

The British Columbia Curriculum

GRADE 8

checklist format

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



Content

Introduction	Page 3
Mathematics	Page 4
English Language Arts	Page 10
Science	Page 19
Social Studies	Page 25
Arts Education	Page 30
Career Education	Page 35
Physical and Health Education.....	Page 38
Applied Design, Skills and Technologies.....	Page 44
French.....Page 53

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 Eight 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>Perfect squares and cubes</i>	
Students are expected to know the following:	<input type="checkbox"/> using colour tiles, pictures, or multi-link cubes
	<input type="checkbox"/> building the number or using prime factorization
<i>Square and cube roots</i>	
Students are expected to know the following:	<input type="checkbox"/> finding the cube root of 125
	<input type="checkbox"/> finding the square root of 16/169
	<input type="checkbox"/> estimating the square root of 30
<i>Percents</i>	
Students are expected to know the following:	<input type="checkbox"/> percents less than 1 and greater than 100 (decimal and fractional percents)
	<input type="checkbox"/> A worker's salary increased 122% in three years. If her salary is now \$93,940, what was it originally?
	<input type="checkbox"/> What is $\frac{1}{2}\%$ of 1 billion?
	<input type="checkbox"/> The population of Vancouver increased by 3.25%. What is the population if it was approximately 603,500 people last year?
	<input type="checkbox"/> beading
<i>Numerical proportional reasoning</i>	
Students are expected to know the following:	<input type="checkbox"/> numerical proportional reasoning (rates, ratio, proportions, and percent)
	<input type="checkbox"/> two-term and three-term ratios, real-life examples and problems
	<input type="checkbox"/> A string is cut into three pieces whose lengths form a ratio of 3:5:7. If the string was 105 cm long, how long are the pieces?
	<input type="checkbox"/> creating a cedar drum box of proportions that use ratios to create

	differences in pitch and tone
	<input type="checkbox"/> paddle making
<i>Operations with fractions</i>	
Students are expected to know the following:	<input type="checkbox"/> operations with fractions (addition, subtraction, multiplication, division, and order of operations)
	<input type="checkbox"/> includes the use of brackets, but excludes exponents
	<input type="checkbox"/> using pattern blocks or Cuisenaire Rods
	<input type="checkbox"/> simplifying $\frac{1}{2} \div \frac{9}{6} \times (7 - \frac{4}{5})$
	<input type="checkbox"/> drumming and song: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, whole notes, dot bars, rests = one beat
	<input type="checkbox"/> changing tempos of traditional songs dependent on context of use
	<input type="checkbox"/> proportional sharing of harvests based on family size
<i>Discrete linear relations (extended to larger numbers, limited to integers)</i>	
Students are expected to know the following:	<input type="checkbox"/> two-variable discrete linear relations
	<input type="checkbox"/> expressions, table of values, and graphs
	<input type="checkbox"/> scale values (e.g., tick marks on axis represent 5 units instead of 1)
	<input type="checkbox"/> four quadrants, integral coordinates
<i>Expressions</i>	
Students are expected to know the following:	<input type="checkbox"/> expressions- writing and evaluating using substitution
	<input type="checkbox"/> using an expression to describe a relationship
	<input type="checkbox"/> evaluating $0.5n - 3n + 25$, if $n = 14$
<i>Two-step equations</i>	
Students are expected to know the following:	<input type="checkbox"/> Two-step equations with integer coefficients, constants, and solutions
	<input type="checkbox"/> solving and verifying $3x - 4 = -12$
	<input type="checkbox"/> modelling the preservation of equality (e.g., using a balance, manipulatives, algebra tiles, diagrams)
	<input type="checkbox"/> spirit canoe journey calculations
<i>Surface area and volume</i>	
Students are expected to know the following:	<input type="checkbox"/> surface area and volume of regular solids, including triangular and other right prisms and cylinders
	<input type="checkbox"/> exploring strategies to determine the surface area and volume of a

	regular solid using objects, a net, 3D design software
	<input type="checkbox"/> volume = area of the base x height
	<input type="checkbox"/> surface area = sum of the areas of each side
<i>Pythagorean theorem</i>	
Students are expected to know the following:	<input type="checkbox"/> modelling the Pythagorean theorem
	<input type="checkbox"/> finding a missing side of a right triangle
	<input type="checkbox"/> deriving the Pythagorean theorem
	<input type="checkbox"/> constructing canoe paths and landings given current on a river
	<input type="checkbox"/> First Peoples constellations
<i>3D objects</i>	
Students are expected to know the following:	<input type="checkbox"/> construction, views, and nets of 3D objects
	<input type="checkbox"/> top, front, and side views of 3D objects
	<input type="checkbox"/> matching a given net to the 3D object it represents
	<input type="checkbox"/> drawing and interpreting top, front, and side views of 3D objects
	<input type="checkbox"/> constructing 3D objects with nets
	<input type="checkbox"/> using design software to create 3D objects from nets
	<input type="checkbox"/> bentwood boxes, lidded baskets, packs
<i>Central tendency</i>	
Students are expected to know the following:	<input type="checkbox"/> mean, median, and mode
<i>Theoretical probability</i>	
Students are expected to know the following:	<input type="checkbox"/> theoretical probability with two independent events
<i>Financial Literacy</i>	
	<input type="checkbox"/> Best buys
	<input type="checkbox"/> coupons, proportions, unit price, products and services
	<input type="checkbox"/> proportional reasoning strategies (e.g., unit rate, equivalent fractions given prices and quantities)

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)
Students are expected to be able to do the following:	<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)

<p>Students are expected to be able to do the following:</p>	<ul style="list-style-type: none"> □ Use mathematical arguments to support personal choices (including anticipating consequences)
<p>Students are expected to be able to do the following:</p>	<ul style="list-style-type: none"> □ Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts
	<ul style="list-style-type: none"> □ Invite local First Peoples Elders and knowledge keepers to share their knowledge
	<ul style="list-style-type: none"> □ Bishop’s cultural practices: counting, measuring, locating, designing, playing, explaining

