

The British Columbia Curriculum

GRADE 7

checklist format

compiled by: [The Canadian Homeschooler](#)
using the 2020 B.C. Curriculum



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Introduction

Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In British Columbia, the full curriculum outline is freely available through the British Columbia Education website (<https://curriculum.gov.bc.ca/curriculum/search>) however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade Seven Mathematics, English Language Arts, Science, Social Studies, Arts Education, Career Education, Physical and Health Education, Applied Design, Skills and Technologies & French in British Columbia.

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the B.C. Education website for the most up-to-date information.

Thank you to Alaina K. for her help in compiling this resource.

Happy learning!



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Please note that this checklist is a free product and may be distributed freely to whomever can use it.

Mathematics

Content

Section	Specific Expectations
<i>Multiplication and division facts</i>	
Students are expected to know the following:	<input type="checkbox"/> to 100 (extending computational fluency)
	<input type="checkbox"/> When multiplying 214 by 5, we can multiply by 10, then divide by 2 to get 1070.
<i>Integers</i>	
Students are expected to know the following:	<input type="checkbox"/> Operations with integers (addition, subtraction, multiplication, division, and order of operations)
	<input type="checkbox"/> addition, subtraction, multiplication, division, and order of operations
	<input type="checkbox"/> concretely, pictorially, symbolically
	<input type="checkbox"/> order of operations includes the use of brackets, excludes exponents
	<input type="checkbox"/> using two-sided counters
	<input type="checkbox"/> $9 - (-4) = 13$ because -4 is 13 away from $+9$
	<input type="checkbox"/> extending whole-number strategies to decimals
<i>Decimals</i>	
Students are expected to know the following:	<input type="checkbox"/> Operations with decimals (addition, subtraction, multiplication, division, and order of operations)
	<input type="checkbox"/> includes the use of brackets, but excludes exponents
<i>Decimals, fractions, ratios, and percents</i>	
Students are expected to know the following:	<input type="checkbox"/> Relationships between decimals, fractions, ratios, and percents
	<input type="checkbox"/> conversions, equivalency, and terminating versus repeating decimals, place value, and benchmarks
	<input type="checkbox"/> comparing and ordering decimals and fractions using the number line
	<input type="checkbox"/> $\frac{1}{2} = 0.5 = 50\% = 50:100$

	<ul style="list-style-type: none"> <input type="checkbox"/> shoreline cleanup
<i>Linear Relations</i>	
Students are expected to know the following:	<input type="checkbox"/> discrete linear relations, using expressions, tables, and graphs
	<input type="checkbox"/> four quadrants, limited to integral coordinates
	<input type="checkbox"/> $3n + 2$; values increase by 3 starting from y-intercept of 2
	<input type="checkbox"/> deriving relation from the graph or table of values
	<input type="checkbox"/> Small Number stories: Small Number and the Old Canoe, Small Number Counts to 100 (mathcatcher.irmacs.sfu.ca/stories)
<i>Two-step equations</i>	
Students are expected to know the following:	<input type="checkbox"/> two-step equations with whole-number coefficients, constants, and solutions
	<input type="checkbox"/> solving and verifying $3x + 4 = 16$
	<input type="checkbox"/> modelling the preservation of equality (e.g., using balance, pictorial representation, algebra tiles)
	<input type="checkbox"/> spirit canoe trip pre-planning and calculations
	<input type="checkbox"/> Small Number stories: Small Number and the Big Tree (mathcatcher.irmacs.sfu.ca/stories)
<i>Circumference and area</i>	
Students are expected to know the following:	<input type="checkbox"/> Circumference and area of circles
	<input type="checkbox"/> constructing circles given radius, diameter, area, or circumference
	<input type="checkbox"/> finding relationships between radius, diameter, circumference, and area to develop $C = \pi \times d$ formula
	<input type="checkbox"/> applying $A = \pi \times r \times r$ formula to find the area given radius or diameter
	<input type="checkbox"/> drummaking, dreamcatcher making, stories of SpiderWoman (Dene, Cree, Hopi, Tsimshian), basket making, quill box making (Note: Local protocols should be considered when choosing an activity.)
<i>Volume</i>	
Students are expected to know	<input type="checkbox"/> volume of rectangular prisms and cylinders
	<input type="checkbox"/> volume = area of base x height

the following:	<input type="checkbox"/> bentwood boxes, wiigwaasabak and mide-wiigwaas (birch bark scrolls)
	<input type="checkbox"/> Exploring Math through Haida Legends: Culturally Responsive Mathematics
<i>Cartesian coordinates and graphing</i>	
Students are expected to know the following:	<input type="checkbox"/> origin, four quadrants, integral coordinates, connections to linear relations, transformations
	<input type="checkbox"/> overlaying coordinate plane on medicine wheel, beading on dreamcatcher, overlaying coordinate plane on traditional maps
<i>Combinations of transformations</i>	
Students are expected to know the following:	<input type="checkbox"/> four quadrants, integral coordinates
	<input type="checkbox"/> translation(s), rotation(s), and/or reflection(s) on a single 2D shape; combination of successive transformations of 2D shapes; tessellations
	<input type="checkbox"/> First Peoples art, jewelry making, birchbark biting
<i>Perimeter of complex shapes</i>	
Students are expected to know the following:	<input type="checkbox"/> constructing, labelling, and interpreting circle graphs
	<input type="checkbox"/> translating percentages displayed in a circle graph into quantities and vice versa
	<input type="checkbox"/> visual representations of tidepools or traditional meals on plates
<i>Experimental probability</i>	
Students are expected to know the following:	<input type="checkbox"/> experimental probability with two independent events
	<input type="checkbox"/> experimental probability, multiple trials (e.g., toss two coins, roll two dice, spin a spinner twice, or a combination thereof)
	<input type="checkbox"/> dice games (web.uvic.ca/~tpelton/fn-math/fn-dicegames.html)
<i>Financial literacy</i>	
Students are expected to know the following:	<input type="checkbox"/> financial literacy — financial percentage
	<input type="checkbox"/> financial percentage calculations
	<input type="checkbox"/> sales tax, tips, discount, sale price

Curricular Competency

Section	Specific Expectations
<i>Reasoning and analyzing</i>	

Students are expected to be able to do the following:	<ul style="list-style-type: none"> □ Use logic and patterns to solve puzzles and play games (including coding)
Students are expected to be able to do the following:	<ul style="list-style-type: none"> □ Use reasoning and logic to explore, analyze, and apply mathematical ideas
	<ul style="list-style-type: none"> □ making connections, using inductive and deductive reasoning, predicting, generalizing, drawing conclusions through experiences
Students are expected to be able to do the following:	<ul style="list-style-type: none"> □ Estimate reasonably
	<ul style="list-style-type: none"> □ estimating using referents, approximation, and rounding strategies (e.g., the distance to the stop sign is approximately 1 km, the width of my finger is about 1 cm)
Students are expected to be able to do the following:	<ul style="list-style-type: none"> □ Demonstrate and apply mental math strategies
	<ul style="list-style-type: none"> □ extending whole-number strategies to integers
	<ul style="list-style-type: none"> □ working toward developing fluent and flexible thinking about number
Students are expected to be able to do the following:	<ul style="list-style-type: none"> □ Use tools or technology to explore and create patterns and relationships, and test conjectures
	<ul style="list-style-type: none"> □ Model mathematics in contextualized experiences (acting it out, using concrete materials (e.g., manipulatives), drawing pictures or diagrams, building, programming)
<i>Understanding and Solving</i>	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> □ Apply multiple strategies (includes familiar, personal, and from other cultures) to solve problems in both abstract and contextualized situations
	<ul style="list-style-type: none"> □ Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
	<ul style="list-style-type: none"> □ Visualize to explore mathematical concepts

