
- Demonstrate respect, collaboration, and inclusivity in working with others to solve problems
- Recognize and **explore diverse perspectives** on how work contributes to our community and society
- Demonstrate safety skills and appreciate the importance of workplace safety
- Set and achieve realistic learning goals with perseverance and resilience
- Recognize the influence of curriculum choices and co-curricular activities on **career paths**
- Appreciate the value of a network of resources and **mentors** to assist with career exploration
- Question self and others about the role of family expectations and traditions, and of community needs in career choices
- Apply a variety of **research skills** to expand their knowledge of diverse career possibilities and understand **career clusters**
- Explore volunteer and other new learning experiences that stimulate **entrepreneurial and innovative** thinking
- Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations

### ADST

Students are expected to be able to do the following:

#### Applied Design

##### Understanding context

- Engage in a period of **research** and **empathetic observation** in order to understand design opportunities

##### Defining

- Choose a design opportunity
- **Identify** potential users and relevant contextual factors
- **Identify** criteria for success, intended impact, and any **constraints**

##### Ideating

- Take creative risks in generating ideas and add to others' ideas in ways that enhance them
- **Screen** ideas against criteria and constraints
- Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures
- Choose an idea to pursue, keeping other potentially viable ideas open

##### Prototyping

- **Identify** and use **sources of inspiration** and information
- Choose a form for prototyping and develop a **plan** that includes key stages and resources
- **Evaluate** a variety of materials for effective use and potential for reuse, recycling, and biodegradability
- **Prototype**, making changes to tools, materials, and procedures as needed
- Record **iterations** of prototyping

##### Testing

- **Identify sources of feedback**
- Develop an **appropriate test** of the prototype
- Conduct the test, collect and compile data, evaluate data, and decide on changes
- Iterate the prototype or abandon the design idea

##### Making

- **Identify** and use appropriate tools, **technologies**, materials, and processes for production
- Make a step-by-step plan for production and carry it out, making changes as needed
- Use materials in ways that minimize waste

##### Sharing

- **Decide** on how and with whom to **share** their **product** and processes
- Demonstrate their product to potential users, providing a rationale for the selected solution, modifications, and procedures, using appropriate terminology
- Critically evaluate the success of their product, and explain how their design ideas contribute to the individual, family, community, and/or environment
- Critically reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space
- Identify new design issues

#### Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed

#### Applied Technologies

- Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks
- Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
- Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies

## GRADE 9 - Curricular Competencies (cont.)

### ARTS Education - General

*Students will be able to use creative processes to:*

#### **Exploring and creating**

- Create artistic works both collaboratively and as an individual using ideas inspired by imagination, inquiry, and **purposeful play**
- Explore materials, environments, tools, and techniques by combining and arranging elements, processes, and principles
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts
- Explore relationships between identity, place, culture, society, and belonging through artistic experiences
- Select and combine elements and principles of the arts to intentionally create a particular mood, effect, or meaning

#### **Reasoning and reflecting**

- Describe, interpret, and evaluate how artists use tools, processes, technologies, materials, and environments to create and communicate ideas
- Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of works of art

#### **Communicating and documenting**

- Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Compose, interpret, and expand ideas using **symbolism**, imagery, and elements
- Revise, refine, analyze, and document creative works and experiences to enhance presentation and/or performance in a variety of ways

#### **Connecting and expanding**

- Reflect on works of art and creative processes to make connections to personal learning and experiences
- Take creative risks to experience and express thoughts, emotions, ideas, and meaning
- Demonstrate respect for themselves, others, and the audience
- Collaborate through reciprocal relationships during creative processes
- Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### ARTS Education - Dance

*Students will be able to use creative processes to:*

#### **Exploring and creating**

- Select and combine the **elements of dance** to intentionally create a particular mood, meaning, or purpose
- Create movement phrases both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and **purposeful play**
- Explore relationships between identity, place, culture, society, and belonging through movement experiences
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to dance
- Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts
- Take creative risks to experience and express thoughts, emotions, and meaning

#### **Reasoning and reflecting**

- Describe, interpret, and evaluate how dancers and choreographers use the elements of dance and choreographic structures to create and communicate ideas
- Develop and refine ideas, movement, and technical skills to improve the quality of performance pieces
- Receive, offer, and apply constructive feedback

#### **Communicating and documenting**

- Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Compose, interpret, and expand ideas using **symbolism**, imagery, and elements
- Revise, refine, analyze, and **document** creative works and experiences to enhance presentation in a variety of ways