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
Students are expected to know the following: Functions	<input type="checkbox"/> Purpose of text
Students are expected to know the following: 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
Students are expected to know the following: Text features	<input type="checkbox"/> how text and visuals are displayed
Students are expected to know the following: Literary elements	<input type="checkbox"/> characterization
	<input type="checkbox"/> character types
	<input type="checkbox"/> story structures (e.g., linear, cyclical, iterative)
	<input type="checkbox"/> setting
Students are expected to know the following: Literary devices	<input type="checkbox"/> sensory detail (e.g., imagery, sound devices), and figurative language (e.g., metaphor, simile)
Students are expected to know the following: Elements of visual/graphic texts	May include: <ul style="list-style-type: none"> <input type="checkbox"/> Layout <input type="checkbox"/> Infographics <input type="checkbox"/> Emoticons <input type="checkbox"/> Icons <input type="checkbox"/> Symbols <input type="checkbox"/> interactive visuals <input type="checkbox"/> Hypertext <input type="checkbox"/> Colour <input type="checkbox"/> illustration styles (e.g., realism, cartoon, sketch, outline)

Students are expected to know the following:	<input type="checkbox"/> relevance, accuracy, reliability
<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
Students are expected to know the following 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
Students are expected to know the following 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
Students are expected to know the following 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 Features of oral language, including:	<input type="checkbox"/> tone
	<input type="checkbox"/> volume
	<input type="checkbox"/> inflection
	<input type="checkbox"/> pace
	<input type="checkbox"/> gestures

Students are expected to know the following Multi-paragraphing	<ul style="list-style-type: none"> <input type="checkbox"/> developing multi-paragraph compositions that are characterized by unity, development, and coherence
Students are expected to know the following Language usage and context	<ul style="list-style-type: none"> <input type="checkbox"/> refers to the impact of context on choice of language usage (e.g., when texting, using informal short-form language; when writing an essay, using more formal standard Canadian English)
Students are expected to know the following: Elements of style	<input type="checkbox"/> diction
	<input type="checkbox"/> figurative language
	<input type="checkbox"/> tone
	<input type="checkbox"/> Inclusive language
	<input type="checkbox"/> Degree of formality
Students are expected to know the following: 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
Students are expected to know the following: Conventions	<p>Common practices in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> all standard punctuation use <input type="checkbox"/> in capitalization <input type="checkbox"/> in quoting <input type="checkbox"/> in Canadian spelling
Students are expected to know the following: Presentation techniques	<ul style="list-style-type: none"> <input type="checkbox"/> Any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and the 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>	<ul style="list-style-type: none"> □ examples include to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to problem solve, to entertain □ Students should be prompted to ask: Does it meet the purpose? Is it current? Does it add new information? □ Students should be prompted to distinguish fact from opinion and to consider the source of the information, whether it is supported by evidence, whether it is factually correct, and whether other sources support it. □ Students should be prompted to consider the credibility of voice, whether it is a primary or a secondary source, and the trustworthiness and authority of the source.
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking:</p>	<ul style="list-style-type: none"> □ Text and texts are generic terms referring to all forms of oral, written, visual, and digital communication: □ Oral texts include speeches, poems, plays, and oral stories. □ Written texts include novels, articles, and short stories. □ Visual texts include posters, photographs, and other images. □ Digital texts include electronic forms of all the above. □ Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). <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, and problem solving
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p>	<ul style="list-style-type: none"> □ Synthesize ideas from a variety of sources to build understanding

<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages</p>	<ul style="list-style-type: none"> □ vary depending on the purpose and audience of the text; students should be encouraged to focus on the relationship between form and function (e.g., considering the role in various texts of elements such as negative space in graphic novels; advertisements on websites; lighting and camera angles in film and photography; use of music, paragraph length, line breaks in poetry; silence and intonation in spoken word; and colour)
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</p>	<ul style="list-style-type: none"> □ questioning, interpreting, comparing, and contrasting a range of texts (e.g., narrative, poetry, visual texts); students should be encouraged to think outside the box, moving beyond the text and comparing texts; useful strategies include “exit slips,” “one star, one wish,” and quick activities to identify thinking
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</p>	<ul style="list-style-type: none"> □ Students should be prompted to recognize the influence of family, friends, activities, education, religion, gender, age, place, settlement patterns, immigration, economic factors, and political events (local and beyond); to recognize that authors write from a perspective influenced by such factors; and to consider the relationship between text and context.

<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Recognize how language constructs personal, social, and cultural identity</p>	<ul style="list-style-type: none"> □ Our sense of individuality and belonging is a product of the language we use; oral tradition, story, recorded history, and social media; voice; cultural aspects; literacy history; linguistic background (English as first or additional language); register; and language as a system of meaning. Students should recognize that how we use language defines who we are in the world.
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p>	<ul style="list-style-type: none"> □ Construct meaningful personal connections between self, text, and world
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Respond to text in personal, creative, and critical ways</p>	<ul style="list-style-type: none"> □ Students should be prompted to demonstrate comprehension, understanding of connection, and thoughtfulness; support positions with evidence/reasoning; identify and challenge their own assumptions; show awareness of their emotional and cognitive reactions and of their own point of view; and show they can consider texts from different point of views
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Understand how literary elements, techniques, and devices enhance and shape meaning</p>	<ul style="list-style-type: none"> □ for example, metaphor brings a fresh perspective to the common; irony can add social critique to an argument; allusion suggests connections between diverse elements; form often reflects function; diction influences emotion, persuasiveness, and meaning

<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p>	<ul style="list-style-type: none"> □ Recognize an increasing range of text structures and how they contribute to meaning
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p>	<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
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p>	<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"> □ narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Develop an awareness of the protocols and ownership associated with First Peoples texts</p>	<ul style="list-style-type: none"> □ as applied to local stories, protocols are recognized customs and practices about when and where the stories can be shared, who owns them, and who can share them, because the stories have been passed down through generations
<p><i>Create and communicate (writing, speaking, representing)</i></p>	
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p>	<ul style="list-style-type: none"> □ Exchange ideas and viewpoints (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) to build shared understanding and extend thinking
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	<ul style="list-style-type: none"> □ students should be supported in planning, drafting, and editing multimedia and multimodal texts, such as paragraph compositions that include a theme (subject and author’s opinion) and TAG (title, author, genre); other examples of texts include opinion pieces, poetry, short stories, narratives, slams, spoken word texts, storyboards and comic strips, and masks
Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences	<ul style="list-style-type: none"> □ Students at this level expand their understanding of the range of audiences to include peers, authorities, and technical audiences.
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	<ul style="list-style-type: none"> □ using techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, using active instead of passive voice, maintaining parallelism, adding modifiers, replacing be verbs with stronger verbs, varying sentence types, using precise diction, eliminating wordiness
Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	<ul style="list-style-type: none"> □ Students at this level expand their understanding of the range of audiences to include peers, authorities, and technical audiences.
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	<ul style="list-style-type: none"> □ Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation

<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Use and experiment with oral storytelling processes</p>	<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, using an expanding repertoire of techniques to enhance audience experience
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p>	<ul style="list-style-type: none"> □ Select and use appropriate features, forms, and genres according to audience, purpose, and message
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p>	<ul style="list-style-type: none"> □ Transform ideas and information to create original texts

Science

Content

Section	Specific Expectations
<i>Characteristics of life</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> <input type="checkbox"/> living things respire, grow, take in nutrients, produce waste, respond to stimuli, and reproduce; there is debate as to whether or not to classify viruses as living things
<i>Cells</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> <input type="checkbox"/> living things are made of one or more cells
Cell theory	<ul style="list-style-type: none"> <input type="checkbox"/> all cells come from pre-existing cells <input type="checkbox"/> the cell is a basic unit of life
Students are expected to know the following:	<ul style="list-style-type: none"> <input type="checkbox"/> prokaryotic and eukaryotic cells
Types of cells	<ul style="list-style-type: none"> <input type="checkbox"/> plant and animal cells
	<ul style="list-style-type: none"> <input type="checkbox"/> cells contain structures that carry out essential functions
<i>Photosynthesis and cellular respiration</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> <input type="checkbox"/> photosynthesis and cellular respiration
<i>The relationship of microorganisms with living things:</i>	
Students are expected to	<ul style="list-style-type: none"> <input type="checkbox"/> micro-organisms are key to nutrient recycling in ecosystems as

know the following:	they act as decomposers
	<input type="checkbox"/> viruses and bacteria can cause disease and can also be used in industry (e.g., production of cheese and salami) and agriculture (e.g., production of striped tulips)
Students are expected to know the following: Basic functions of the immune system:	<input type="checkbox"/> the immune system provides a barrier to infections and a number of non-specific and specific responses to fight infection (e.g., fever, antibodies, phagocytes, inflammation)
	<input type="checkbox"/> different populations have greater immunity to certain infections than other populations (e.g., impact of smallpox epidemic on First Peoples)
Students are expected to know the following: Vaccination and antibiotics	<input type="checkbox"/> vaccination can prevent the spread of infectious disease
	<input type="checkbox"/> antibiotics are effective only against living organisms, such as bacteria, and not against viruses; overuse of antibiotics can lead to the development of antibiotic-resistant strains of bacteria (“superbugs”)
Students are expected to know the following: Impacts of epidemics and pandemics on human populations	<input type="checkbox"/> regional outbreaks (e.g., smallpox, measles)
	<input type="checkbox"/> global outbreaks (e.g., Spanish flu, SARS)
<i>Kinetic molecular theory (KMT)</i>	
Students are expected to know the following:	<input type="checkbox"/> Kinetic molecular theory (KMT) explains how particles move in different states
<i>Atomic theory and models</i>	
Students are expected to know the following: Atomic theory and models	<input type="checkbox"/> provides evidence for the existence of atoms and molecules
	Models can be used to represent: <ul style="list-style-type: none"> <input type="checkbox"/> the arrangement and motion of particles in different phases <input type="checkbox"/> the arrangement of and forces that bind protons, neutrons, and electrons in an atom <input type="checkbox"/> the quarks and leptons in protons, neutrons, and electrons

<i>Protons and neutrons</i>	
Students are expected to know the following: Protons, neutrons, and quarks	<ul style="list-style-type: none"> <input type="checkbox"/> protons and neutrons (made of quarks) are held together in the nucleus by a strong nuclear force
<i>Electrons and leptons</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> <input type="checkbox"/> electrons (a type of lepton) are held at a distance from the nucleus through electromagnetism
<i>Electromagnetic radiation</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> <input type="checkbox"/> types of electromagnetic radiation: the electromagnetic spectrum consists of radio, microwave, infrared, light, UV, X-ray, and gamma rays
	<ul style="list-style-type: none"> <input type="checkbox"/> effects of electromagnetic radiation: positive effects include cancer treatments; negative effects include sunburns
<i>Light</i>	
Students are expected to know the following:	<p>Properties of light:</p> <ul style="list-style-type: none"> <input type="checkbox"/> acts like both a wave and a particle <input type="checkbox"/> wavelength, amplitude, frequency
	<p>Behaviours of light:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reflection, refraction, absorption, transmission, scattering images formed by lenses and mirrors <input type="checkbox"/> effects of translucent, transparent, and opaque objects
	<p>Ways of sensing light:</p> <ul style="list-style-type: none"> <input type="checkbox"/> human vision <input type="checkbox"/> optical instruments <input type="checkbox"/> cameras
<i>Plate Tectonic Movement</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> <input type="checkbox"/> types of plate movements
	<ul style="list-style-type: none"> <input type="checkbox"/> plate boundaries
	<ul style="list-style-type: none"> <input type="checkbox"/> earthquakes and volcanoes

<i>Geological events</i>	
	<input type="checkbox"/> major geological events of local significance
<i>First People's Knowledge</i>	
	First Peoples knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> local geological formations <input type="checkbox"/> significant local geological events
<i>Earth</i>	
	<input type="checkbox"/> layers of Earth

Curricular Competency

Section	Specific Expectations
<i>Questioning and Predicting</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest
	<input type="checkbox"/> Make observations aimed at identifying their own questions about the natural world
	<input type="checkbox"/> Identify a question to answer or a problem to solve through scientific inquiry
	<input type="checkbox"/> Formulate alternative "If...then..." hypotheses based on their questions
	<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:	<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
	<input type="checkbox"/> Measure and control variables (dependent and independent) through fair tests
	<input type="checkbox"/> Observe, measure, and record data (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
	<input type="checkbox"/> Use appropriate SI units and perform simple unit conversions

