

The British Columbia Curriculum

GRADE 6

checklist format

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



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Introduction

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

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

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

Below you will find all the expectations for Grade Six 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>Small to large numbers (thousandths to billions)</i>	
Students are expected to know the following:	☐ place value from thousandths to billions, operations with thousandths to billions
	☐ numbers used in science, medicine, technology, and media
	☐ compare, order, estimate
<i>Multiplication and division facts to 100 (developing computational fluency)</i>	
Students are expected to know the following:	☐ mental math strategies (e.g., the double-double strategy to multiply 23×4)
<i>Order of operations with whole numbers</i>	
Students are expected to know the following:	☐ includes the use of brackets, but excludes exponents
	☐ quotients can be rational numbers
<i>Factors and multiples — greatest common factor and least common multiple</i>	
Students are expected to know the following:	☐ prime and composite numbers, divisibility rules, factor trees, prime factor phrase (e.g., $300 = 2 \times 2 \times 3 \times 5 \times 5$)
	☐ using graphic organizers (e.g., Venn diagrams) to compare numbers for common factors and common multiples
<i>Improper fractions and mixed numbers</i>	
Students are expected to know the following:	☐ using benchmarks, number line, and common denominators to compare and order, including whole numbers
	☐ using pattern blocks, Cuisenaire Rods, fraction strips, fraction circles, grids
	☐ birchbark biting
<i>Introduction to ratios</i>	
Students are expected to know the following:	☐ comparing numbers, comparing quantities, equivalent ratios
	☐ part-to-part ratios and part-to-whole ratios

<i>Whole-number percents and percentage discounts</i>	
Students are expected to know the following:	☐ using base 10 blocks, geoboard, 10x10 grid to represent whole number percents
	☐ finding missing part (whole or percentage)
	☐ $50\% = 1/2 = 0.5 = 50:100$
<i>Multiplication and division of decimals</i>	
Students are expected to know the following:	☐ 0.125×3 or $7.2 \div 9$
	☐ using base 10 block array
	☐ birchbark biting
<i>Increasing and decreasing patterns, using expressions, tables, and graphs as functional relationships</i>	
Students are expected to know the following:	☐ limited to discrete points in the first quadrant
	☐ visual patterning (e.g., colour tiles)
	☐ Take 3 add 2 each time, $2n + 1$, and 1 more than twice a number all describe the pattern 3, 5, 7, ...
	☐ graphing data on First Peoples language loss, effects of language intervention
<i>One-step equations with whole-number coefficients and solutions</i>	
Students are expected to know the following:	☐ preservation of equality (e.g., using a balance, algebra tiles)
	☐ $3x = 12$, $x + 5 = 11$
<i>Perimeter of complex shapes</i>	
Students are expected to know the following:	☐ A complex shape is a group of shapes with no holes (e.g., use colour tiles, pattern blocks, tangrams).
<i>Area of triangles, parallelograms, and trapezoids</i>	
Students are expected to know the following:	☐ grid paper explorations
	☐ deriving formulas
	☐ making connections between area of parallelogram and area of rectangle
	☐ birchbark biting

<i>Angle measurement and classification</i>	
Students are expected to know the following:	☐ straight, acute, right, obtuse, reflex
	☐ constructing and identifying; include examples from local environment
	☐ estimating using 45° , 90° , and 180° as reference angles
	☐ angles of polygons
	☐ Small Number stories: Small Number and the Skateboard Park (mathcatcher.irmacs.sfu.ca/stories)
<i>Measurement and classification</i>	
Students are expected to know the following:	☐ measurement and classification
<i>Volume and capacity</i>	
Students are expected to know the following:	☐ using cubes to build 3D objects and determine their volume
	☐ referents and relationships between units (e.g., cm^3 , m^3 , mL, L)
	☐ the number of coffee mugs that hold a litre
	☐ berry baskets, seaweed drying
<i>Triangles</i>	
	☐ scalene, isosceles, equilateral
	☐ right, acute, obtuse
	☐ classified regardless of orientation
<i>Combinations of transformations</i>	
Students are expected to know the following:	☐ plotting points on Cartesian plane using whole-number ordered pairs
	☐ translation(s), rotation(s), and/or reflection(s) on a single 2D shape
	☐ limited to first quadrant
	☐ transforming, drawing, and describing image
	☐ Use shapes in First Peoples art to integrate printmaking (e.g., Inuit, Northwest coastal First Nations, frieze work) (mathcentral.uregina.ca/RR/database/RR.09.01/mcdonald1/)
<i>Line graphs</i>	
Students are expected to know the following:	☐ table of values, data set; creating and interpreting a line graph from a given set of data

<i>Single-outcome probability, both theoretical and experimental</i>	
	☐ single-outcome probability events (e.g., spin a spinner, roll a die, toss a coin)
	☐ listing all possible outcomes to determine theoretical probability
	☐ comparing experimental results with theoretical expectation
	☐ Lahal stick games
<i>Financial literacy — simple budgeting and consumer math</i>	
	☐ informed decision making on saving and purchasing
	☐ How many weeks of allowance will it take to buy a bicycle?