	<ul style="list-style-type: none"> □ 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
<i>Communicating and representing</i>	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> □ Use mathematical vocabulary and language to contribute to mathematical discussions
	<ul style="list-style-type: none"> □ Explain and justify (using mathematical arguments) mathematical ideas and decisions
	<ul style="list-style-type: none"> □ Communicate mathematical thinking in many ways (concretely, pictorially, symbolically, and by using spoken or written language to express, describe, explain, justify, and apply mathematical ideas; may use technology such as screencasting apps, digital photos)
	<ul style="list-style-type: none"> □ Represent mathematical ideas in concrete, pictorial, and symbolic forms
<i>Connecting and reflecting</i>	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> □ Reflect on mathematical thinking (sharing the mathematical thinking of self and others, including evaluating strategies and solutions, extending, and posing new problems and questions)
	<ul style="list-style-type: none"> □ Connect mathematical concepts to each other and to other areas and personal interests
	<ul style="list-style-type: none"> □ to develop a sense of how mathematics helps us understand ourselves and the world around us (e.g., cross-discipline, daily activities, local and traditional practices, the environment, popular media and news events, and social justice)
	<ul style="list-style-type: none"> □ Use mathematical arguments to support personal choices (including anticipating consequences)
	<ul style="list-style-type: none"> □ Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts

	<ul style="list-style-type: none"> <input type="checkbox"/> Invite local First Peoples Elders and knowledge keepers to share their knowledge
	<ul style="list-style-type: none"> <input type="checkbox"/> Bishop’s cultural practices: counting, measuring, locating, designing, playing, explaining (csus.edu/indiv/o/oreyd/ACP.htm_files/abishop.htm) <input type="checkbox"/> Aboriginaleducation.ca <input type="checkbox"/> Teaching Mathematics in a First Nations Context, FNEESC fnesc.ca/k-7/

English Language Arts

Content

General Outcome	Specific Expectations
<i>Story/Text</i>	
Students are expected to know the following: Forms, such as:	<input type="checkbox"/> narrative
	<input type="checkbox"/> exposition
	<input type="checkbox"/> report
Functions	<input type="checkbox"/> Purpose of text
Genres of text. Literary or thematic categories such as:	<input type="checkbox"/> Fantasy
	<input type="checkbox"/> Adventure
	<input type="checkbox"/> Humor
	<input type="checkbox"/> Biography
Text features	<input type="checkbox"/> how text and visuals are displayed
Literary elements	<input type="checkbox"/> narrative structures and characterization
	<input type="checkbox"/> sensory detail (e.g., imagery)
	<input type="checkbox"/> figurative language (e.g., metaphor, simile)
Literary devices	<input type="checkbox"/> sensory detail (e.g., imagery, sound devices), and figurative language (e.g., metaphor, simile)
Argument	<input type="checkbox"/> Argument in writing
<i>Strategies and processes</i>	
Students are expected to know the following: Reading strategies:	<input type="checkbox"/> using contextual clues
	<input type="checkbox"/> using phonics and word structure
	<input type="checkbox"/> visualizing

	<input type="checkbox"/> questioning
	<input type="checkbox"/> predicting
	<input type="checkbox"/> previewing text
	<input type="checkbox"/> summarizing
	<input type="checkbox"/> making inferences
Oral language strategies	<input type="checkbox"/> focusing on the speaker
	<input type="checkbox"/> asking questions to clarify
	<input type="checkbox"/> listening for specifics
	<input type="checkbox"/> expressing opinions
	<input type="checkbox"/> speaking with expression
	<input type="checkbox"/> staying on topic
	<input type="checkbox"/> taking turns
Metacognitive strategies	<input type="checkbox"/> talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
Writing processes	<input type="checkbox"/> revising, editing, considering audience
	<input type="checkbox"/> editing
	<input type="checkbox"/> considering audience
<i>Language features, structures, and conventions</i>	
Students are expected to know the following:	<input type="checkbox"/> tone
	<input type="checkbox"/> volume
Features of oral language, including:	<input type="checkbox"/> inflection
	<input type="checkbox"/> pace
	<input type="checkbox"/> gestures
Paragraphing	<input type="checkbox"/> developing paragraphs that are characterized by unity, development, and coherence
Language varieties	<input type="checkbox"/> regional dialects and varieties of English, standard Canadian English versus American English, formal versus informal registers, and situational varieties (e.g., texting versus essay writing)
Syntax and sentence fluency	<input type="checkbox"/> use of a mix of simple, compound, and complex sentences
	<input type="checkbox"/> correct pronoun use

	<input type="checkbox"/> subject-verb agreement <input type="checkbox"/> use of transitional words <input type="checkbox"/> awareness of run-on sentences and sentence fragments
Conventions. Common practices in the following:	<input type="checkbox"/> all standard punctuation use <input type="checkbox"/> capitalization <input type="checkbox"/> Canadian spelling
Presentation techniques	<input type="checkbox"/> Any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and audience, and demonstrate thought and care in organization.

Curricular Competency

General Outcome	Specific Expectations
<i>Comprehend and connect (reading, listening, viewing)</i>	
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability:</p>	<input type="checkbox"/> may include to inquire, to explore, to inform, to interpret, to explain, to take a position, to propose a solution, to entertain <input type="checkbox"/> includes digital sources; students need to develop the language and tools to successfully navigate digital media (e.g., be familiar with terms and concepts such as browser, cookie, browsing history, hyperlinked text, thread, URL, posting etiquette, privacy) <input type="checkbox"/> Students should be prompted to ask: Does it meet the purpose? Is it current? Does it add new information? <input type="checkbox"/> Students should be prompted to distinguish fact from opinion and to consider the source of the information. <input type="checkbox"/> Students should be prompted to consider the credibility of the source
<p>Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking:</p>	<input type="checkbox"/> Text and texts are generic terms referring to all forms of oral, written, visual, and digital communication: <input type="checkbox"/> Oral texts include speeches, poems, plays, and oral stories. <input type="checkbox"/> Written texts include novels, articles, and short stories. <input type="checkbox"/> Visual texts include posters, photographs, and other images. <input type="checkbox"/> Digital texts include electronic forms of all the above. <input type="checkbox"/> Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages,

	<p>advertisements).</p> <ul style="list-style-type: none"> □ asking creative and critical questions supported and inspired by texts □ may include questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, problem solving
	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ vary depending on the purpose and audience of the text; students should be encouraged to consider the role of elements used in various texts (e.g., illustration in graphic novels, advertisements on websites, use of music, paragraph length, pause and pace in spoken word, use of colour)
Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts	<ul style="list-style-type: none"> □ questioning, interpreting, comparing, and contrasting a range of texts (e.g., narrative, poetry, visual texts); useful strategies for students include “exit slips,” “one star, one wish,” and quick activities to identify thinking
Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts	<ul style="list-style-type: none"> □ Students should be prompted to consider the influence of family, friends, activities, religion, gender, and place on texts, and the relationship between text and context.
Recognize how language constructs personal, social, and cultural identity	<ul style="list-style-type: none"> □ Our sense of individuality and belonging is a product of, for example, the language we use; oral tradition, story, and recorded history; cultural aspects; and formal and informal language use. Students should be prompted to consider the impact of language in their lives.
	<ul style="list-style-type: none"> □ Construct meaningful personal connections between self, text, and world
Respond to text in personal, creative, and critical ways	<ul style="list-style-type: none"> □ Students should be prompted to analyze their personal connection to text, explain their responses (rational and emotional), and consider texts from different points of view.