#### **Connecting and expanding**

- Reflect on works of art and creative processes to make connections to personal learning and experiences
- Demonstrate respect for themselves, others, and the audience
- Collaborate through reciprocal relationships during creative processes
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### ARTS Education - Drama

*Students will be able to use creative processes to:*

#### **Exploring and creating**

- Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning
- Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and **purposeful play**
- Explore relationships between identity, place, culture, society, and belonging through dramatic experiences
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama
- Take creative risks to experience and express thoughts, emotions, and meaning

#### **Reasoning and reflecting**

- Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas
- Develop and refine ideas and technical skills to improve the quality of performance pieces
- Receive, offer, and apply constructive feedback

#### **Communicating and documenting**

- Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Compose, interpret, and expand ideas using **symbolism**, imagery, and elements
- Revise, refine, analyze, and **document** performance pieces and experiences to enhance presentation in a variety of ways

#### **Connecting and expanding**

- Reflect on creative processes to make connections to personal learning and experiences
- Demonstrate respect for themselves, others, and the audience
- Collaborate through reciprocal relationships during creative processes
- Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### ARTS Education- Music

*Students will be able to use creative processes to:*

#### **Exploring and creating**

- Perform collaboratively in both solo and ensemble contexts
- Demonstrate an understanding of personal, social, cultural, historical, and environmental contexts through a variety of musical experiences
- Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect
- Develop appropriate musical vocabulary, skills, and techniques
- Take musical risks to experience self-growth
- Contribute to create processes through collaborative and independent musical study

#### **Reasoning and reflecting**

- Describe, interpret, and consider how musicians use techniques, technology, and environments in composition and performance
- Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship
- Receive, offer, and apply constructive feedback

#### **Communicating and documenting**

- Adapt and apply learned musical skills, understandings, and techniques for use in new contexts and for different purposes and audiences
- Revise, refine, analyze, and **document** musical experiences to enhance learning

#### **Connecting and expanding**

- Reflect on musical performance to make connections to personal learning and experiences
- Take musical risks to experience synchronicity among ensemble members and their audience
- Demonstrate respect for themselves, others, and the audience
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### ARTS Education – Visual Arts

*Students will be able to use creative processes to:*

#### **Exploring and creating**

- Create both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and **purposeful play**
- Explore materials, technologies, processes, and environments by combining and arranging elements, principles, and image design strategies
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts
- Demonstrate active engagement and discipline in creating works of art and resolving creative challenges
- Explore relationships between identity, place, culture, society, and belonging through artistic experiences
- Select and combine elements and principles of the arts to intentionally create a particular mood or meaning

#### **Reasoning and reflecting**

- Describe, interpret, and evaluate how artists use technologies, processes, materials, and environments to create and communicate ideas
- Develop, refine, document, and critically appraise ideas, processes, and technical skills
- Reflect on their art-making process and development as artists

#### **Communicating and documenting**

- Create works of art using materials, technologies, and processes for different purposes and audiences
- Compose, interpret, and expand ideas using symbolism, metaphor, and design strategies
- Revise, refine, analyze, and **document** creative works and experiences
- Present or share personal works of art

#### **Connecting and expanding**

- Reflect on works of art and creative processes to make connections to personal learning and experiences
- Take creative risks to experience and express thoughts, emotions, and meaning
- Demonstrate respect for themselves, others, and the audience
- Collaborate through reciprocal relationships during the creative process
- Create personally meaningful artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

### CORE FRENCH

*Students are expected to be able to do the following:*

- **Recognize the relationship between French letter patterns and pronunciation**
- **Derive meaning** from a variety of **texts**
- Use a growing variety of **strategies** to increase understanding
- **Narrate stories**
- **Recognize the importance of story in personal, family, and community identity**
- **Seek clarification and provide verification of meaning through a variety of strategies**
- **Participate in short and simple conversations**
- Exchange ideas and information using complete sentences, orally and in writing:
  - ask and respond to questions on familiar topics
  - describe **people**, objects, places, and personal interests
  - compare and contrast characteristics of people, objects, places, and personal interests
  - describe sequences of events
  - express simple needs in familiar situations
  - express opinions on familiar topics
- Describe cultural practices, traditions, and attitudes in various Francophone regions and describe their role in cultural identity
- Recognize how Francophone culture is expressed through **creative works**
- **Describe similarities and differences** between their own cultural practices and traditions and those of Francophone communities in various regions
- Engage with **Francophone communities, people, or experiences**