Curricular Competency

Section	Specific Expectations
<i>Reasoning and analyzing</i>	
Students are expected to be able to do the following:	☐ Use logic and patterns (including coding) to solve puzzles and play games
Students are expected to be able to do the following:	☐ Use reasoning and logic to explore, analyze, and apply mathematical ideas
Students are expected to be able to do the following:	Estimate reasonably: ☐ 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:	Demonstrate and apply mental math strategies: ☐ extending whole-number strategies to decimals ☐ working toward developing fluent and flexible thinking about number
Students are expected to be able to do the following:	☐ Use tools or technology to explore and create patterns and relationships, and test conjectures
	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:	☐ Apply multiple strategies (includes familiar, personal, and from other cultures) to solve problems in both abstract and contextualized situations
	☐ Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
	☐ Visualize to explore mathematical concepts
	Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures: ☐ in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration ☐ Patterns are important in First Peoples technology, architecture, and art. ☐ Have students pose and solve problems or ask questions connected to place, stories, and cultural practices.
<i>Communicating and representing</i>	
Students are expected to be able to do the following:	☐ Use mathematical vocabulary and language to contribute to mathematical discussions
	☐ Explain and justify mathematical ideas and decisions using mathematical arguments
	☐ 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)
	☐ Represent mathematical ideas in concrete, pictorial, and symbolic forms
<i>Connecting and reflecting</i>	
Students are expected to be able to do the following:	☐ 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:	Connect mathematical concepts to each other and to other areas and personal interests: □ 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)
Students are expected to be able to do the following:	□ Use mathematical arguments to support personal choices including anticipating consequences
Students are expected to be able to do the following:	Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts: □ Invite local First Peoples Elders and knowledge keepers to share their knowledge □ Bishop's cultural practices: counting, measuring, locating, designing, playing, explaining (csus.edu/indiv/o/oreyd/ACP.htm_files/abishop.htm) □ Aboriginalaeducation.ca □ Teaching Mathematics in a First Nations Context, FNESC fnesc.ca/k-7/

English Language Arts

Content

General Outcome	Specific Expectations
<i>Story/Text</i>	
Students are expected to know the following: Forms, such as:	☐ narrative
	☐ exposition
	☐ report
Functions	☐ Purpose of text
Genres of text. Literary or thematic categories such as:	☐ Fantasy
	☐ Adventure
	☐ Humor
	☐ Biography
Text features	☐ how text and visuals are displayed
Literary elements	☐ narrative structures and characterization
	☐ sensory detail (e.g., imagery)
	☐ figurative language (e.g., metaphor, simile)
Literary devices	☐ sensory detail (e.g., imagery, sound devices), and figurative language (e.g., metaphor, simile)
Techniques of persuasion	☐ the use of emotional and logical appeals to persuade
<i>Strategies and processes</i>	
Students are expected to know the following: Reading strategies:	☐ using contextual clues
	☐ using phonics and word structure
	☐ visualizing
	☐ questioning
	☐ predicting
	☐ previewing text
	☐ summarizing
	☐ making inferences

Oral language strategies	☐ focusing on the speaker
	☐ asking questions to clarify
	☐ listening for specifics
	☐ expressing opinions
	☐ speaking with expression
	☐ staying on topic
	☐ taking turns
Metacognitive strategies	☐ talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
Writing processes	☐ revising, editing, considering audience
	☐ editing
	☐ considering audience
<i>Language features, structures, and conventions</i>	
Features of oral language, including:	☐ tone
	☐ volume
	☐ inflection
	☐ pace
	☐ gestures
Paragraphing	☐ developing paragraphs that are characterized by unity, development, and coherence
Language varieties	☐ regional dialects and varieties of English, standard Canadian English versus American English, formal versus informal registers, and situational varieties (e.g., texting versus essay writing)
Sentence structure and grammar	☐ varied sentence structure
	☐ pronoun use
	☐ subject-verb agreement,
	☐ use of transitional words
	☐ awareness of run-on sentences and sentence fragments
Conventions. Common practices in the following:	☐ all standard punctuation use

	☐ capitalization
	☐ Canadian spelling
Students are expected to know the following: presentation techniques	☐ Any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and audience, and demonstrate thought and care in organization.

Curricular Competency

General Outcome	Specific Expectations
<i>Comprehend and connect (reading, listening, viewing)</i>	
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability:	☐ may include to inquire, to explore, to inform, to interpret, to explain, to take a position, to propose a solution, to entertain ☐ includes digital sources; students need to develop the language and tools to successfully navigate digital media (e.g., be familiar with terms and concepts such as browser, cookie, browsing history, hyperlinked text, thread, URL, posting etiquette, privacy) ☐ 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. ☐ Students should be prompted to consider the credibility of the source
Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking:	☐ 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).
	☐ asking creative and critical questions supported and inspired by texts
	☐ may include questioning and speculating, acquiring new

	ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, problem solving
	□ Synthesize ideas from a variety of sources to build understanding
Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages	□ vary depending on the purpose and audience of the text; students should be encouraged to consider the role of elements used in various texts (e.g., illustration in graphic novels, advertisements on websites, use of music, paragraph length, pause and pace in spoken word, use of colour)
Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts	□ questioning, interpreting, comparing, and contrasting a range of texts (e.g., narrative, poetry, visual texts); useful strategies for students include “exit slips,” “one star, one wish,” and quick activities to identify thinking
Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts	□ Students should be prompted to consider the influence of family, friends, activities, religion, gender, and place on texts, and the relationship between text and context.
Recognize how language constructs personal, social, and cultural identity	□ Our sense of individuality and belonging is a product of, for example, the language we use; oral tradition, story, and recorded history; cultural aspects; and formal and informal language use. Students should be prompted to consider the impact of language in their lives.
	□ Construct meaningful personal connections between self, text, and world
Respond to text in personal, creative, and critical ways	□ Students should be prompted to analyze their personal connection to text, explain their responses (rational and emotional), and consider texts from different points of view.
Understand how literary elements, techniques, & devices enhance & shape meaning	□ may include characterization, mood, foreshadowing, conflict, protagonist/antagonist, theme, imagery, sound devices