Understand how literary elements, techniques, and devices enhance and shape meaning	<ul style="list-style-type: none"> □ may include characterization, mood, foreshadowing, conflict, protagonist/antagonist, theme, imagery, sound devices
	<ul style="list-style-type: none"> □ Recognize an increasing range of text structures and how they contribute to meaning
	<ul style="list-style-type: none"> □ Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
	<ul style="list-style-type: none"> □ Recognize the validity of First Peoples oral tradition for a range of purposes
	<ul style="list-style-type: none"> □ Students should be prompted to recognize the similarities and differences between oral and written records, and to understand that oral tradition has the same validity, importance, and permanence for First Peoples as written texts do for other cultures.
<i>Create and communicate (writing, speaking, representing)</i>	
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	<ul style="list-style-type: none"> □ Exchange ideas and viewpoints to build shared understanding and extend thinking (collaborating in large and small groups through activities such as think-pair-share, debates, four corners, quiet conversation, and lit circles (in which students take on new roles); using active listening skills and receptive body language; paraphrasing and building on others' ideas; disagreeing respectfully; and extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments))
Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts	<ul style="list-style-type: none"> □ may include opinion pieces; poetry; short stories; narrative; slams; spoken word; storyboards and comic strips; masks; multimedia and multimodal forms.
	<ul style="list-style-type: none"> □ students at this level expand their understanding of the range of audiences to include peers and authorities, and use formal and informal language according to audience
Assess and refine texts to improve their clarity,	<ul style="list-style-type: none"> □ using techniques such as using verbs effectively, using repetition and substitution for effect, adding modifiers,

effectiveness, and impact according to purpose, audience and message	varying sentence types, using precise diction
	<ul style="list-style-type: none"> □ students at this level expand their understanding of the range of audiences to include peers and authorities, and use formal and informal language according to audience
	<ul style="list-style-type: none"> □ Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
Use and experiment with oral storytelling processes	<ul style="list-style-type: none"> □ creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller's natural voice from the characters' voices, presenting the story efficiently, keeping the listener's interest throughout
	<ul style="list-style-type: none"> □ Select and use appropriate features, forms, and genres according to audience, purpose, and message
	<ul style="list-style-type: none"> □ Transform ideas and information to create original texts

Science

Content

Section	Specific Expectations
<i>Organisms</i>	
Students are expected to know the following: Organisms have evolved over time	<ul style="list-style-type: none"> <input type="checkbox"/> change in traits of populations over time
Survival needs	<ul style="list-style-type: none"> <input type="checkbox"/> all organisms need space, food, water, and access to resources in order to survive
<i>Natural Selection</i>	
Natural selection	<ul style="list-style-type: none"> <input type="checkbox"/> the natural process by which certain traits that have a greater fitness for their environment lead to a reproductive advantage; this process happens within a population over time because of genetic variation
<i>Elements and Compounds</i>	
	<ul style="list-style-type: none"> <input type="checkbox"/> Elements and compounds are pure substances
<i>Solids</i>	
	<ul style="list-style-type: none"> <input type="checkbox"/> crystalline structure of solids
<i>Chemical Changes</i>	
	<ul style="list-style-type: none"> <input type="checkbox"/> when atoms rearrange into new products accompanied by an energy change (e.g., rusting, the reaction of vinegar and baking soda, etc.)
<i>Electricity</i>	
Generated in different ways with different environmental impacts	<ul style="list-style-type: none"> <input type="checkbox"/> ways of generating electricity including the use of wind, water, coal, geothermal, and solar energy
Electromagnetism	<ul style="list-style-type: none"> <input type="checkbox"/> the electromagnetic force is responsible for both electricity and magnetism
	<ul style="list-style-type: none"> <input type="checkbox"/> moving or changing a magnetic field relative to a wire produces electric current (e.g., electricity generation by a turbine)

	<ul style="list-style-type: none"> □ an electric current passing through a wire produces a magnetic field (e.g., constructing a simple electromagnet using a wire, iron nail and battery)
<i>The Fossil Record</i>	
	<ul style="list-style-type: none"> □ the fossil record provides evidence for changes in biodiversity over geological time □ the geologic time scale categorizes the time periods of Earth's geologic history □ ages of rocks and fossils can be determined by both relative and absolute methods
<i>First Peoples</i>	
	<ul style="list-style-type: none"> □ First Peoples knowledge of changes in biodiversity over time
<i>Climate Change</i>	
Evidence of climate change over geological time and the recent impacts of humans:	<ul style="list-style-type: none"> □ the interconnectedness of plants and animals, and their local environment □ e.g., changes to harvesting dates, changes to schedules due to early/late ripening and runs, lowered water levels in creeks, rivers and lakes, change in humidity impacts the ability to preserve salmon, etc. □ humans are capable of changing Earth's landscape, climate, and systems □ efficacy of sustainable practices □ local First Peoples knowledge of climate change (oral history, change in traditional practice (e.g., the timing of harvest has been impacted by climate change), etc.)
<i>Physical Records</i>	
Physical records	<ul style="list-style-type: none"> □ ice flow data, fossil record, etc.

Curricular Competency

Section	Specific Expectations
<i>Questioning and Predicting</i>	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> □ Demonstrate a sustained curiosity about a scientific topic or problem of personal interest
	<ul style="list-style-type: none"> □ Make observations aimed at identifying their own questions about the natural world

	<ul style="list-style-type: none"> <input type="checkbox"/> Identify a question to answer or a problem to solve through scientific inquiry
	<ul style="list-style-type: none"> <input type="checkbox"/> Formulate alternative “If...then...” hypotheses based on their questions
	<ul style="list-style-type: none"> <input type="checkbox"/> Make predictions about the findings of their inquiry
<i>Planning and conducting</i>	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified
	<ul style="list-style-type: none"> <input type="checkbox"/> Measure and control variables (dependent and independent) through fair tests
	<ul style="list-style-type: none"> <input type="checkbox"/> Observe, measure, and record data. Do this with qualitative (evidence expressed through words, descriptions, interviews, narratives) and quantitative (evidence expressed through numbers and measurement), using equipment, including digital technologies, with accuracy and precision
	<ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate SI units and perform simple unit conversions
	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that safety and ethical guidelines are followed in their investigations
<i>Processing and analyzing data and information</i>	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> <input type="checkbox"/> Experience and interpret the local environment
	<ul style="list-style-type: none"> <input type="checkbox"/> Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information. Ways of knowing refers to the various beliefs about the nature of knowledge that people have; they can include, but are not limited to, Aboriginal, gender-related, subject/discipline specific, cultural, embodied and intuitive beliefs about knowledge.
	<ul style="list-style-type: none"> <input type="checkbox"/> Construct and use a range of methods to represent patterns or relationships in data, including tables, graphs, keys, models, and digital technologies as appropriate
	<ul style="list-style-type: none"> <input type="checkbox"/> Seek patterns and connections in data from their own investigations and secondary sources
	<ul style="list-style-type: none"> <input type="checkbox"/> Use scientific understandings to identify relationships and draw conclusions

<i>Evaluating</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Reflect on their investigation methods, including the adequacy of controls on variables (dependent and independent) and the quality of the data collected
	<input type="checkbox"/> Identify possible sources of error and suggest improvements to their investigation methods
	<input type="checkbox"/> Demonstrate an awareness of assumptions and bias in their own work and secondary sources
	<input type="checkbox"/> Demonstrate an understanding and appreciation of evidence (qualitative and quantitative)
	<input type="checkbox"/> Exercise a healthy, informed skepticism and use scientific knowledge and findings from their own investigations to evaluate claims in secondary sources
	<input type="checkbox"/> Consider social, ethical, and environmental implications of the findings from their own and others' investigations
<i>Applying and innovating</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Contribute to care for self, others, community, and world through personal or collaborative approaches
	<input type="checkbox"/> Cooperatively design projects
	<input type="checkbox"/> Transfer and apply learning to new situations
	<input type="checkbox"/> Generate and introduce new or refined ideas when problem solving
<i>Communicating</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate
	<input type="checkbox"/> Express and reflect on a variety of experiences and perspectives of place
	Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives of the world. Key questions about place: <input type="checkbox"/> How does place inform your questions and inquiries? <input type="checkbox"/> How does place influence your ability to plan and conduct an inquiry and make predictions about outcomes?