	<ul style="list-style-type: none"> □ 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"> □ Experience and interpret the local environment
	<ul style="list-style-type: none"> □ 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"> □ 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"> □ Seek patterns and connections in data from their own investigations and secondary sources
	<ul style="list-style-type: none"> □ Use scientific understandings to identify relationships and draw conclusions
<i>Evaluating</i>	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> □ Reflect on their investigation methods, including the adequacy of controls on variables (dependent and independent) and the quality of the data collected
	<ul style="list-style-type: none"> □ Identify possible sources of error and suggest improvements to their investigation methods
	<ul style="list-style-type: none"> □ Demonstrate an awareness of assumptions and bias in their own work and secondary sources
	<ul style="list-style-type: none"> □ Demonstrate an understanding and appreciation of evidence (qualitative and quantitative)
	<ul style="list-style-type: none"> □ Exercise a healthy, informed skepticism and use scientific knowledge and findings from their own investigations to evaluate claims in secondary sources
	<ul style="list-style-type: none"> □ 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:	<ul style="list-style-type: none"> □ Contribute to care for self, others, community, and world through personal or collaborative approaches
	<ul style="list-style-type: none"> □ 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
	<p>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.</p> <p>Key questions about place:</p> <ul style="list-style-type: none"> <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? <input type="checkbox"/> How does your understanding of place affect the ways in which you collect evidence and evaluate it? <input type="checkbox"/> As you consider the significance, worth, or value of an outcome or finding, how can you show different ways of knowing? <input type="checkbox"/> How can your understanding of place influence project designs? <input type="checkbox"/> How do the place-based experiences and stories of others affect the ways in which you communicate and collaborate?

Social Studies

Content

Section	Specific Expectations
<p>Students are expected to know the following:</p> <p>Social, political, and economic systems and structures, including those of at least one indigenous civilization</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> feudal societal structures and rights (e.g., in Europe versus Japan) <input type="checkbox"/> Reformation and Counter-Reformation in Europe <input type="checkbox"/> diffusion of religions throughout the world <input type="checkbox"/> collapse of empires <input type="checkbox"/> labour management <input type="checkbox"/> gender relations <hr/> <p>Key questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What was the status of women in various societies during this period of history? <input type="checkbox"/> How were political decisions made during this period of history? <input type="checkbox"/> How was wealth distributed in societies during this period?
<p>Students are expected to know the following:</p> <p>Scientific and technological innovations</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arab world, Ibn Battuta, Islamic Golden Age (e.g., the diffusion of arts and mathematics) <input type="checkbox"/> Zheng He and cartography <input type="checkbox"/> European (Portuguese, Spanish, British) navigation tools and locations <input type="checkbox"/> cartography and navigation <input type="checkbox"/> agriculture <hr/> <p>Key question:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How did technology benefit people during this period of history? <input type="checkbox"/> Where did key scientific and technological discoveries occur?
<p>Students are expected to know the following:</p> <p>Philosophical and cultural shifts</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> printing press <input type="checkbox"/> Reformation and Counter-Reformation in Europe <input type="checkbox"/> Enlightenment <input type="checkbox"/> literary and artistic shifts

<p>Students are expected to know the following:</p> <p>Interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Silk Road, Indian Ocean Trade (e.g., the flourishing of arts, architecture, math, and Islam) <input type="checkbox"/> Crusades <input type="checkbox"/> cultural diffusion <input type="checkbox"/> linguistic changes <input type="checkbox"/> environmental effects <input type="checkbox"/> Columbian Exchange <input type="checkbox"/> imperialism <input type="checkbox"/> Renaissance <input type="checkbox"/> Mesoamerica
<p>Students are expected to know the following:</p> <p>Exploration, expansion, and colonization</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> contact and conflict <input type="checkbox"/> the Americas <input type="checkbox"/> state formation and collapse
<p>Students are expected to know the following:</p> <p>Changes in population and living standards</p>	<p>Sample topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> forced and unforced migration and movement of people <input type="checkbox"/> diseases and health <input type="checkbox"/> urbanization and the effect of expanding communities <input type="checkbox"/> environmental impact (e.g., resource and land use)

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"> <input type="checkbox"/> Select a relevant problem or issue for inquiry. <input type="checkbox"/> Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue. <input type="checkbox"/> Compare the advantages and disadvantages of various graphic forms of communication (e.g., graphs, tables, charts, maps, photographs, sketches). <input type="checkbox"/> Demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climograph, topographical map, pie chart). <input type="checkbox"/> Compare maps of early civilizations with modern maps of the same area.

	<ul style="list-style-type: none"> □ 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. □ 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>Key questions:</p> <ul style="list-style-type: none"> □ Which explorer had the greatest impact on the colonization of North America? □ Should the printing press be considered a more important turning point in human history than the Internet? Explain why or why not.
<p>Students are expected to be able to do the following:</p> <p>Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)</p>	<p>Sample activity:</p> <ul style="list-style-type: none"> □ Create a timeline of key events during this period and rank which are the most significant. <p>Key question:</p> <ul style="list-style-type: none"> □ Which had more impact on the world: Indian Ocean trade or the Italian Renaissance?
<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"> □ Distinguish between primary and secondary sources. □ Assess the accuracy of sources (e.g., consider when they were created, recognize ambiguity and vagueness, distinguish conclusions from supporting statements, analyze logic or consistency of conclusions in terms of evidence provided). □ Identify biases that influence documents (e.g., articulate different points of view, such as a landholder's or tenant's, on topics or issues; identify authors' motives and describe how that could affect their reliability as a source; determine whether sources reflect single or multiple points of view). □ Locate and use relevant data. □ Evaluate the value of literature from this period (e.g., Canterbury Tales, The Tale of Genji) as a historical record.