	□ Recognize an increasing range of text structures and how they contribute to meaning
	□ Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
<i>Create and communicate (writing, speaking, representing)</i>	
	□ Exchange ideas and viewpoints to build shared understanding and extend thinking
Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts	□ may include opinion pieces; poetry; short stories; narrative; slams; spoken word; storyboards and comic strips; masks; multimedia and multimodal forms.
	□ students at this level expand their understanding of the range of audiences to include peers and authorities, and use formal and informal language according to audience
Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience and message	□ using techniques such as using verbs effectively, using repetition and substitution for effect, adding modifiers, varying sentence types, using precise diction
	□ students at this level expand their understanding of the range of audiences to include peers and authorities, and use formal and informal language according to audience
	□ Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
Use and experiment with oral storytelling processes	□ 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
	□ Select and use appropriate features, forms, and genres according to audience, purpose, and message
	□ Transform ideas and information to create original texts

Science

Content

Section	Specific Expectations
<i>Structures and functions of body systems</i>	
Students are expected to know the following:	☐ Excretory: kidneys, ureters, bladder, etc. ☐ Reproductive: ovaries, testes, etc.
The basic structures and functions of body systems:	☐ Hormonal: chemical messengers in the body (e.g., insulin, adrenalin) ☐ Nervous: brain, spinal cord, etc.; role of receptors — the brain interprets the signals received and can make mistakes (e.g., optical illusions) in those interpretations
<i>Heterogeneous mixtures</i>	
Students are expected to know the following:	☐ density (e.g., centrifuge or settling, silt deposits in a river delta, tailings ponds, Roman aqueduct settling sections)
Mixtures: separated using a difference in component properties	☐ particle size (e.g., sieves, filters) ☐ local First Peoples knowledge of separation and extraction methods
<i>Newton's three laws of motion</i>	
Students are expected to know the following:	☐ first law: objects will stay stopped or in constant motion until acted upon by an outside force ☐ second law: only an unbalanced force causes acceleration ☐ third law: every force has an equal and opposite reaction force
<i>Balanced and unbalanced forces</i>	
Students are expected to know the following:	☐ balanced forces are equal and opposite forces (e.g., sitting in a chair) ☐ unbalanced forces are unequal; one force is larger (e.g., race cars on different ramps, mousetrap cars, rockets)
Effects of balanced and unbalanced forces in daily physical activities	☐ examples of effects of balanced and unbalanced forces in school sports and physical education activities
<i>Force of gravity</i>	

Students are expected to know the following:	☐ gravity is the force of attraction between objects that pulls all objects toward each other
	☐ on Earth, gravity pulls objects toward the centre of the planet (e.g., falling objects, egg drop)
<i>The Universe</i>	
Students are expected to know the following:	☐ the overall scale, structure, and age of the universe
<i>Our Galaxy</i>	
Students are expected to know the following:	☐ the position, motion, and components of our solar system in our galaxy

Curricular Competency

Section	Specific Expectations
<i>Questioning and Predicting</i>	
Students are expected to be able to do the following:	☐ Demonstrate a sustained curiosity about a scientific topic or problem of personal interest
	☐ Make observations in familiar or unfamiliar contexts
	☐ Identify questions to answer or problems to solve through scientific inquiry
	☐ Make predictions about the findings of their inquiry
<i>Planning and conducting</i>	
Students are expected to be able to do the following:	☐ With support, plan appropriate investigations to answer their questions or solve problems they have identified
	☐ Decide which variable should be changed and measured for a fair test
	☐ Choose appropriate data to collect to answer their questions
	☐ Observe, measure, and record data, using appropriate tools, including digital technologies
	☐ Use equipment and materials safely, identifying potential risks
<i>Processing and analyzing data and information</i>	
Students are expected to be able to do the following:	☐ Experience and interpret the local environment
	☐ Identify First Peoples perspectives and knowledge as sources

	of information
	☐ Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data
	☐ Identify patterns and connections in data
	☐ Compare data with predictions and develop explanations for results
	☐ Demonstrate an openness to new ideas and consideration of alternatives
<i>Evaluating</i>	
Students are expected to be able to do the following:	☐ Evaluate whether their investigations were fair tests
	☐ Identify possible sources of error
	☐ Suggest improvements to their investigation methods
	☐ Identify some of the assumptions in secondary sources (secondary sources of evidence could include anthropological and contemporary accounts of First Peoples of BC, news media, archives, journals, etc.)
	☐ Demonstrate an understanding and appreciation of evidence
	☐ Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations
<i>Applying and innovating</i>	
Students are expected to be able to do the following:	☐ Contribute to care for self, others, and community through personal or collaborative approaches
	☐ Co-operatively design projects
	☐ Transfer and apply learning to new situations
	☐ Generate and introduce new or refined ideas when problem solving
<i>Communicating</i>	
Students are expected to be able to do the following:	☐ Communicate ideas, explanations, and processes in a variety of ways ☐ Express and reflect on personal, shared, or others' experiences of place
	Place is any environment, locality, or context with which people

	interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives of the world. Key questions about place: □ How does place influence your ability to plan and conduct an inquiry? □ How does your understanding of place affect the ways in which you collect evidence and evaluate it? □ How do the place-based experiences and stories of others affect the ways in which you communicate your findings and other 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. What are the connections between ways of knowing and place?
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Social Studies

Content

Section	Specific Expectations
Students are expected to know the following: The urbanization and migration of people	Sample topics: ☐ land usage ☐ access to water ☐ pollution and waste management ☐ population density ☐ transit and transportation Key questions: ☐ Why do the majority of people in the world now live in urban centres? ☐ What are the advantages and disadvantages of urbanization?
Students are expected to know the following: Global poverty and inequality issues, including class structure and gender	Sample topics: ☐ treatment of minority populations in Canada and in other cultures and societies you have studied (e.g., segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, South African Apartheid, the Holocaust, internment of Japanese-Canadians, Head Tax on Chinese immigrants; caste and class systems) ☐ caste system ☐ unequal distribution of wealth ☐ corruption ☐ lack of judicial process ☐ infant mortality ☐ women's rights ☐ social justice ☐ treatment of indigenous people Key question: ☐ How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past or in other societies (e.g., systemic discrimination, overt racism)?