	<ul style="list-style-type: none">□ How does your understanding of place affect the ways in which you collect evidence and evaluate it?□ As you consider the significance, worth, or value of an outcome or finding, how can you show different ways of knowing?□ How can your understanding of place influence project designs?□ How do the place-based experiences and stories of others affect the ways in which you communicate and collaborate?
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Social Studies

Content

Section	Specific Expectations
<p>Students are expected to know the following:</p> <p>Anthropological origins of humans</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> early origins of humans in Africa and the migration of early humans out of Africa to the rest of the world <input type="checkbox"/> interactions between early humans and Neanderthals <input type="checkbox"/> technological developments of early humans and the increasingly sophisticated use of stone tools and early metalworking <input type="checkbox"/> the shift of early humans from a nomadic hunter-gatherer way of life to more settled agricultural communities
	<p>Key questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What advantages did agriculture have over the hunter-gather way of life?
<p>Students are expected to know the following:</p> <p>Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the key characteristics of physical environments that affected the following for selected ancient cultures: <input type="checkbox"/> development and settlement (e.g., proximity to water, fertile land, natural resources, defensibility) <input type="checkbox"/> the fall of the culture (e.g., earthquakes, tsunamis, volcanic activity, unsustainable human practices) <input type="checkbox"/> interactions among cultures (e.g., mountain ranges, oceans, rivers) <input type="checkbox"/> Describe how humans adapted to their physical environment in ancient civilizations (e.g., architecture, transportation methods, clothing) <input type="checkbox"/> Create maps to show the key physical environmental characteristics of a selected ancient culture
	<p>Key question:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What types of strategies have different civilizations used to respond to similar challenges imposed by the physical environment?

<p>Students are expected to know the following:</p> <p>Features and characteristics of civilizations and factors that lead to their rise and fall</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> □ components that are common to cultures around the world and throughout time (e.g., social organization, religion, traditions, celebrations, government, law, trade, communications, transportation, technology, fine arts, food, clothing, shelter, medicine, education) □ elements of civilizations such as advanced technology, specialized workers, record keeping, complex institutions, major urban centres
<p>Students are expected to know the following:</p> <p>Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas</p>	<p>Sample topic:</p> <ul style="list-style-type: none"> □ Representations of the world according to the religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures
<p>Students are expected to know the following:</p> <p>Scientific, philosophical, and technological developments</p>	<p>Sample activities:</p> <ul style="list-style-type: none"> □ Cite specific examples to explain the contributions of ancient cultures to the evolution of various fields of technology (e.g., astronomy, medicine, paper, sea travel, agriculture, ceramics) □ Compare selected technologies from selected ancient cultures in terms of materials, purpose, and impact on society and daily life
<p>Students are expected to know the following:</p> <p>Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> □ inter-relationships and influences among selected ancient cultures (e.g., Egyptian adaptation of chariots from the Hyksos; Roman adaptation of Greek gods and mythology; adaptations of Sumerian writing system, Babylonian code of law, Sumerian irrigation system) <p>Key question:</p> <ul style="list-style-type: none"> □ What is the impact on language of increased trade and interactions between civilizations and cultures?

<p>Students are expected to know the following:</p> <p>Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas</p>	<p>Sample activities:</p> <ul style="list-style-type: none"> □ List and describe aspects of current Canadian laws and government structures that have evolved from ancient civilizations (e.g., rule of law, democracy, senate, representation) □ Describe examples of individual rights in ancient civilizations and compare them to individual rights in current Canadian society □ Compare various social roles within a selected ancient culture in terms of daily life and how people met their basic needs (e.g., work, family structures, gender roles, class systems) □ Create a chart or other representation to illustrate the economic and social hierarchy of roles and classes in a selected ancient culture (e.g., slaves, farmers, builders, merchants, artisans, scribes, teachers, priests, rulers) □ List goods and services that people in ancient civilizations used in trade (e.g., items needed for survival and comfort, goods and services that could be offered for trade) □ Explain how and why monetary systems evolved from bartering
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Curricular Competency

Section	Specific Expectations
<p>Students are expected to be able to do the following:</p> <p>Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p>	<p>Key skills:</p> <ul style="list-style-type: none"> □ Select a relevant problem or issue for inquiry. □ Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue. □ Compare the advantages and disadvantages of various graphic forms of communication (e.g., graphs, tables, charts, maps, photographs, sketches). □ Demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climograph, topographical map, pie chart). □ Compare maps of early civilizations with modern maps of the same area. □ Select an appropriate graphic form of communication for a specific purpose (e.g., a timeline to show a sequence of events, a map to show location). □ Represent information fairly and cite sources consistently.

	<ul style="list-style-type: none"> □ Select appropriate forms of presentation suitable for the purpose and audience (e.g., multimedia, oral presentation, song, dramatic performance, written presentation). □ Demonstrate debating skills, including identifying, discussing, defining, and clarifying a problem, issue, or inquiry.
<p>Students are expected to be able to do the following:</p> <p>Assess the significance of people, places, events, or developments at particular times and places (significance)</p>	<p>Sample activity:</p> <ul style="list-style-type: none"> □ Identify specific examples of influences and contributions from ancient cultures (e.g., writing system, number system, philosophy, education, religion and spirituality, visual arts, drama, architecture, timekeeping) and assess their significance. <p>Key questions:</p> <ul style="list-style-type: none"> □ What is the most significant archeological finding that helps us understand the development of humans? □ What are the most significant factors that contribute to the decline of an empire? □ Why are philosophers from this era still significant today?
<p>Students are expected to be able to do the following:</p>	<ul style="list-style-type: none"> □ Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)
<p>Students are expected to be able to do the following:</p> <p>Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)</p>	<p>Sample activities:</p> <ul style="list-style-type: none"> □ Compare the advantages and disadvantages of specific types of sources for specific purposes (e.g., primary and secondary sources; print, video, electronic, graphic sources; artifacts). □ Compare information-gathering methodologies (e.g., primary research using surveys, archeological excavation, interviews; research using secondary sources; testing of hypotheses). □ Apply criteria to evaluate information and information sources (e.g., assess bias, reliability, authorship, currency, audience; confirm value using multiple sources). <p>Key questions:</p> <ul style="list-style-type: none"> □ What can we learn from ancient civilizations based on the artifacts we have found? □ How do artifacts and monuments reflect the surrounding geography?

<p>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)</p>	<p>Key question:</p> <ul style="list-style-type: none"> □ What are different ways that you can categorize different periods in history?
<p>Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)</p>	<p>Sample activity:</p> <ul style="list-style-type: none"> □ Explain key factors in the spread of Christianity.
	<p>Key question:</p> <ul style="list-style-type: none"> □ What role does geography play in the location of civilizations?
<p>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)</p>	<p>Key questions:</p> <ul style="list-style-type: none"> □ What are the different attitudes toward death and the afterlife in religions and cultures? □ How do historians' views on the decline of the Roman Empire differ?
<p>Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)</p>	<p>Key questions:</p> <ul style="list-style-type: none"> □ How should we resolve competing claims of ownership over religious holy sites? □ Was (Emperor Chin, Julius Caesar, or other person of significance) a tyrant or a great leader? Explain why or why not.