	<p>Key questions:</p> <ul style="list-style-type: none"> □ How did the changing understanding of geography and astronomy affect how people perceived the world and their place in it? □ What do different systems of mapping and cartography indicate about the cultures from which they emerged? □ Which sources of information from this period are the most reliable?
<p>Students are expected to be able to do the following:</p> <p>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)</p>	<p>Key questions:</p> <ul style="list-style-type: none"> □ In what ways did the Industrial Revolution transform societies? □ Did the First Industrial Revolution in Britain result in an improvement in living standards for most people? □ Which development produced greater change: the Second Industrial Revolution or the First Industrial Revolution? □ How do the increasingly global networks of this period compare to present-day global networks?
<p>Students are expected to be able to do the following:</p> <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"> □ Analyze whether an event was caused by underlying systemic factors (e.g., social unrest, economic decline) or by an unpredictable event (e.g., disease, natural disaster). <p>Key questions:</p> <ul style="list-style-type: none"> □ How did the Black Death cause the end of feudalism and the Middle Ages in Europe? □ What would have been the impacts if the indigenous peoples of the Americas had been immune to smallpox and other diseases? □ What kinds of negative consequences can result from a positive event, and what kinds of positive consequences can result from a negative event (e.g., the role of the Black Death in breaking down the feudal system; ethnic violence resulting from colonial independence)?

<p>Students are expected to be able to do the following:</p> <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>Sample Activities:</p> <ul style="list-style-type: none"> □ Gather and evaluate sources that provide information about perspectives on past or present people, places, issues, or events during a particular period of history. □ Compare the level of respect for the natural environment in different societies. □ Compare the factors that influenced the spread of two different global religions <p>Key questions:</p> <ul style="list-style-type: none"> □ How did religious institutions respond to scientific, technological, philosophical, and cultural shifts? □ Who had more influence and power in Europe during the Middle Ages: the state (i.e., monarchs) or the church? □ Was religion the primary cause of the Crusades and religious wars?
<p>Students are expected to be able to do the following:</p> <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 are different groups represented in various cultural narratives? □ What lessons can we learn from the loss of languages due to imperialism?

Arts Education

Content

Section	Explanation
Manipulation of elements, principles, and design strategies to create mood and convey ideas 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	<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
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 (e.g., sphere, cube, pyramid) or organic (e.g., animal forms)
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	<ul style="list-style-type: none"> □ the relationship in size of parts, to a whole, and to one another
Unity and harmony	<ul style="list-style-type: none"> □ 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 national and	<ul style="list-style-type: none"> □ the results of creative processes in disciplines such as dance,

international works of art and artistic traditions from diverse cultures, communities, times, and places	drama, music, and visual arts
Ethical considerations and cultural appropriation related to the arts	<input type="checkbox"/> such as inclusion, diversity, copyright, ownership
	<input type="checkbox"/> 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	<input type="checkbox"/> ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials
	<input type="checkbox"/> 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:	<input type="checkbox"/> Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making
	<input type="checkbox"/> Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
	<input type="checkbox"/> Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences
	<input type="checkbox"/> 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:	<input type="checkbox"/> Research, 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

	<ul style="list-style-type: none"> □ Develop, refine ideas, and critically appraise 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' motivations and meanings
	<ul style="list-style-type: none"> □ Interpret creative works using knowledge and skills from various areas of learning (in BC's provincial curriculum program, the discipline-based fields of knowledge, such as Science, Arts Education and Social Studies; each area of learning contains a set of learning standards)
	<ul style="list-style-type: none"> □ Respond to works of art using one's knowledge of the world
<i>Communicating and documenting</i>	
Students will be able to use creative processes to:	<ul style="list-style-type: none"> □ Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
	<ul style="list-style-type: none"> □ Interpret and communicate ideas using symbols and elements to express meaning through the arts
	<ul style="list-style-type: none"> □ Take creative risks to express feelings, ideas, and experiences
	<ul style="list-style-type: none"> □ Describe, interpret and respond to works of art
	<ul style="list-style-type: none"> □ Experience, document, choreograph, perform, and share creative works in a variety of ways
	<ul style="list-style-type: none"> □ Use the arts to communicate, respond to and understand environmental and global issues
	<ul style="list-style-type: none"> □ 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 for career research (includes inventories of preferences, skills, personal attitudes values, and interests)
	<input type="checkbox"/> reflection
	<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)
<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
	<input type="checkbox"/> factors affecting types of jobs in the community
	<input type="checkbox"/> career value of volunteering
<i>Life and Career Plan</i>	
Students are expected to know the following:	<input type="checkbox"/> graduation requirements
	<input type="checkbox"/> role of mentors, family, community, school, and personal network in decision making
	<input type="checkbox"/> influence of technology in learning and working
	Workplace safety:
	<input type="checkbox"/> hazard evaluation and control <input type="checkbox"/> rights and responsibilities of the worker <input type="checkbox"/> emergency procedures
<input type="checkbox"/> role of community, school, personal network, and mentorship in career planning	

Curricular Competency

Section	Concepts
<p>Students are expected to be able to do the following:</p>	<ul style="list-style-type: none"> □ Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills
	<ul style="list-style-type: none"> □ Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices
	<ul style="list-style-type: none"> □ Recognize the impact of personal public identity (digital presence/footprint, diction, body language, representing self and communities) in the world of work
	<ul style="list-style-type: none"> □ Demonstrate respect, collaboration, and inclusivity in working with others to solve problems
	<ul style="list-style-type: none"> □ Recognize and explore diverse perspectives (question and challenge career perceptions and possible career paths and analyze the relationships between work, society, and the economy) on how work contributes to our community and society
	<ul style="list-style-type: none"> □ Demonstrate safety skills and appreciate the importance of workplace safety
	<ul style="list-style-type: none"> □ Set and achieve realistic learning goals with perseverance and resilience
	<ul style="list-style-type: none"> □ Recognize the influence of curriculum choices and co-curricular activities on career paths (include direct to work, apprenticeships, college, or university)
	<ul style="list-style-type: none"> □ Appreciate the value of a network of resources and mentors to assist with career exploration
	<ul style="list-style-type: none"> □ Question self and others about the role of family expectations and traditions, and of community needs in career choices
	<ul style="list-style-type: none"> □ Apply a variety of research skills (interviewing, investigating, exploring, experiencing, etc.; learning can come from memory, history, and story) to expand their knowledge of diverse career possibilities and understand career clusters (a group of careers that share common skills and training)
<ul style="list-style-type: none"> □ Explore volunteer and other new learning experiences that 	

	stimulate entrepreneurial (taking risks in order to create opportunities) and innovative thinking (original, creative; taking an existing idea and making it better)
	□ original, creative; taking an existing idea and making it better