Students are expected to know the following: Roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples	Sample topics: ☐ United Nations ☐ International Criminal Court ☐ World Trade Organization ☐ international aid ☐ activists ☐ lobby groups ☐ international aid groups (e.g., Medecins sans Frontieres [Doctors without Borders]) ☐ Private foundations (Bill & Melinda Gates Foundation)
Students are expected to know the following: Different systems of government	Sample activity: ☐ Compare characteristics of the federal government in Canada with those of one or more other countries, including: ☐ roles and responsibilities of members of government (e.g., prime minister, president, governor, MP, senator) ☐ components of government (House of Commons, House of Lords, senate, province, state, prefecture, canton) ☐ government decision-making structures and forms of rule (e.g., monarchy, republic, dictatorship, parliamentary democracy) ☐ electoral processes (e.g., political parties, voting, representation)
	Sample topic: ☐ indigenous governance
	Key questions: ☐ Who benefits from different forms of government and decision making? ☐ How would decisions be different under a different form of government?
Students are expected to know the following: Economic policies and resource management, including effects on indigenous peoples	Sample topics: ☐ deforestation ☐ mining ☐ oil and gas ☐ fisheries ☐ infrastructure development ☐ relocation of communities

	Key questions: ☐ How should decisions about economic policy and resource management be made? ☐ How should societies balance economic development with the protection of the environment?
Students are expected to know the following: Globalization and economic interdependence	Sample topics: ☐ trade ☐ imports and exports ☐ G20 (Group of Twenty) ☐ European Union ☐ North American Free Trade Act (NAFTA) ☐ currency ☐ tariffs and taxation ☐ trade imbalances
Students are expected to know the following: International cooperation and responses to global issues	Sample topics: ☐ environmental issues ☐ human trafficking ☐ child labour ☐ epidemic/pandemic response ☐ fisheries management ☐ resource use and misuse ☐ drug trafficking ☐ food distribution and famine
Students are expected to know the following: Regional and international conflict	Sample topics: ☐ war ☐ genocide ☐ child soldiers ☐ boundary disputes ☐ religious and ethnic violence ☐ terrorism
Students are expected to know the following: Media technologies and coverage of current events	Sample topics: ☐ ownership of media ☐ propaganda ☐ editorial bias ☐ sensationalism ☐ freedom of the press ☐ social media uses and abuses

	Key questions: ☐ How does the media influence public perception of major events? ☐ Are some media sources more trustworthy than others? Explain your answer.
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Curricular Competency

Section	Specific Expectations
Students are expected to be able to do the following: Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	Key skills: ☐ With teacher and peer support, select a relevant problem or issue for inquiry ☐ Use comparing, classifying, inferring, imagining, verifying, identifying relationships, and summarizing to clarify and define a problem or issue ☐ Draw conclusions about a problem or issue ☐ Locate and map continents, oceans, and seas using simple grids, scales, and legends ☐ Locate the prime meridian, equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle on a globe or map of the world ☐ Recognize the relationship between time zones and lines of longitude ☐ Compare how graphs, tables, aerial photos, and maps represent information ☐ Represent the same information in two or more graphic forms (e.g., graphs, tables, thematic maps) ☐ Clarify a topic for presentation ☐ Collect and organize information on a topic of your choice (e.g., a selected country) ☐ Draw conclusions from collected information ☐ Plan, prepare, and deliver a presentation on a selected topic (e.g., a country of their choice) ☐ Prepare a bibliography, using a consistent style to cite books, magazines, interviews, web sites, and other sources used ☐ Select ways to clarify a specific problem or issue (e.g., discussion, debate, research) ☐ Defend a position on a national or global issue ☐ Collect and organize information to support a course of action ☐ Identify opportunities for civic participation at the school, community, provincial, national, and global levels ☐ Individually, or in groups, implement a plan of action to

	address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in the school or community newspaper, petition)
Students are expected to be able to do the following: Develop a plan of action to address a selected problem or issue	☐ Collect and organize information to support a course of action. ☐ Individually, or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in the school or community newspaper, petition).
Students are expected to be able to do the following:	☐ Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
Students are expected to be able to do the following: Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)	Sample activities: ☐ Compare a range of points of view on a problem or issue ☐ Compare and contrast media coverage of a controversial issue (e.g., climate change, resource management) ☐ With peer and teacher support, determine criteria for evaluating information sources for credibility and reliability (e.g., context, authentic voice, source, objectivity, evidence, authorship) ☐ Apply criteria to evaluate selected sources for credibility and reliability ☐ Distinguish between primary sources and secondary sources
Students are expected to be able to do the following:	☐ Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)
Students are expected to be able to do the following: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)	Sample activities: ☐ Explain the historical basis of selected contemporary issues ☐ Give examples of how your actions may have consequences for others locally or globally (e.g., effect of consumer choices)

Students are expected to be able to do the following: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)	Sample activities: □ Compare and assess two or more perspectives on a local or global problem or issue □ Consider reasons for differing perspectives (e.g., personal experiences, beliefs and values) Key questions: □ How can the exercise of power and authority affect an individual's rights? □ Should individuals be willing give up some personal freedoms for the sake of collective well-being?
Students are expected to be able to do the following: Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	Key question: □ What are the rights and responsibilities of a global citizen?