Arts Education

Content

Section	Explanation
Manipulation of elements and principles to create meaning in the arts, including but not limited to:	
Dance	<ul style="list-style-type: none"> <input type="checkbox"/> the elements of dance are universally present in all dance forms and grow in sophistication over time
Body	<ul style="list-style-type: none"> <input type="checkbox"/> what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc.
Space	<ul style="list-style-type: none"> <input type="checkbox"/> where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.
Dynamics (dance)	<ul style="list-style-type: none"> <input type="checkbox"/> how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound)
Time	<ul style="list-style-type: none"> <input type="checkbox"/> how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns
Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments
Form	<ul style="list-style-type: none"> <input type="checkbox"/> The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract
Movement principles	<ul style="list-style-type: none"> <input type="checkbox"/> alignment (mobility, stability, plumbline), weight transfer, flexibility, strength, balance, coordination
<i>Drama</i>	
Character, Time, Place, Plot, tension, mood, focus and contrast	<ul style="list-style-type: none"> <input type="checkbox"/> in drama, taking on and exploring the thoughts, perceptions, feelings, and beliefs of another
<i>Music</i>	
Beat/pulse, metre	<ul style="list-style-type: none"> <input type="checkbox"/> groupings or patterns of strong and weak beats
Duration	<ul style="list-style-type: none"> <input type="checkbox"/> the length of a sound or silence in relation to the beat
Rhythm	<ul style="list-style-type: none"> <input type="checkbox"/> the arrangement of sounds and silences over time
Tempo	<ul style="list-style-type: none"> <input type="checkbox"/> the frequency or speed of the beat

Pitch	<input type="checkbox"/> how high or low a note is
Timbre	<input type="checkbox"/> the characteristic quality of a sound independent of pitch and dynamics; tone colour
Dynamics	<input type="checkbox"/> relative and changing levels of sound volume (e.g., forte, piano, decrescendo)
Form	<input type="checkbox"/> the structure of a musical work (e.g., ABA, rondo form)
Texture	<input type="checkbox"/> simultaneous layering of sounds (e.g., multi-part music making)
Notation	<input type="checkbox"/> could include use of traditional and non-traditional notation (e.g., guitar tablature); in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement; in drama this can include diagrams indicating stage directions
<i>Visual Arts</i>	
Elements of design: line, shape, space, texture, colour, form	<input type="checkbox"/> the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric
Value	<input type="checkbox"/> Describes lightness or darkness
Principles of design: pattern, repetition	<input type="checkbox"/> the planned use of the visual elements to achieve a desired effect
Balance	<input type="checkbox"/> a principle of design concerned with the arrangement of one or more of the elements so that they give a sense of equilibrium in design and proportion (e.g., radial, symmetrical, or asymmetrical)
Pattern	<input type="checkbox"/> a design in which shapes, colours or lines repeat with regularity
Repetition	<input type="checkbox"/> using the same object, colour, marking, or type of line more than once
Contrast, emphasis, rhythm	<input type="checkbox"/> the combination of pattern and movement to create a feeling of organized energy
Movement and variety	<input type="checkbox"/> deliberate control of the viewer's visual path across a work (e.g., a strong diagonal thrust of a colour)
Proportion	<input type="checkbox"/> the relationship in size of parts, to a whole, and to one another
Unity and harmony	<input type="checkbox"/> these concepts are closely related and often overlap; elements

	are used to create a sense of completeness
<i>Overall Arts</i>	
Processes, materials, technologies tools and techniques to support creative works	<ul style="list-style-type: none"> □ includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items
Choreographic devices	<ul style="list-style-type: none"> □ ways of developing movement (e.g., change level, dynamics, time, size, repetition)
Drama forms and drama conventions	<ul style="list-style-type: none"> □ a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts
	<ul style="list-style-type: none"> □ established ways of working in drama that explore meaning; drama techniques
Notation in music and dance to represent sounds, ideas, movement, elements, and actions	<ul style="list-style-type: none"> □ any written, visual, or kinetic form of representing music compositions; for example, non-traditional and traditional notation can be used to represent sounds, and students can be introduced to the treble clef and five-lined staff; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement; in drama this can include diagrams indicating stage directions
Image development strategies	<ul style="list-style-type: none"> □ processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification)
Symbolism and metaphor to explore ideas and perspective	<ul style="list-style-type: none"> □ use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., identity can be represented by abstraction in a self-portrait, melodies, or animal forms in Aboriginal hoop dancing)
Traditional and contemporary Aboriginal arts and arts-making processes	<ul style="list-style-type: none"> □ dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition
A variety of local works of art and artistic traditions from diverse cultures, communities, times, and places	<ul style="list-style-type: none"> □ the results of creative processes in disciplines such as dance, drama, music, and visual arts
Ethical considerations and	<ul style="list-style-type: none"> □ such as inclusion, diversity, copyright, ownership

cultural appropriation related to the arts	<ul style="list-style-type: none"> □ use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, etc. shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment	<ul style="list-style-type: none"> □ ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials
	<ul style="list-style-type: none"> □ includes any form of presentation or sharing as outlined in the Connecting, Creating, Presenting, and Responding in Art Education resource

Curricular Competency

Section	Specific Expectations
<i>Exploring and Creating</i>	
Students will be able to use creative processes to:	<ul style="list-style-type: none"> □ Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making
	<ul style="list-style-type: none"> □ Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
	<ul style="list-style-type: none"> □ Explore relationships between identity, place, culture, society, and belonging through the arts
	<ul style="list-style-type: none"> □ Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts
<i>Reasoning and reflecting</i>	
Students will be able to use creative processes to:	<ul style="list-style-type: none"> □ 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
	<ul style="list-style-type: none"> □ Develop and refine ideas, processes, and technical skills in a variety of art forms (mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances) to improve the quality of artistic creations
	<ul style="list-style-type: none"> □ Reflect on works of art and creative processes to understand

	artists' intentions
	<input type="checkbox"/> Interpret creative works using knowledge and skills from various areas of learning
	<input type="checkbox"/> Examine relationships between the arts and the wider world
<i>Communicating and documenting</i>	
Students will be able to use creative processes to:	<input type="checkbox"/> Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
	<input type="checkbox"/> Interpret and communicate ideas using symbols and elements to express meaning through the arts
	<input type="checkbox"/> Take creative risks to express feelings, ideas, and experiences
	<input type="checkbox"/> Express, feelings, ideas, and experiences through the arts
	<input type="checkbox"/> Describe, interpret and respond to works of art
	<input type="checkbox"/> Experience, document, choreograph, perform, and share creative works in a variety of ways
	<input type="checkbox"/> Demonstrate increasingly sophisticated application and/or engagement of curricular content

Career Education

Content

Section	Concepts
<i>Personal Development</i>	
Students are expected to know the following:	<input type="checkbox"/> Goal-setting strategies
	<input type="checkbox"/> Self-assessment (includes inventories of preferences, skills, personal attitudes values, and interests)
	<input type="checkbox"/> project management (taking an idea, creating a plan (including timeline and resources), putting the plan into action, and reflecting on the process)
	<input type="checkbox"/> leadership
	<input type="checkbox"/> problem-solving and decision-making strategies
<i>Connections to Community</i>	
Students are expected to know the following:	<input type="checkbox"/> local and global needs and opportunities (social justice, environmental stewardship, sustainability, effective use of resources, etc.)
	<input type="checkbox"/> cultural and social awareness (achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.)
	<input type="checkbox"/> global citizenship
	<input type="checkbox"/> volunteer opportunities
<i>Life and Career Plan</i>	
Students are expected to know the following:	<input type="checkbox"/> factors affecting types of jobs in the community
	<input type="checkbox"/> technology in learning and working
	<input type="checkbox"/> role of mentors, family, community, school, and personal network in decision making

Curricular Competency

Section	Concepts
<p>Students are expected to be able to do the following:</p>	<ul style="list-style-type: none"> □ Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices. Includes understanding that learning is holistic, reflective, reflexive, experiential, and relational—focused on connectedness, reciprocal relationships, and a sense of place
	<ul style="list-style-type: none"> □ Question self and others about how their personal public identity (digital presence/footprint, diction, body language, representing self and communities) can have both positive and negative consequences
	<ul style="list-style-type: none"> □ Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world
	<ul style="list-style-type: none"> □ Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments
	<ul style="list-style-type: none"> □ Question self and others about the reciprocal relationship between self and community
	<ul style="list-style-type: none"> □ Use entrepreneurial taking risks in order to create opportunities) and innovative thinking to solve problems
	<ul style="list-style-type: none"> □ Demonstrate leadership skills through collaborative activities in the school and community
	<ul style="list-style-type: none"> □ Demonstrate safety skills in an experiential learning environment
	<ul style="list-style-type: none"> □ Set realistic short- and longer-term learning goals, define a path, and monitor progress
	<p>Recognize the influence of peers, family, and communities on career choices and attitudes toward work:</p> <ul style="list-style-type: none"> □ Career choices ultimately support the well-being of the self, the family, and the community. Learning involves generational roles and responsibilities. □ Habits of mind and motivation are strongly influenced by models, both positive and negative.