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
<p>Students are expected to know the following:</p> <p>Movement concepts</p>	<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
<p>Students are expected to know the following:</p> <p>Movement strategies</p>	<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)

<p>Students are expected to know the following:</p> <p>Ways to monitor and adjust physical exertion levels</p>	<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)
<p>Students are expected to know the following:</p> <p>How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</p>	<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
<p>Students are expected to know the following:</p> <p>Training principles to enhance personal fitness levels, including the FITT principle</p>	<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
<p>Students are expected to know the following:</p> <p>The SAID principle and specificity</p>	<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)
<p>Students are expected to know the following:</p> <p>Specificity</p>	<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)

<p>Students are expected to know the following:</p> <p>Effects of different types of physical activity on the body</p>	<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
<p>Students are expected to know the following:</p> <p>Healthy sexual decision making</p>	<p>Practices could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> knowing and respecting personal and family values <input type="checkbox"/> knowing boundaries and being able to communicate them <input type="checkbox"/> being aware of what to do in risky situations
<p>Students are expected to know the following:</p> <p>Marketing and advertising tactics aimed at children and youth, including those involving food and supplements</p>	<p>Could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> using famous people to endorse products <input type="checkbox"/> false and/or misleading health claims (e.g., weight-loss or muscle-gaining supplements) <input type="checkbox"/> colourful and/or distracting advertising to get the attention of youth
<p>Students are expected to know the following:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines
<p>Students are expected to know the following:</p> <p>Sources of health information</p>	<p>Could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> medical professionals <input type="checkbox"/> websites <input type="checkbox"/> magazine and TV advertisements <input type="checkbox"/> retail stores (e.g., vitamin/supplement stores)
<p>Students are expected to know the following:</p> <p>Basic principles for responding to emergencies</p>	<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

Students are expected to know the following: Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings	Could include: <ul style="list-style-type: none"> <input type="checkbox"/> telling a trusted adult <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
Students are expected to know the following:	<input type="checkbox"/> Consequences of bullying, stereotyping, and discrimination
Students are expected to know the following: Media and social influences related to psychoactive substance use and potentially addictive behaviours	Include: <ul style="list-style-type: none"> <input type="checkbox"/> alcohol <input type="checkbox"/> tobacco <input type="checkbox"/> illicit drugs <input type="checkbox"/> solvents
Students are expected to know the following: Signs and symptoms of stress, anxiety, and depression	Could include: <ul style="list-style-type: none"> <input type="checkbox"/> problems sleeping <input type="checkbox"/> restlessness <input type="checkbox"/> loss of appetite and energy <input type="checkbox"/> wanting to be away from friends and/or family
Students are expected to know the following: Influences of physical, emotional, and social changes on identities and relationships	<input type="checkbox"/> how students' bodies are growing and changing during puberty and adolescence <input type="checkbox"/> how students' thoughts and feelings might evolve or change during puberty and adolescence <input type="checkbox"/> 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:	<input type="checkbox"/> Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments
	<input type="checkbox"/> Develop and apply a variety of movement concepts and strategies in different physical activities
	<input type="checkbox"/> Apply methods of monitoring and adjusting exertion levels in

	physical activity
	<input type="checkbox"/> Develop and demonstrate safety, fair play, and leadership in physical activities
	<input type="checkbox"/> Identify and describe preferred types of physical activity
<i>Healthy and active living</i>	
Students are expected to be able to do the following:	<input type="checkbox"/> Participate daily in physical activity designed to enhance and maintain health components of fitness
	<input type="checkbox"/> Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness
	<input type="checkbox"/> Develop strategies for promoting healthy eating choices in different settings
	<input type="checkbox"/> Assess factors that influence healthy choices and their potential health effects
	<input type="checkbox"/> Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour
	<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"/> Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
	<input type="checkbox"/> Propose strategies for responding to discrimination, stereotyping, and bullying
	<input type="checkbox"/> Propose strategies for developing and maintaining healthy relationships
	<input type="checkbox"/> Create 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

	<ul style="list-style-type: none">□ Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence
	<ul style="list-style-type: none">□ Explore and describe the impact of transition and change on identities

Applied Design, Skills and Technologies

The curriculum is designed to be offered in modules or courses of various lengths. Schools are required to provide students with the equivalent of a full-year “course” in Applied Design, Skills, and Technologies. This “course” can be made up of one or more modules. Schools may choose from among the modules listed below or develop new modules that use the Curricular Competencies of Applied Design, Skills, and Technologies 8 with locally developed content. Locally developed modules can be offered in addition to, or instead of, the modules in the provincial curriculum.

Content

Section	Specific Expectations
<i>Computational Thinking</i>	
Students are expected to know the following:	<input type="checkbox"/> software programs as specific and sequential instructions with algorithms that can be reliably repeated by others
	<input type="checkbox"/> debugging algorithms and programs by breaking problems down into a series of sub-problems
	<input type="checkbox"/> binary number system (1s and 0s) to represent data
	programming languages, including visual programming (for example, Scratch, Alice, Greenfoot, BlueJ) in relation to text-based programming (for example, HTML) and programming modular components (for example, Arduino, LEGO Mindstorms)
<i>Computers and Communications Devices</i>	
Students are expected to know the following:	<input type="checkbox"/> design and function of digital infrastructures, from personal communication systems to wide area networks (for example, global, satellite) and the Internet of Things
	<input type="checkbox"/> social, cultural, and economic impact of mobile devices
	<input type="checkbox"/> systems for information transfer and communication, including videos, blogs, podcasts, and social media
	<input type="checkbox"/> keyboarding techniques: for example, physical hand and foot placement, posture, development of touch typing skills, use of “home row” ASDFJKL techniques