Arts Education

Content

Section	Explanation
Purposeful application of elements and principles to create meaning in the arts, including but not limited to:	
Dance	☐ the elements of dance are universally present in all dance forms and grow in sophistication over time
Body	☐ what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc.
Space	☐ where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.
Dynamics (dance)	☐ 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	☐ how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns
Relationships	☐ with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments
Form	☐ 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	☐ alignment (mobility, stability, plumbline), weight transfer, flexibility, strength, balance, coordination
<i>Drama</i>	
Character, Time, Place, Plot, tension, mood and focus	☐ in drama, taking on and exploring the thoughts, perceptions, feelings, and beliefs of another
<i>Music</i>	
Beat/pulse, metre	☐ groupings or patterns of strong and weak beats
Duration	☐ the length of a sound or silence in relation to the beat
Rhythm	☐ the arrangement of sounds and silences over time
Tempo	☐ the frequency or speed of the beat

Pitch	☐ how high or low a note is
Timbre	☐ the characteristic quality of a sound independent of pitch and dynamics; tone colour
Dynamics	☐ relative and changing levels of sound volume (e.g., forte, piano, decrescendo)
Form	☐ the structure of a musical work (e.g., ABA, rondo form)
Texture	☐ simultaneous layering of sounds (e.g., multi-part music making)
<i>Visual Arts</i>	
Elements of design: line, shape, texture, colour, form	☐ the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric
Value	☐ Describes lightness or darkness
Principles of design: pattern, repetition,	☐ the planned use of the visual elements to achieve a desired effect
Balance	☐ 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	☐ a design in which shapes, colours or lines repeat with regularity
Repetition	☐ using the same object, colour, marking, or type of line more than once
Contrast, emphasis, rhythm	☐ the combination of pattern and movement to create a feeling of organized energy
Unity, harmony, variety	☐ 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	☐ 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	☐ ways of developing movement (e.g., change level, dynamics,

	time, size, repetition)
A variety of dramatic forms	□ 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
Notation in music and dance to represent sounds, ideas, movement, elements, and actions	□ 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	□ processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification)
Symbolism and metaphor to explore ideas and perspective	□ 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	□ dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition
A variety of local works of art and artistic traditions from diverse cultures, communities, times, and places	□ the results of creative processes in disciplines such as dance, drama, music, and visual arts
Personal and collective responsibility associated with creating, experiencing, or presenting	□ ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials
Presenting in a safe learning environment	□ includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource

Curricular Competency

Section	Specific Expectations
<i>Exploring and Creating</i>	
Students will be able to use creative processes to:	☐ Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making
	☐ Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
	☐ Explore relationships between identity, place, culture, society, and belonging through the arts
	☐ Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts
<i>Reasoning and reflecting</i>	
Students will be able to use creative processes to:	☐ Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts
	☐ Develop and refine ideas, processes, and technical skills in a variety of art forms (mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances) to improve the quality of artistic creations
	☐ Reflect on works of art and creative processes to understand artists' intentions
	☐ Interpret creative works using knowledge and skills from various areas of learning
	☐ Examine relationships between the arts and the wider world
<i>Communicating and documenting</i>	
Students will be able to use creative processes to:	☐ Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
	☐ Interpret and communicate ideas using symbols and elements to express meaning through the arts
	☐ Take creative risks to express feelings, ideas, and experiences
	☐ Express, feelings, ideas, and experiences through the arts

	☐ Describe, interpret and respond to works of art and explore artists' intent
	☐ Experience, document and present creative works in a variety of ways. Document: activities that help students reflect on their learning (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio). Present: includes any form of presentation as outlined in the Connecting, Creating, presenting, and Responding in Arts Education resource
	☐ 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:	☐ Goal-setting strategies
	☐ Self-assessment (includes inventories of preferences, skills, personal attitudes values, and interests)
	☐ project management (taking an idea, creating a plan (including timeline and resources), putting the plan into action, and reflecting on the process)
	☐ leadership
	☐ problem-solving and decision-making strategies
<i>Connections to Community</i>	
Students are expected to know the following:	☐ local and global needs and opportunities (social justice, environmental stewardship, sustainability, effective use of resources, etc.
	☐ cultural and social awareness (achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.)
	☐ global citizenship
	☐ volunteer opportunities
<i>Life and Career Plan</i>	
Students are expected to know the following:	☐ factors affecting types of jobs in the community
	☐ technology in learning and working
	☐ role of mentors, family, community, school, and personal network in decision making

Curricular Competency

Section	Concepts
Students are expected to be able to do the following:	☐ Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices. Includes understanding that learning is holistic, reflective, reflexive, experiential, and relational—focused on connectedness, reciprocal relationships, and a sense of place
	☐ Question self and others about how their personal public identity (digital presence/footprint, diction, body language, representing self and communities) can have both positive and negative consequences
	☐ Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world
	☐ Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments
	☐ Question self and others about the reciprocal relationship between self and community
	☐ Use entrepreneurial taking risks in order to create opportunities) and innovative thinking to solve problems
	☐ Demonstrate leadership skills through collaborative activities in the school and community
	☐ Demonstrate safety skills in an experiential learning environment
	☐ Set realistic short- and longer-term learning goals, define a path, and monitor progress
	Recognize the influence of peers, family, and communities on career choices and attitudes toward work: ☐ Career choices ultimately support the well-being of the self, the family, and the community. Learning involves generational roles and responsibilities. ☐ Habits of mind and motivation are strongly influenced by models, both positive and negative.
	☐ Appreciate the value of new experiences, innovative

	thinking and risk taking in broadening their career options
	☐ Explore volunteer opportunities and other new experiences outside school and recognize their value in career development
	☐ Apply project management skills to support career development