	<input type="checkbox"/> Appreciate the value of new experiences, innovative thinking and risk taking in broadening their career options
	<input type="checkbox"/> Explore volunteer opportunities and other new experiences outside school and recognize their value in career development
	<input type="checkbox"/> Apply project management skills to support career development

Physical and Health Education

Content

Section	Specific Expectations
<p>Students are expected to know the following:</p> <p>Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills</p>	<p>Non-locomotor movements performed “on the spot” without travelling across the floor or surface; could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> balancing <input type="checkbox"/> bending <input type="checkbox"/> twisting <input type="checkbox"/> Lifting
	<p>Locomotor movement skills that incorporate travelling across the floor or surface; could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> rolling <input type="checkbox"/> jumping <input type="checkbox"/> hopping <input type="checkbox"/> running <input type="checkbox"/> galloping
	<p>Manipulative movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> bouncing <input type="checkbox"/> throwing <input type="checkbox"/> catching <input type="checkbox"/> kicking <input type="checkbox"/> striking
Movement concepts	<p>Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> body awareness (e.g., parts of the body, weight transfer) <input type="checkbox"/> spatial awareness (e.g., general spacing, directions, pathways) <input type="checkbox"/> effort awareness (e.g., speed, force) <input type="checkbox"/> relationships to/with others and objects
Movement strategies	<ul style="list-style-type: none"> <input type="checkbox"/> plans and/or ideas that will help a player or team successfully achieve a movement outcome or goal (e.g., moving into space away from an opponent to receive a pass)
Ways to monitor and adjust physical exertion levels	<p>Could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> using heart rate monitors <input type="checkbox"/> checking pulse <input type="checkbox"/> checking rate of perceived exertion (e.g., a five-point scale to self-assess physical exertion level)

How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games	<p>Activities that can be done individually and/or with others; could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> jumping rope <input type="checkbox"/> swimming <input type="checkbox"/> running <input type="checkbox"/> bicycling <input type="checkbox"/> yoga <input type="checkbox"/> Hula Hoop
	<p>Rhythmic activities designed to move our bodies in rhythm; could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> dancing <input type="checkbox"/> gymnastics
	<p>Games: types of play activities that usually involve rules, challenges, and social interaction; could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> tag <input type="checkbox"/> parachute activities <input type="checkbox"/> co-operative challenges <input type="checkbox"/> Simon Says <input type="checkbox"/> team games <input type="checkbox"/> traditional Aboriginal games
Training principles to enhance personal fitness levels, including the FITT principle	<p>A guideline to help develop and organize personal fitness goals based on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Frequency- how many days per week <input type="checkbox"/> Intensity- how hard one exercises in the activity (eg. percentage of maximum heart rate) <input type="checkbox"/> Type- the type of activity or exercise, focusing on the fitness goal (eg., jogging for cardio endurance) <input type="checkbox"/> Time- how long the exercise session lasts
The SAID principle and specificity	<ul style="list-style-type: none"> <input type="checkbox"/> SAID principle (Specific Adaptation to Imposed Demand): the body will react and respond to the type of demand placed on it (e.g., a student’s flexibility will eventually improve if he or she participates in regular stretching activities)
Specificity	<ul style="list-style-type: none"> <input type="checkbox"/> the types of exercises chosen will determine the kinds of fitness improvements (e.g., a student who wants to improve his or her flexibility levels would participate in stretching exercises)

Effects of different types of physical activity on the body	<p>Effects on the body produced by physical activities could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> strengthening muscles and bones in activities where you have to move and/or control some type of weight (e.g., fitness circuits and/or jumping and landing) <input type="checkbox"/> strengthening heart and lungs in activities where you are moving at a fast pace (e.g., jogging or running) for periods of time (e.g., games, swimming, biking) <input type="checkbox"/> reducing stress and/or anxiety levels in activities where you can participate outside and/or elevate the heart rate
Factors that influence personal eating choices	<p>Influences could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> food options at home <input type="checkbox"/> personal preference <input type="checkbox"/> cultural heritage <input type="checkbox"/> food allergies
Practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases	<p>Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> gonorrhea <input type="checkbox"/> chlamydia <input type="checkbox"/> Herpes <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> hepatitis B and C <input type="checkbox"/> meningococcal C
Sources of health information	<p>Could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> magazines <input type="checkbox"/> Internet <input type="checkbox"/> advertisements on TV <input type="checkbox"/> flyers from health stores
Basic principles for responding to emergencies	<p>Basic principles include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> following safety guidelines <input type="checkbox"/> having an emergency response plan <input type="checkbox"/> knowing how to get help
Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings	<p>Could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> knowing their right not to be abused <input type="checkbox"/> being assertive <input type="checkbox"/> avoiding potentially unsafe situations <input type="checkbox"/> safe use of the Internet <input type="checkbox"/> identifying tricks and lures used by predators

	<ul style="list-style-type: none"> □ Consequences of bullying, stereotyping, and discrimination
Signs and symptoms of stress, anxiety, and depression	<p>Could include:</p> <ul style="list-style-type: none"> □ problems sleeping □ restlessness □ loss of appetite and energy □ wanting to be away from friends and/or family
Influences of physical, emotional, and social changes on identities and relationships	<ul style="list-style-type: none"> □ how students' bodies are growing and changing during puberty and adolescence
	<ul style="list-style-type: none"> □ how students' thoughts and feelings might evolve or change during puberty and adolescence
	<ul style="list-style-type: none"> □ how students interact with others and how their relationships might evolve or change during puberty and adolescence

Curricular Competency

Section	Specific Expectations
<i>Physical literacy</i>	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> □ Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments
	<ul style="list-style-type: none"> □ Develop and apply a variety of movement concepts and strategies in different physical activities
	<ul style="list-style-type: none"> □ Apply methods of monitoring and adjusting exertion levels in physical activity
	<ul style="list-style-type: none"> □ Develop and demonstrate safety, fair play, and leadership in physical activities
	<ul style="list-style-type: none"> □ Identify and describe preferred types of physical activity
<i>Healthy and active living</i>	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> □ Participate daily in physical activity designed to enhance and maintain health components of fitness
	<ul style="list-style-type: none"> □ Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness
	<ul style="list-style-type: none"> □ Investigate and analyze influences on eating habits
	<ul style="list-style-type: none"> □ Identify factors that influence healthy choices and explain

	<p>their potential health effects</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assess and communicate health information for various health issues <input type="checkbox"/> Identify and apply strategies to pursue personal healthy-living goals <input type="checkbox"/> Reflect on outcomes of personal healthy-living goals and assess strategies used
<i>Social and community health</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
	<input type="checkbox"/> Describe and assess strategies for responding to discrimination, stereotyping, and bullying
	<input type="checkbox"/> Describe and apply strategies for developing and maintaining healthy relationships
	<input type="checkbox"/> Explore strategies for promoting the health and well-being of the school and community
<i>Mental well-being</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Describe and assess strategies for promoting mental well-being, for self and others
	<input type="checkbox"/> Describe and assess strategies for managing problems related to mental well-being and substance use, for others
	<input type="checkbox"/> Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence
	<input type="checkbox"/> Explore the impact of transition and change on identities

Applied Design, Skills and Technologies

Content

Section	Specific Expectations
<i>Computational Thinking</i>	
Students are expected to know the following: Simple algorithms that reflect computational thinking	<input type="checkbox"/> for sorting Searching sequence selection, and repetition
	<input type="checkbox"/> specific statements to complete a simple task
	<input type="checkbox"/> cryptography and code breaking (e.g., cyphers)
Students are expected to know the following: Visual representations of problems and data	<input type="checkbox"/> Graphs
	<input type="checkbox"/> Charts
	<input type="checkbox"/> network diagrams
	<input type="checkbox"/> infographics
	<input type="checkbox"/> flow charts
	<input type="checkbox"/> Lists
	<input type="checkbox"/> Tables
	<input type="checkbox"/> arrays
Evolution of programming languages	<input type="checkbox"/> historical perspectives, evolution (e.g., Ada Lovelace, punch cards, Hollerith, Grace Hopper, Alan Turing, Enigma, cyphers)
Visual programming	<input type="checkbox"/> for example: Kodu, Scratch
<i>Computers and Communications Devices</i>	
	<input type="checkbox"/> computer system architecture, including hardware and software, network infrastructure (local), intranet/Internet, and personal communication devices
	<input type="checkbox"/> strategies for identifying and troubleshooting simple hardware and software problems