<i>Digital Literacy</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> □ elements of digital citizenship: for example, digital self-image, creative credit and copyright, relationships and communication, cyberbullying, legal and ethical issues
Students are expected to know the following:	<ul style="list-style-type: none"> □ ethical and legal implications of current and future technologies: for example, hacking (white hat and black hat), P2P Sharing, Torrents, VPNs, tracking, data collection, anonymity; automation, artificial intelligence, mobile devices, data collection, robotics, digital currencies (e.g., Bitcoin)
	<ul style="list-style-type: none"> □ strategies for curating personal digital content, including management, personalization, organization, and maintenance of digital content; email management; and workflow
	<ul style="list-style-type: none"> □ search techniques, how search results are selected and ranked, and criteria (accuracy, timeliness, appropriateness, credibility, and bias) for evaluating search results
	<ul style="list-style-type: none"> □ strategies to engage with personal learning networks: personalized digital instructional tools to support learning (web forums, tutorials, videos, digital resources, global communities, group communication and etiquette, online learning)
<i>Drafting</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> □ manual and computer-aided drafting techniques (isometric, orthographic, oblique, scale, 2D and 3D drawings)
	<ul style="list-style-type: none"> □ elements of technical plans and drawings
	<ul style="list-style-type: none"> □ advantages of using (for example, converting raster to vector in order to use plotters and vinyl cutters virtual creation: for example, layout and planning of a project, creating plans for a model) vector files
	<ul style="list-style-type: none"> □ virtual creation using CAD

Entrepreneurship and Marketing

Students are expected to know the following:

- Characteristics (goal, element of risk, personal commitment, planning and preparation, commitment of resources) of entrepreneurial activity
- characteristics of social entrepreneurship in First Nations communities
- recognition of a market need and identification of target market
- development of a product or service, including its features and benefits
- Forms (print, social media, web, digital) of advertising and marketing that can influence a potential customer or buyer
- differences between consumer wants and needs (what one would like to have; what one can do without)
- role of money management in financing an idea or developing a product

Food Studies

Students are expected to know the following:

- cross-contamination, including prevention and management
- food preparation practices, including elements of a recipe, techniques, and equipment
- effects of removing or substituting ingredients, including nutritional profile, food quality, taste
- social factors that affect food choices, including eating practices
- variety of eating practices (with whom, what, when, how, why, where food is consumed in a variety of situations (e.g., informal, formal, special, and/or ceremonial occasions))
- local food systems (growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal of food and food-related items)

	<ul style="list-style-type: none"> □ First Peoples food use and how that use has changed over time
<i>Media Arts</i>	
<p>Students are expected to know the following:</p>	<ul style="list-style-type: none"> □ digital and non-digital (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, kinetic art, biotechnical art, robotic art, space art) media technologies, their distinguishing characteristics, and their uses, including layout and design, graphics and images, and video production techniques for using images, sounds, and text to represent characterizations and points of view of people, including themselves, as well as settings and ideas □ story principles (selecting and organizing the elements of structure, intent, characters, settings, and points of view within the conventions of a genre) and genre conventions (traditional or culturally accepted ways of doing things based on audience expectations) □ media technologies and techniques (for example, preparing rough lumber, choosing appropriate tool sizes, cutting, drilling, painting, using simple hardware and fasteners) to shape space, time, movement, and lighting within images, sounds, and text for specific purposes □ processes for manipulating and testing digital media data □ issues in ethical media practices, including cultural appropriation, moral copyright, reproduction, and privacy □ elements (composition, time, space, sound, movement, lighting) of media arts used to communicate meaning □ influences of digital media, including on communication and self-expression

<i>Metalwork</i>	
Students are expected to know the following:	<input type="checkbox"/> characteristics and uses of ferrous and non-ferrous metals
	<input type="checkbox"/> metal fastening techniques, including basic welding and fabrication practices
	<input type="checkbox"/> metalworking techniques and processes (brazing, turning, machining, drilling, cutting, sanding, grinding, polishing) using hand tools (for example, cordless and corded drills, rotary tool, hammer, screwdriver, backsaw, ripsaw, coping saw, nail set, square, clamp and vise, chisel, marking gauge, carpenter square, jig saw) and power equipment (for example, band saw, scroll saw, drill press)
	<input type="checkbox"/> elements of plans and drawings
	<input type="checkbox"/> reclamation and repurposing of metals
<i>Power Technology</i>	
Students are expected to know the following:	<input type="checkbox"/> uses of power technology
	<input type="checkbox"/> renewable and non-renewable sources of energy
	<input type="checkbox"/> conversion and transmission of energy
	<input type="checkbox"/> kinetic (energy of motion) and potential energy (stored energy of position)
	<input type="checkbox"/> effect of mass and inertia on speed and distance
	<input type="checkbox"/> effect of mass and inertia on speed and distance
	<input type="checkbox"/> effects of forces (for example, tension, torsion, compression, shear, friction) on devices
<i>Robotics</i>	
Students are expected to know the following:	<input type="checkbox"/> uses of robotics in local contexts
	<input type="checkbox"/> types of sensors (bump, motion, sound, light, infrared)
	<input type="checkbox"/> user and autonomous control systems
	<input type="checkbox"/> uses and applications of end effectors

	<ul style="list-style-type: none"> □ movement- and sensor-based responses
	<ul style="list-style-type: none"> □ program flow
	<ul style="list-style-type: none"> □ interpretation and use of schematics for assembling circuits (for example, soldering (with fume extraction), breadboarding)
	<ul style="list-style-type: none"> □ identification and applications of components (for example, diodes, LEDs, resistors, capacitors, transistors)
	<ul style="list-style-type: none"> □ various platforms for robotics programming (for example, VEX, VEX IQ, LEGO Mindstorms/NXT)
<i>Textiles</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> □ sources of textile materials (for example, leather, cedar, wool, cotton, felt, embroidery thread, yarn, grasses and reeds, pine needles, sinew, plastic, used items and fabrics (e.g., food wrappers, old clothing))
Students are expected to know the following:	<ul style="list-style-type: none"> □ hand and machine construction techniques for producing and/or repairing textile items
Students are expected to know the following:	<ul style="list-style-type: none"> □ basic components of patterns and instructions
Students are expected to know the following:	<ul style="list-style-type: none"> □ colour as an element of design
Students are expected to know the following:	<ul style="list-style-type: none"> □ personal factors that influence textile choices, including culture and self-expression, and the impact of those choices on individual and cultural identity
<i>Woodwork</i>	
Students are expected to know the following:	<ul style="list-style-type: none"> □ historical and current contexts of woodworking
Students are expected to know the following:	<ul style="list-style-type: none"> □ historical and current contexts of woodworking
Students are expected to know the following: Main components of robots: sensors, control systems, and effectors	<ul style="list-style-type: none"> □ historical and current contexts of woodworking
	<ul style="list-style-type: none"> □ woodworking techniques (for example, preparing rough lumber, choosing appropriate tool sizes, cutting, drilling, painting, using simple hardware and fasteners)