Physical and Health Education

Content

Section	Specific Expectations
Students are expected to know the following: Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills	Non-locomotor movements performed “on the spot” without travelling across the floor or surface; could include: ☐ balancing ☐ bending ☐ twisting ☐ Lifting Locomotor movement skills that incorporate travelling across the floor or surface; could include: ☐ rolling ☐ jumping ☐ hopping ☐ running ☐ galloping 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: ☐ bouncing ☐ throwing ☐ catching ☐ kicking ☐ striking
Students are expected to know the following: Movement concepts	Include: ☐ body awareness (e.g., parts of the body, weight transfer) ☐ spatial awareness (e.g., general spacing, directions, pathways) ☐ effort awareness (e.g., speed, force) ☐ relationships to/with others and objects
Students are expected to know the following: Movement strategies	☐ 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)

Students are expected to know the following: Ways to monitor physical exertion levels	Could include: ☐ using heart rate monitors ☐ checking pulse ☐ checking rate of perceived exertion (e.g., a five-point scale to self-assess physical exertion level)
Students are expected to know the following: How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games	Activities that can be done individually and/or with others; could include: ☐ jumping rope ☐ swimming ☐ running ☐ bicycling ☐ yoga ☐ Hula Hoop Rhythmic activities designed to move our bodies in rhythm; could include: ☐ dancing ☐ gymnastics Games: types of play activities that usually involve rules, challenges, and social interaction; could include: ☐ tag ☐ parachute activities ☐ co-operative challenges ☐ Simon Says ☐ team games ☐ traditional Aboriginal games
Students are expected to know the following: Training principles to enhance personal fitness levels, including the FITT principle	A guideline to help develop and organize personal fitness goals based on: ☐ Frequency- how many days per week ☐ Intensity- how hard one exercises in the activity (eg. percentage of maximum heart rate) ☐ Type- the type of activity or exercise, focusing on the fitness goal (eg., jogging for cardio endurance) ☐ Time- how long the exercise session lasts

Students are expected to know the following: The SAID principle	☐ 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)
Students are expected to know the following: Influences on food choices	☐ access to locally grown food ☐ access to seasonal foods ☐ differing options in various settings (e.g., school vending machines)
Students are expected to know the following: Practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases	Include: ☐ gonorrhea ☐ chlamydia ☐ Herpes ☐ HIV/AIDS ☐ hepatitis B and C ☐ meningococcal C
Students are expected to know the following: Sources of health information	Could include: ☐ magazines ☐ Internet ☐ advertisements on TV ☐ flyers from health stores
Students are expected to know the following: Basic principles for responding to emergencies	Basic principles include: ☐ following safety guidelines ☐ having an emergency response plan ☐ 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: ☐ knowing their right not to be abused ☐ being assertive ☐ avoiding potentially unsafe situations ☐ safe use of the Internet ☐ identifying tricks and lures used by predators
Students are expected to know the following:	☐ Consequences of bullying, stereotyping, and discrimination

Students are expected to know the following: Strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours	Could include: ☐ alcohol ☐ tobacco ☐ illicit drugs ☐ solvents
Students are expected to know the following: Benefits of physical activity and exercise	Could include: ☐ developing a stronger heart, muscles, and bones ☐ burning off excess energy ☐ helping focus attention more in class ☐ promoting optimal growth and development ☐ helping us feel good ☐ lowering stress levels ☐ having fun with friends
Students are expected to know the following: Physical, emotional, and social changes that occur during puberty and adolescence	☐ how students' bodies are growing and changing during puberty and adolescence
	☐ how students' thoughts and feelings might evolve or change during puberty and adolescence
	☐ how students interact with others and how their relationships might evolve or change during puberty and adolescence
Students are expected to know the following:	☐ Changes that occur during puberty and adolescence
Students are expected to know the following:	☐ influences on individual identity, including sexual identity, gender, values, and beliefs

Curricular Competency

Section	Specific Expectations
<i>Physical literacy</i>	
Students are expected to be able to do the following:	☐ Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments
	☐ Develop and apply a variety of movement concepts and strategies in different physical activities
	☐ Apply methods of monitoring and adjusting exertion levels in physical activity

	☐ Develop and demonstrate safety, fair play, and leadership in physical activities
	☐ Identify and describe preferred types of physical activity
<i>Healthy and active living</i>	
Students are expected to be able to do the following:	☐ Participate daily in physical activity designed to enhance and maintain health components of fitness
	☐ Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness
	☐ Explore and plan food choices to support personal health and well-being
	☐ Describe the impacts of personal choices on health and well-being
	☐ Analyze health messages and possible intentions to influence behaviour
	☐ Identify, apply, and reflect on strategies used to pursue personal healthy-living goals
<i>Social and community health</i>	
Students are expected to be able to do the following:	☐ Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
	☐ Describe and assess strategies for responding to discrimination, stereotyping, and bullying
	☐ Describe and apply strategies for developing and maintaining healthy relationships
	☐ Explore strategies for promoting the health and well-being of the school and community
<i>Mental well-being</i>	
Students are expected to be able to do the following:	☐ Describe and assess strategies for promoting mental well-being, for self and others
	☐ Describe and assess strategies for managing problems related to mental well-being and substance use, for others
	☐ Explore and describe strategies for managing physical, emotional, and social changes during puberty & adolescence
	☐ Explore and describe how personal identities adapt and change in different settings and situations

Applied Design, Skills and Technologies

Content

Section	Specific Expectations
<i>Computational Thinking</i>	
Students are expected to know the following: Simple algorithms that reflect computational thinking	☐ for sorting Searching sequence selection, and repetition
	☐ specific statements to complete a simple task
	☐ cryptography and code breaking (e.g., cyphers)
Students are expected to know the following: Visual representations of problems and data	☐ Graphs
	☐ Charts
	☐ network diagrams
	☐ infographics
	☐ flow charts
	☐ Lists
	☐ Tables
	☐ arrays
Students are expected to know the following: Evolution of programming languages	☐ historical perspectives, evolution (e.g., Ada Lovelace, punch cards, Hollerith, Grace Hopper, Alan Turing, Enigma, cyphers)
Students are expected to know the following: Visual programming	☐ for example: Kodu, Scratch
<i>Computers and Communications Devices</i>	