	<ul style="list-style-type: none"> □ function of input and output devices, including 3D printing and adaptive technologies for those with special needs
	<ul style="list-style-type: none"> □ ergonomics in use of computers and computing devices
	<ul style="list-style-type: none"> □ effective and efficient keyboarding techniques
<i>Digital Literacy</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> □ including privacy and security (secured connections, passwords, personal information)
Internet safety	<ul style="list-style-type: none"> □ digital self-image, citizenship, relationships, and communication
	<ul style="list-style-type: none"> □ legal and ethical considerations, including creative credit and copyright, and cyberbullying
	<ul style="list-style-type: none"> □ methods for personal media management (for example, personalization and organization, bookmarks, content management)
	<ul style="list-style-type: none"> □ search techniques, how search results are selected and ranked, and criteria for evaluating search results
	<ul style="list-style-type: none"> □ strategies to identify personal learning networks (personalized digital instructional tools to enhance learning and engagement (apps, websites, videos, tutorials, games)
<i>Drafting</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> □ technical drawing, including sketching techniques and manual drafting techniques
	<ul style="list-style-type: none"> □ elements of plans and drawings
	<ul style="list-style-type: none"> □ simple computer-aided drafting programs (for example, SketchUp, 123Design)
<i>Entrepreneurship and Marketing</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> □ role of entrepreneurship in designing and making products and services

	<ul style="list-style-type: none"> □ market niche (a subset of the market on which a specific product is focused, created by identifying needs or wants not provided by competitors)
	<ul style="list-style-type: none"> □ branding of products, services, institutions, or places
	<ul style="list-style-type: none"> □ pricing product/service, including decision to seek profit or break even
	<ul style="list-style-type: none"> □ role of basic financial record-keeping and budgeting

Food Studies

Students are expected to know the following:	<ul style="list-style-type: none"> □ basic food handling and simple preparation techniques and equipment
	<ul style="list-style-type: none"> □ factors in ingredient use, including balanced eating/nutrition, function, and dietary restrictions
	<ul style="list-style-type: none"> □ factors that influence food choices, including cost, availability, and family and cultural influences

Media Arts

Students are expected to know the following:	<ul style="list-style-type: none"> □ digital and non-digital media, and their distinguishing characteristics and uses (for example, video production, layout and design, graphics and images, photography (digital and traditional), emerging media processes (performance art, collaborative work, sound art, network art)
	<ul style="list-style-type: none"> □ Techniques (for example, crop, print, record/capture, sequence) for using images, sounds, and text to communicate information, settings, ideas, and story structure
	<ul style="list-style-type: none"> □ media technologies and techniques to capture, edit, and manipulate images, sounds, and text for specific purposes
	<ul style="list-style-type: none"> □ influences of digital media for the purpose of communication and self-expression

<i>Metalwork</i>	
<p>Students are expected to know the following:</p> <p>Metalworking techniques and processes using hand tools</p>	<input type="checkbox"/> characteristics and uses of metals
	<p>For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> cordless and corded drills <input type="checkbox"/> rotary tool <input type="checkbox"/> Hammer <input type="checkbox"/> Screwdriver <input type="checkbox"/> Backsaw <input type="checkbox"/> coping saw <input type="checkbox"/> nail set <input type="checkbox"/> Square <input type="checkbox"/> clamp and vise
	<p>For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bending <input type="checkbox"/> Cutting <input type="checkbox"/> Filing <input type="checkbox"/> Drilling <input type="checkbox"/> soldering (with fume extractor)
	<input type="checkbox"/> Metals as a non-renewable resource
<i>Power Technology</i>	
	<input type="checkbox"/> power is the rate at which energy is transformed
Forms of energy	<input type="checkbox"/> sound, thermal, elastic, nuclear, chemical, magnetic, mechanical, gravitational, and electrical
Energy is conserved	<input type="checkbox"/> the law of conservation of energy — energy cannot be created or destroyed but can be changed
Devices that transform energy	<input type="checkbox"/> for example, electrical to mechanical, elastic to mechanical, chemical to electrical, electrical to light
<i>Robotics</i>	
Students are expected to know the following:	<input type="checkbox"/> a robot is a machine capable of carrying out a complex series of actions automatically
	<input type="checkbox"/> uses of robotics

Main components of robots: sensors, control systems, and effectors	<input type="checkbox"/> “sense” — the parts of the robot that allow it to gather information about its environment that guides its behaviour
	<input type="checkbox"/> “think” — the part of the robot that determines the robot’s behaviour
	<input type="checkbox"/> “act” — the parts of the robot that do the work
Various ways that objects can move	<input type="checkbox"/> straight line, back-and-forth, round-and-round, zigzag, fast and slow, fixed distances in set patterns
	<input type="checkbox"/> programming and logic for robotics components
Various platforms for robotics	<p>For example:</p> <input type="checkbox"/> VEX IQ <input type="checkbox"/> LEGO Mindstorms/NXT <input type="checkbox"/> Cubelets
<i>Textiles</i>	
Range of uses of textiles	<input type="checkbox"/> construction (e.g., sails at Canada Place)
	<input type="checkbox"/> Automotive
	<input type="checkbox"/> Apparel
	<input type="checkbox"/> function (e.g., fire blanket)
	<input type="checkbox"/> ceremonial (e.g., regalia)
Variety of textile materials	<p>For example:</p> <input type="checkbox"/> Leather <input type="checkbox"/> Cedar <input type="checkbox"/> Wool <input type="checkbox"/> Cotton <input type="checkbox"/> Felt <input type="checkbox"/> embroidery thread <input type="checkbox"/> Yarn <input type="checkbox"/> grasses and reeds <input type="checkbox"/> pine needles <input type="checkbox"/> Sinew <input type="checkbox"/> Plastic <input type="checkbox"/> used items and fabrics (e.g., food wrappers, old clothing)

Hand construction techniques for producing and/or repairing textile items	<p>For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> hand sewing <input type="checkbox"/> knitting (needles, arm, spool) <input type="checkbox"/> Crocheting <input type="checkbox"/> Weaving <input type="checkbox"/> Darning <input type="checkbox"/> up-cycling (e.g., turning an underused item into something else) <input type="checkbox"/> embellishing existing items
Students are expected to know the following:	<p>Consumer concerns that influence textile choices, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Availability <input type="checkbox"/> Cost <input type="checkbox"/> function (e.g., waterproof) <input type="checkbox"/> textile care
<i>Woodwork</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> <input type="checkbox"/> ways in which wood is used in local cultural and economic contexts
	<ul style="list-style-type: none"> <input type="checkbox"/> characteristics of wood as a material
Woodworking techniques and basic joinery using hand tools	<p>For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> cutting materials according to plan <input type="checkbox"/> Layout <input type="checkbox"/> sanding methods <input type="checkbox"/> abrasive applications
	<p>For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> butt joints (with and without dowel) <input type="checkbox"/> rabbit joints <input type="checkbox"/> Gluing <input type="checkbox"/> nails and screws
	<p>For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> cordless and corded drills <input type="checkbox"/> rotary tool <input type="checkbox"/> Hammer <input type="checkbox"/> Screwdriver <input type="checkbox"/> Backsaw <input type="checkbox"/> coping saw <input type="checkbox"/> nail set <input type="checkbox"/> Square <input type="checkbox"/> clamp and vise