Students are expected to know the following: Various ways that objects can move	<ul style="list-style-type: none"> □ traditional (for example, mitre joint, rabbet joint, dado joint, dowelling) and non-traditional (for example, metal connectors, screws and fasteners, biscuits) joinery using hand tools (for example, cordless and corded drills, rotary tool, hammer, screwdriver, backsaw, rip saw, coping saw, nail set, square, clamp and vise, chisel, marking gauge, carpenter square, jig saw) and power equipment (for example, band saw, scroll saw, drill press)
Students are expected to know the following:	<ul style="list-style-type: none"> □ options for reuse (recycling and reclamation) of wood and wood products

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"> □ 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)
Students are expected to be able to do the following: Defining	<ul style="list-style-type: none"> □ Choose a design opportunity □ Identify key features or potential users and their requirements
	<ul style="list-style-type: none"> □ 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)
Students are expected to be able to do the following: Ideating	<ul style="list-style-type: none"> □ Generate potential ideas and add to others' ideas
	<ul style="list-style-type: none"> □ Screen ideas against criteria and constraints
	<ul style="list-style-type: none"> □ Evaluate personal, social, and environmental impacts and ethical considerations
	<ul style="list-style-type: none"> □ Choose an idea to pursue

<p>Students are expected to be able to do the following: Prototyping</p>	<ul style="list-style-type: none"> <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)
<p>Students are expected to be able to do the following: Testing</p>	<ul style="list-style-type: none"> <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
<p>Students are expected to be able to do the following: Making</p>	<ul style="list-style-type: none"> <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
<p>Students are expected to be able to do the following: Sharing</p>	<ul style="list-style-type: none"> <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 cooperative work space <input type="checkbox"/> Identify new design issues
<p><i>Applied Skills</i></p>	
<p>Students are expected to be able to do the following:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments

	<ul style="list-style-type: none"> □ 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	
Students are expected to be able to do the following:	<ul style="list-style-type: none"> □ Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task
	<ul style="list-style-type: none"> □ Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
	<ul style="list-style-type: none"> □ 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"> □ such as 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, gn, -ille, -ment, oi, th, -tion, ui)
Students are expected to know the following: common, high-frequency vocabulary and sentence structures for communication in past, present, and future time frames:	<p>A variety of questions, for example:</p> <ul style="list-style-type: none"> □ Combien...?; Comment...?; Est-ce que...?; Où...?; Pourquoi...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?
Students are expected to know the following: Time and frequency	<p>For example:</p> <ul style="list-style-type: none"> □ aujourd'hui, hier, demain, chaque jour, toujours, parfois, jamais
Students are expected to know the following:	<ul style="list-style-type: none"> □ descriptions of items, people, and personal interests
Students are expected to know the following: Comparisons and contrasts	<ul style="list-style-type: none"> □ using expressions such as aussi, mais, plus que, aussi que, moins que (e.g., Sarah est plus jeune que Nicole)
Students are expected to know the following: Reasons for preferences, emotions, and physical states	<p>For example:</p> <ul style="list-style-type: none"> □ Je préfère... parce que...; J'ai peur parce que...; Elle est fatiguée parce que...
Students are expected to know the following: Beliefs and opinions	<p>For example:</p> <ul style="list-style-type: none"> □ À mon avis...; Je pense que...; Selon moi...

Students are expected to know the following: Cultural aspects of communities	For example: <input type="checkbox"/> activities, celebrations, clothing, dance, First Peoples regalia, festivals, food, history, land, music, practices, protocol, rituals, traditions
Students are expected to know the following: Common elements of stories	<input type="checkbox"/> place, characters, setting, plot
Students are expected to know the following: Francophone communities around the world	For example: <input type="checkbox"/> Belgium, France, Haiti, Morocco, Republic of Côte d'Ivoire, Senegal, Switzerland, Vietnam <input type="checkbox"/> could include information about celebrations, festivals, food, geography, history, population, territory, traditions
Students are expected to know the following:	<input type="checkbox"/> cultural aspects of Francophone communities
Students are expected to know the following: Ethics of cultural appropriation and plagiarism	<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:	<input type="checkbox"/> Recognize the relationships between French letter patterns and pronunciation. Identify, predict, and pronounce 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, gn, -ille, -ment, oi, th, -tion, ui), silent letters, les liaisons, and les élisions.
	<input type="checkbox"/> Comprehend key information and supporting details in texts. Answers to questions such as qui, qu'est-ce que, où, quand, combien, comment, pourquoi

	<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"> □ Exchange ideas and information using complete sentences, both orally and in writing
	<ul style="list-style-type: none"> □ Comprehend and retell stories. Understand key information and events in oral and written stories and retell stories orally or in writing
	<ul style="list-style-type: none"> □ Narrate simple stories. Using common expressions of time to show logical progression

Personal and social awareness

	<ul style="list-style-type: none"> □ Explore and share information about Francophone communities around the world
	<p>Explore and share information about connections between indigenous communities and the French language, for example:</p> <ul style="list-style-type: none"> □ for example, First Nations, Métis, and Inuit communities where French is spoken, in Canada (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); indigenous communities where French is spoken, around the world (e.g., communities in Gabonese Republic, Guiana, and Republic of Côte d’Ivoire) □ Discussion could include the fact that First Peoples writers in Quebec, such as those from the Innu Nation, have used the French language through prose and poetry to bring attention to the negative effects of colonization on their families and communities.

	<ul style="list-style-type: none">□ Explore ways in which Francophone cultures are expressed through creative works
	<ul style="list-style-type: none">□ Describe cultural aspects of Francophone communities
	<ul style="list-style-type: none">□ Explore ways to engage in experiences with Francophone communities and people. For example, blogs, classroom and school visits (including virtual/online visits), clubs, concerts, courses, exchanges, festivals, films, pen-pal letters, magazines, newspapers, plays, social media and other online resources, stores/restaurants with service in French