

ENGLISH LANGUAGE ARTS – Kindergarten

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**

ENGLISH LANGUAGE ARTS – Grade 1

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**

ENGLISH LANGUAGE ARTS – Grade 2

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**

ENGLISH LANGUAGE ARTS – Grade 3

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**

ENGLISH LANGUAGE ARTS – Grade 4

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

ENGLISH LANGUAGE ARTS – Grade 5

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

ENGLISH LANGUAGE ARTS – Grade 6

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

ENGLISH LANGUAGE ARTS – Grade 7

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

ENGLISH LANGUAGE ARTS - Curricular Competencies K-9 (cont.)

ENGLISH LANGUAGE ARTS – Grade 8

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.

ENGLISH LANGUAGE ARTS – Grade 9

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**
- Recognize the influence of place in First Peoples and other Canadian 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

NUMERACY - Curricular Competencies K-9 (cont.)

MATHEMATICS – Grade 8

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

MATHEMATICS – Grade 9

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 - Kindergarten

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)

SOCIAL STUDIES - Grade 1

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)

SOCIAL STUDIES - Grade 2

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)

SOCIAL STUDIES - Grade 3

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)

SOCIAL STUDIES - Grade 4

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)

SOCIAL STUDIES - Grade 5

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)

SOCIAL STUDIES - Grade 6

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)

SOCIAL STUDIES - Grade 7

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)

SOCIAL STUDIES - Curricular Competencies K-9 (cont.)**SOCIAL STUDIES - Grade 8**

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)

SOCIAL STUDIES - Grade 9

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 - Kindergarten

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**

SCIENCE – Grade 1

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**

SCIENCE – Grade 2

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**

SCIENCE – Grade 3

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**

SCIENCE – Grade 4

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**

SCIENCE- Grade 5

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**

SCIENCE – Grade 6

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**

SCIENCE – Grade 7

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**

SCIENCE - Curricular Competencies K-9 (cont.)

SCIENCE – Grade 8

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**

SCIENCE – Grade 9

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**

CORE FRENCH – Grade 5

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

CORE FRENCH – Grade 6

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

CORE FRENCH – Grade 7

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

CORE FRENCH – Grade 8

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**

CORE FRENCH – Grade 9

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**

ARTS EDUCATION – Kindergarten

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

ARTS EDUCATION – Grade 4

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

ARTS EDUCATION – Grade 1

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

ARTS EDUCATION – Grade 5

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

ARTS EDUCATION – Grade 2

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

ARTS EDUCATION – Grade 6

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

ARTS EDUCATION – Grade 3

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

ARTS EDUCATION – Grade 7

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

ARTS EDUCATION - Curricular Competencies K-9 (cont.)

ARTS EDUCATION – Grade 8

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

ARTS EDUCATION: DRAMA– Grade 9

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: GENERAL – Grade 9

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: MUSIC – Grade 9

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: DANCE – Grade 9

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: VISUAL ARTS – Grade 9

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

<u>PHYSICAL AND HEALTH EDUCATION -Kindergarten</u>
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • 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 <p>Healthy and active living</p> <ul style="list-style-type: none"> • 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 <p>Social and community health</p> <ul style="list-style-type: none"> • 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 <p>Mental well-being</p> <ul style="list-style-type: none"> • Identify and describe practices that promote mental well-being • Identify and describe feelings and worries • Identify personal skills, interests, and preferences

<u>PHYSICAL AND HEALTH EDUCATION – Grade 1</u>
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • 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 <p>Healthy and active living</p> <ul style="list-style-type: none"> • 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 <p>Social and community health</p> <ul style="list-style-type: none"> • 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 <p>Mental well-being</p> <ul style="list-style-type: none"> • Identify and describe practices that promote mental well-being • Identify and describe feelings and worries • Identify personal skills, interests, and preferences

<u>PHYSICAL AND HEALTH EDUCATION – Grade 2</u>
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • 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 <p>Healthy and active living</p> <ul style="list-style-type: none"> • 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 <p>Social and community health</p> <ul style="list-style-type: none"> • 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 <p>Mental well-being</p> <ul style="list-style-type: none"> • 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

<u>PHYSICAL AND HEALTH EDUCATION – Grade 3</u>
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • 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 <p>Healthy and active living</p> <ul style="list-style-type: none"> • 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 <p>Social and community health</p> <ul style="list-style-type: none"> • 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 <p>Mental well-being</p> <ul style="list-style-type: none"> • 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

<u>PHYSICAL AND HEALTH EDUCATION – Grade 4</u>
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • 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 <p>Healthy and active living</p> <ul style="list-style-type: none"> • 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 <p>Social and community health</p> <ul style="list-style-type: none"> • 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 <p>Mental well-being</p> <ul style="list-style-type: none"> • 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