Curricular Competency

Section	Specific Expectations
<i>Applied Design</i>	
Students are expected to be able to do the following: Understanding context	<ul style="list-style-type: none"> <input type="checkbox"/> Empathize with potential users to find issues and uncover needs and potential design opportunities (users may include self, peers, younger children, family or community members, customers, plants, or animals)
Defining	<input type="checkbox"/> Choose a design opportunity
	<input type="checkbox"/> Identify key features or potential users and their requirements
	<input type="checkbox"/> Identify criteria for success and any constraints (limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred)
Ideating	<input type="checkbox"/> Generate potential ideas and add to others' ideas
	<input type="checkbox"/> Screen ideas against criteria and constraints
	<input type="checkbox"/> Evaluate personal, social, and environmental impacts and ethical considerations
	<input type="checkbox"/> Choose an idea to pursue
Prototyping	<input type="checkbox"/> Identify and use sources of information (including seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres)
	<input type="checkbox"/> Develop a plan that identifies key stages and resources
	<input type="checkbox"/> Explore and test a variety of materials for effective use
	<input type="checkbox"/> Construct a first version of the product or a prototype, as appropriate, making changes to tools, materials, and procedures as needed
	<input type="checkbox"/> Record iterations of prototyping (repetitions of a process with the aim of approaching a desired result)
Testing	<input type="checkbox"/> Test the first version of the product or the prototype
	<input type="checkbox"/> Gather peer and/or user and/or expert feedback and inspiration
	<input type="checkbox"/> Make changes, troubleshoot, and test again
Making	<input type="checkbox"/> Identify and use appropriate tools, technologies, and materials

	for production
	<input type="checkbox"/> Make a plan for production that includes key stages, and carry it out, making changes as needed
	<input type="checkbox"/> Use materials in ways that minimize waste
Sharing	<input type="checkbox"/> Decide on how and with whom to share their product
	<input type="checkbox"/> Demonstrate their product and describe their process, using appropriate terminology and providing reasons for their selected solution and modifications
	<input type="checkbox"/> Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment
	<input type="checkbox"/> 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
	<input type="checkbox"/> Identify new design issues
<i>Applied Skills</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
	<input type="checkbox"/> 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
<i>Applied Technologies</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task
	<input type="checkbox"/> Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
	<input type="checkbox"/> Identify how the land, natural resources, and culture influence the development and use of tools and technologies

French

Content

Section	Specific Expectations
Students are expected to know the following: French letter patterns	<ul style="list-style-type: none"> <input type="checkbox"/> such as groupings of letters that make the same sound (e.g., au, aux, eau, ô, os), rhyming words, and letter patterns that have consistent pronunciations (e.g., ai, -ille, -ment, -tion)
Students are expected to know the following: Common, high-frequency vocabulary and sentence structures for communicating meaning:	<p>A variety of questions, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Combien...? <input type="checkbox"/> Comment...? <input type="checkbox"/> Est-ce que...? <input type="checkbox"/> Où...? <input type="checkbox"/> Pourquoi...? <input type="checkbox"/> Quand...? <input type="checkbox"/> Quel...? <input type="checkbox"/> Qu'est-ce que...? <input type="checkbox"/> Qui...?
Descriptions of others	<ul style="list-style-type: none"> <input type="checkbox"/> describing, for example, family members, Elders, friends, teachers, heroes, characters in texts (e.g., Mon père est enseignant. Il est grand. Il aime les chiens. Il joue au tennis.)
Locations and directions	<input type="checkbox"/> for example, à gauche, au parc, sur la table
	<input type="checkbox"/> students may also use gestures to enhance communication.
Reasons for likes, dislikes, and preferences	<p>For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> J'aime... <input type="checkbox"/> parce que... <input type="checkbox"/> J'adore... <input type="checkbox"/> parce que... <input type="checkbox"/> Je n'aime pas... <input type="checkbox"/> parce que... <input type="checkbox"/> Je déteste... <input type="checkbox"/> parce que... <input type="checkbox"/> Je préfère... <input type="checkbox"/> parce que...

Simple comparisons	<p>For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> J'aime les pommes, mais je préfère les bananes <input type="checkbox"/> Elle joue au basketball, mais je joue au soccer
Cultural aspects of communities	<p>For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activities <input type="checkbox"/> Celebrations <input type="checkbox"/> Clothing <input type="checkbox"/> First Peoples regalia <input type="checkbox"/> Festivals <input type="checkbox"/> Food <input type="checkbox"/> Land <input type="checkbox"/> Music <input type="checkbox"/> Practices <input type="checkbox"/> protocol <input type="checkbox"/> traditions
Common elements of stories	<ul style="list-style-type: none"> <input type="checkbox"/> place, characters, setting, plot
Communities where French is spoken across Canada	<p>For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> les Acadiens <input type="checkbox"/> les Franco-Albertains <input type="checkbox"/> les Franco-Colombiens <input type="checkbox"/> les Fransaskois <input type="checkbox"/> les Québécois <input type="checkbox"/> Métis communities in Baie St. Paul, MB <input type="checkbox"/> Fort Nelson, BC <input type="checkbox"/> Île-à-la-Crosse, SK
	<ul style="list-style-type: none"> <input type="checkbox"/> could include information about celebrations, festivals, food, geography, history, population, territory, traditions
Communities where French is spoken around the world	<p>Locations of some Francophone communities around the world. For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Belgium, France, Haiti, Morocco, Republic of Côte d'Ivoire, Senegal, Switzerland, Vietnam
	<ul style="list-style-type: none"> <input type="checkbox"/> cultural aspects of Francophone communities
Ethics of cultural appropriation and plagiarism	<ul style="list-style-type: none"> <input type="checkbox"/> use of a cultural motif, theme, "voice," image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Curricular Competency

Section	Specific Expectations
<i>Thinking and communicating</i>	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> □ Recognize the relationships between French letter patterns and pronunciation. Identify groupings of letters that make the same sound (e.g., au, aux, eau, ô, os), rhyming words, letter patterns that have consistent pronunciations (e.g., ai, -ille, -ment, -tion), and silent letters.
	<ul style="list-style-type: none"> □ Comprehend key information and supporting details in slow, clear speech and other simple texts. answers to questions such as qui, qu'est-ce que, où, quand, combien, comment, pourquoi
	<ul style="list-style-type: none"> □ Comprehend simple stories
	<p>Use various strategies to support communication:</p> <ul style="list-style-type: none"> □ include strategies to comprehend and express meaning □ will vary depending on the context and the individual student □ for example, interpreting body language; listening to intonation and expression; paraphrasing, reformulating, reiterating, and repeating; substituting words; using cognates, context, images, parts of speech, prior knowledge, reference tools, similar words in first language, and text features
	<ul style="list-style-type: none"> □ Seek clarification of meaning using a variety of statements and questions (e.g., Je ne comprends pas; Répétez, s'il vous plaît; Répète, s'il te plaît; Peux-tu répéter?; Que veut dire...?; Comment dit-on...?; Comment écrit-on...?)
	<ul style="list-style-type: none"> □ Use intonation and tone effectively to communicate meaning. For example, using question and statement intonation patterns, using tone to express different emotions, practising cadence of spoken French
	<ul style="list-style-type: none"> □ Follow instructions to complete a task
	<ul style="list-style-type: none"> □ Exchange ideas and information using complete sentences, both orally and in writing

	<ul style="list-style-type: none"> □ Express themselves and comprehend others through various modes of presentation. Make use of those best suited to their own and others' diverse abilities (e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, and videos)
<p><i>Personal and social awareness</i></p>	
	<ul style="list-style-type: none"> □ Explore and share information about Francophone communities across Canada and around the world □ Explore and share information about connections between First Peoples communities and the French language. For example, First Nations, Métis, and Inuit communities in Canada where French is spoken (e.g., Huron Wendake Nation, Innu Nation, Micmac Nation, and Mohawk Nation in Quebec; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK) □ Describe cultural aspects of Francophone communities