Students are expected to know the following:	☐ computer system architecture, including hardware and software, network infrastructure (local), intranet/Internet, and personal communication devices
	☐ strategies for identifying and troubleshooting simple hardware and software problems
	☐ function of input and output devices, including 3D printing and adaptive technologies for those with special needs
	☐ ergonomics in use of computers and computing devices
	☐ effective and efficient keyboarding techniques
<i>Digital Literacy</i>	
Students are expected to know the following: Internet safety	☐ including privacy and security (secured connections, passwords, personal information)
	☐ digital footprint and dossier
	☐ Cyberbullying
	☐ online scams
	☐ cybercrimes
	☐ digital self-image, citizenship, relationships, and communication
	☐ legal and ethical considerations, including creative credit and copyright, and cyberbullying
	☐ methods for personal media management (for example, personalization and organization, bookmarks, content management)
	☐ search techniques, how search results are selected and ranked, and criteria for evaluating search results
	☐ strategies to identify personal learning networks (personalized digital instructional tools to enhance learning and engagement (apps, websites, videos, tutorials, games)
<i>Drafting</i>	

Students are expected to know the following:	☐ technical drawing, including sketching techniques and manual drafting techniques
	☐ elements of plans and drawings
	☐ simple computer-aided drafting programs (for example, SketchUp, 123Design)
<i>Entrepreneurship and Marketing</i>	
Students are expected to know the following:	☐ role of entrepreneurship in designing and making products and services
	☐ market niche (a subset of the market on which a specific product is focused, created by identifying needs or wants not provided by competitors)
	☐ branding of products, services, institutions, or places
	☐ pricing product/service, including decision to seek profit or break even
	☐ role of basic financial record-keeping and budgeting
<i>Food Studies</i>	
Students are expected to know the following:	☐ basic food handling and simple preparation techniques and equipment
	☐ factors in ingredient use, including balanced eating/nutrition, function, and dietary restrictions
	☐ factors that influence food choices, including cost, availability, and family and cultural influences
<i>Media Arts</i>	
Students are expected to know the following:	☐ digital and non-digital media, and their distinguishing characteristics and uses (for example, video production, layout and design, graphics and images, photography (digital and traditional), emerging media processes (performance art, collaborative work, sound art, network art)
	☐ Techniques (for example, crop, print, record/capture,

	sequence) for using images, sounds, and text to communicate information, settings, ideas, and story structure
	☐ media technologies and techniques to capture, edit, and manipulate images, sounds, and text for specific purposes
	☐ influences of digital media for the purpose of communication and self-expression
<i>Metalwork</i>	
Students are expected to know the following: Metalworking techniques and processes using hand tools	☐ characteristics and uses of metals
	For example: ☐ cordless and corded drills ☐ rotary tool ☐ Hammer ☐ Screwdriver ☐ Backsaw ☐ coping saw ☐ nail set ☐ Square ☐ clamp and vise
	For example: ☐ Bending ☐ Cutting ☐ Filing ☐ Drilling ☐ soldering (with fume extractor)
	☐ Metals as a non-renewable resource
<i>Power Technology</i>	
Students are expected to know the following:	☐ power is the rate at which energy is transformed
Students are expected to know the following: Forms of energy	☐ sound, thermal, elastic, nuclear, chemical, magnetic, mechanical, gravitational, and electrical

Students are expected to know the following: Energy is conserved	☐ the law of conservation of energy — energy cannot be created or destroyed but can be changed
Students are expected to know the following: Devices that transform energy	☐ for example, electrical to mechanical, elastic to mechanical, chemical to electrical, electrical to light
<i>Robotics</i>	
Students are expected to know the following:	☐ a robot is a machine capable of carrying out a complex series of actions automatically
	☐ uses of robotics
	☐ “sense” — the parts of the robot that allow it to gather information about its environment that guides its behaviour
	☐ “think” — the part of the robot that determines the robot’s behaviour
	☐ “act” — the parts of the robot that do the work
Various ways that objects can move	☐ straight line, back-and-forth, round-and-round, zigzag, fast and slow, fixed distances in set patterns
	☐ programming and logic for robotics components
Various platforms for robotics	For example: ☐ VEX IQ ☐ LEGO Mindstorms/NXT ☐ Cubelets
<i>Textiles</i>	
Students are expected to know the following: Range of uses of textiles	☐ construction (e.g., sails at Canada Place)
	☐ Automotive
	☐ Apparel
	☐ function (e.g., fire blanket)
	☐ ceremonial (e.g., regalia)

Students are expected to know the following: Variety 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)
Hand construction techniques for producing and/or repairing textile items	For example: ☐ hand sewing ☐ knitting (needles, arm, spool) ☐ Crocheting ☐ Weaving ☐ Darning ☐ up-cycling (e.g., turning an underused item into something else) ☐ embellishing existing items
	Consumer concerns that influence textile choices, including: ☐ Availability ☐ Cost ☐ function (e.g., waterproof) ☐ textile care
<i>Woodwork</i>	
Students are expected to know the following:	☐ ways in which wood is used in local cultural and economic contexts
	☐ characteristics of wood as a material
Woodworking techniques and basic joinery using hand tools	For example: ☐ cutting materials according to plan ☐ Layout ☐ sanding methods

	☐ abrasive applications
	For example: ☐ butt joints (with and without dowel) ☐ rabbit joints ☐ Gluing ☐ nails and screws
	For example: ☐ cordless and corded drills ☐ rotary tool ☐ Hammer ☐ Screwdriver ☐ Backsaw ☐ coping saw ☐ nail set ☐ Square ☐ clamp and vise