<u>PHYSICAL AND HEALTH EDUCATION – Grade 5</u>
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • 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 <p>Healthy and active living</p> <ul style="list-style-type: none"> • 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 <p>Social and community health</p> <ul style="list-style-type: none"> • 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 <p>Mental well-being</p> <ul style="list-style-type: none"> • 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

<u>PHYSICAL AND HEALTH EDUCATION – Grade 6</u>
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • 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 <p>Healthy and active living</p> <ul style="list-style-type: none"> • 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 <p>Social and community health</p> <ul style="list-style-type: none"> • 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 <p>Mental well-being</p> <ul style="list-style-type: none"> • 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

<u>PHYSICAL AND HEALTH EDUCATION – Grade 7</u>
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • 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 <p>Healthy and active living</p> <ul style="list-style-type: none"> • 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 <p>Social and community health</p> <ul style="list-style-type: none"> • 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 <p>Mental well-being</p> <ul style="list-style-type: none"> • 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

PHYSICAL AND HEALTH EDUCATION - Curricular Competencies K-9 (cont.)

PHYSICAL AND HEALTH EDUCATION – Grade 8

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

PHYSICAL AND HEALTH EDUCATION – Grade 9

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
- Analyze 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

ADST -Kindergarten
<i>Students are expected to be able to do the following:</i>
Applied Design
Ideating
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Explore the use of simple, available tools and technologies to extend their capabilities

ADST – Grade 1
<i>Students are expected to be able to do the following:</i>
Applied Design
Ideating
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Explore the use of simple, available tools and technologies to extend their capabilities

ADST – Grade 2
<i>Students are expected to be able to do the following:</i>
Applied Design
Ideating
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Explore the use of simple, available tools and technologies to extend their capabilities

ADST – Grade 3
<i>Students are expected to be able to do the following:</i>
Applied Design
Ideating
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Explore the use of simple, available tools and technologies to extend their capabilities

ADST – Grade 4
<i>Students are expected to be able to do the following:</i>
Applied Design
Understanding context
<ul style="list-style-type: none"> Gather information about or from potential users
Defining
<ul style="list-style-type: none"> Choose a design opportunity Identify key features or user requirements Identify the main objective for the design and any constraints
Ideating
<ul style="list-style-type: none"> Generate potential ideas and add to others' ideas Screen ideas against the objective and constraints Choose an idea to pursue
Prototyping
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Test the product Gather peer feedback and inspiration Make changes and test again, repeating until satisfied with the product
Making
<ul style="list-style-type: none"> Construct the final product, incorporating planned changes
Sharing
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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

ADST – Grade 5
<i>Students are expected to be able to do the following:</i>
Applied Design
Understanding context
<ul style="list-style-type: none"> Gather information about or from potential users
Defining
<ul style="list-style-type: none"> Choose a design opportunity Identify key features or user requirements Identify the main objective for the design and any constraints
Ideating
<ul style="list-style-type: none"> Generate potential ideas and add to others' ideas Screen ideas against the objective and constraints Choose an idea to pursue
Prototyping
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Test the product Gather peer feedback and inspiration Make changes and test again, repeating until satisfied with the product
Making
<ul style="list-style-type: none"> Construct the final product, incorporating planned changes
Sharing
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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

ADST – Grade 6
<i>Students are expected to be able to do the following:</i>
Applied Design
Understanding context
<ul style="list-style-type: none"> Empathize with potential users to find issues and uncover needs and potential design opportunities
Defining
<ul style="list-style-type: none"> Choose a design opportunity Identify key features or potential users and their requirements Identify criteria for success and any constraints
Ideating
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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

ADST – Grade 7
<i>Students are expected to be able to do the following:</i>
Applied Design
Understanding context
<ul style="list-style-type: none"> Empathize with potential users to find issues and uncover needs and potential design opportunities
Defining
<ul style="list-style-type: none"> Choose a design opportunity Identify key features or potential users and their requirements Identify criteria for success and any constraints
Ideating
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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

APPLIED DESIGN, SKILLS AND TECHNOLOGIES - Curricular Competencies K-9 (cont.)

ADST – Grade 8

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

ADST – Grade 9

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

CAREER EDUCATION – Kindergarten

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

CAREER EDUCATION – Grade 1

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

CAREER EDUCATION – Grade 2

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

CAREER EDUCATION – Grade 3

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

CAREER EDUCATION – Grade 4

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

CAREER EDUCATION – Grade 5

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

CAREER EDUCATION – Grade 6

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

CAREER EDUCATION – Grade 7

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

CAREER EDUCATION - Curricular Competencies K-9 (cont.)

CAREER EDUCATION – Grade 8

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

CAREER EDUCATION – Grade 9

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