Curricular Competency

Section	Specific Expectations
<i>Applied Design</i>	
Students are expected to be able to do the following: Understanding context	☐ Empathize with potential users to find issues and uncover needs and potential design opportunities (users may include self, peers, younger children, family or community members, customers, plants, or animals)
Defining	☐ Choose a design opportunity
	☐ Identify key features or potential users and their requirements
	☐ 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	☐ Generate potential ideas and add to others' ideas
	☐ Screen ideas against criteria and constraints
	☐ Evaluate personal, social, and environmental impacts and ethical considerations

	☐ Choose an idea to pursue
Prototyping	☐ Identify and use sources of information (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)
	☐ Develop a plan that identifies key stages and resources
	☐ Explore and test a variety of materials for effective use
	☐ Construct a first version of the product or a prototype, as appropriate, making changes to tools, materials, and procedures as needed
	☐ Record iterations of prototyping (repetitions of a process with the aim of approaching a desired result)
Testing	☐ Test the first version of the product or the prototype
	☐ Gather peer and/or user and/or expert feedback and inspiration
	☐ Make changes, troubleshoot, and test again
Making	☐ Identify and use appropriate tools, technologies, and materials for production
	☐ Make a plan for production that includes key stages, and carry it out, making changes as needed
	☐ Use materials in ways that minimize waste
Sharing	☐ Decide on how and with whom to share their product
	☐ Demonstrate their product and describe their process, using appropriate terminology and providing reasons for their selected solution and modifications
	☐ Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment
	☐ Reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space
	☐ Identify new design issues
<i>Applied Skills</i>	
Students are expected to	☐ Demonstrate an awareness of precautionary and emergency

be able to do the following:	safety procedures in both physical and digital environments
	☐ Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed
Applied Technologies	
Students are expected to be able to do the following:	☐ Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task
	☐ Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
	☐ Identify how the land, natural resources, and culture influence the development and use of tools and technologies

French

Content

Section	Specific Expectations
Students are expected to know the following: French phonemes	☐ individual sounds for consonants and vowels, including diphthongs (e.g., au, eu, oi, ou, ui) and nasal vowels (e.g., an, ain, en, im, on, un) ☐ distinguishing similar phonemes (e.g., u versus ou, e versus eu, s versus z)
Students are expected to know the following: Introduction to:	☐ masculine and feminine forms of words (gender) (e.g., the determiners le, la, un, une) ☐ singular and plural forms of words (number) (e.g., the determiners un/une versus des, and le/la versus les)
Students are expected to know the following: Common, high-frequency vocabulary and sentence structures for communicating meaning:	Common questions, for example: ☐ Est-ce que...? ☐ Où... ☐ Quand...? ☐ Quel...? ☐ Qu'est-ce que...? ☐ Qui...?
Students are expected to know the following: Greetings and introductions	Common expressions used in greetings, salutations, and getting to know others, for example: ☐ Bonjour ☐ Bon après-midi ☐ Bonsoir ☐ Comment ça va? ☐ À plus tard ☐ Bonne journée!
Students are expected to know the following: Basic information about themselves and others	Common expressions used to share information about one another, for example: ☐ Comment vas-tu? ☐ Quel âge as-tu ☐ Je m'appelle ☐ J'ai ____ ans ☐ Je suis...

Students are expected to know the following: Likes, dislikes, preferences, and interests	For example: ☐ J'aime... ☐ J'adore... ☐ Je n'aime pas... ☐ Je déteste... ☐ Je préfère...
Students are expected to know the following: Simple descriptions	Using descriptive words, such as: ☐ Numbers ☐ Colours ☐ Sizes ☐ words for other physical attributes
Students are expected to know the following: Common elements of cultural festivals and celebrations	For example: ☐ Activities ☐ Clothing ☐ Dance ☐ Decorations ☐ First Peoples regalia ☐ food ☐ Music ☐ Parades ☐ sports
Students are expected to know the following: Communities where French is spoken across Canada	For example: ☐ les Acadiens ☐ les Franco-Albertains ☐ les Franco-Colombiens ☐ les Fransaskois ☐ les Québécois ☐ Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK
Students are expected to know the following: A Francophone cultural festival or celebration in Canada	For example: ☐ le Carnaval de Québec, le Festival Acadien de Caraquet, le Festival de la francophonie de Victoria, le Festival du Voyageur, le Festival du Bois, Métis Fest ☐ could include information about activities, clothing, dance, decorations, First Peoples regalia, food, music, parades, sports

Students are expected to know the following: Ethics of cultural appropriation and plagiarism	☐ 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
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Curricular Competency

Section	Specific Expectations
<i>Thinking and communicating</i>	
Students are expected to be able to do the following:	☐ Comprehend key information in slow, clear speech and other simple texts
	☐ Comprehend simple stories
	☐ Interpret non-verbal cues to increase comprehension
	☐ Use various strategies to support communication
	☐ Seek clarification of meaning (using common statements and questions, as well as gestures (e.g., Je ne comprends pas; Répétez, s’il vous plaît; Répète, s’il te plaît; Comment dit-on...?))
	☐ Recognize the relationships between intonation and meaning (for example, recognizing whether someone is making a statement or asking a question and how it relates to their message; noticing and practising cadence of spoken French)
	☐ Respond to simple commands and instructions
	☐ Participate, with support, in simple interactions involving everyday situations
	☐ Express themselves and comprehend others through various modes of presentation
<i>Personal and social awareness</i>	
	☐ Identify Francophone communities across Canada
	☐ Demonstrate awareness of connections between First Peoples communities and the French language (for example, First Nations, Métis, and Inuit communities in Canada where French is spoken)
	☐ Identify a Francophone cultural festival or celebration in Canada

