

# The Saskatchewan Curriculum

## GRADE 7

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checklist format

compiled by: [The Canadian Homeschooler](#)  
using standards available in July 2022



# Content

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Introduction .....	Page 3
Mathematics .....	Page 4
English Language Arts .....	Page 16
Science .....	Page 36
Social Studies .....	Page 48
Arts Education .....	Page 54
Physical Education .....	Page 66
Health Education .....	Page 80
Core French .....	Page 87

## Introduction

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

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

Below you will find all the expectations for Grade Seven Mathematics, English Language Arts, Science, Social Studies, the Arts, Core French, Health & Physical Education in Saskatchewan.

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 Saskatchewan Education's 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

## Number

Outcome	Achievement Indicators
Demonstrate an understanding of division through the development and application of divisibility strategies for 2, 3, 4, 5, 6, 8, 9, and 10, and through an analysis of division involving zero.	<input type="checkbox"/> Investigate division by 2, 3, 4, 5, 6, 8, 9, or 10 and generalize strategies for determining divisibility by those numbers.
	<input type="checkbox"/> Apply strategies for determining divisibility to sort a set of numbers in Venn or Carroll diagrams.
	<input type="checkbox"/> Determine or validate the factors of a number by applying strategies for divisibility.
	<input type="checkbox"/> Explain the result of dividing a quantity of zero by a non-zero quantity.
	<input type="checkbox"/> Explain (by generalizing patterns, analogies, and mathematical reasoning) why division of non-zero quantities by zero is not defined.
Expand and demonstrate understanding of the addition, subtraction, multiplication, and division of decimals to greater numbers of decimal places, and the order of operations.	<input type="checkbox"/> Provide a justification for the placement of a decimal in a sum or difference of decimals up to thousandths (e.g., for $4.5 + 0.73 + 256.458$ , think $4 + 256$ so the sum is greater than 260; thus, the decimal will be placed so that the sum is in the hundreds).
	<input type="checkbox"/> Provide a justification for the placement of a decimal in a product (e.g., for $12.33 \times 2.4$ , think $12 \times 2$ , so the product is greater than \$24; thus, the decimal in the final product would be placed so that the answer is in the tens).
	<input type="checkbox"/> Provide a justification for the placement of a decimal in a quotient (e.g., for $51.50 \text{ m} \div 2.1$ , think $50 \text{ m} \div 2$ so the quotient is approximately 25 m; thus, the final answer will be in the tens). (Note: If the divisor has more than one digit, students should be allowed to use technology to determine the final answer.)

	<input type="checkbox"/> Solve a problem involving the addition, or subtraction, of two or more decimal numbers.
	<input type="checkbox"/> Solve a problem involving the multiplication or division of decimal numbers with 2-digit multipliers or 1-digit divisors (whole numbers or decimals) without the use of technology.
	<input type="checkbox"/> Solve a problem involving the multiplication or division of decimal numbers with more than a 2-digit multiplier or 1-digit divisor (whole number or decimal), with the use of technology.
	<input type="checkbox"/> Check the reasonableness of solutions using estimation.
	<input type="checkbox"/> Solve a problem that involves operations on decimals (limited to thousandths) taking into consideration the order of operations.
	<input type="checkbox"/> Explain by using examples why it is important to follow a specific order of operations when calculating with decimals and/or whole numbers.
Demonstrate an understanding of the relationships between positive decimals, positive fractions (including mixed numbers, proper fractions and improper fractions), and whole numbers.	<input type="checkbox"/> Predict the decimal representation of a fraction based upon patterns and justify the reasoning (e.g., knowing the decimal equivalent of $\frac{1}{8}$ and $\frac{2}{8}$ , predict and verify the decimal representation of $\frac{7}{8}$ ).
	<input type="checkbox"/> Match a set of fractions to their decimal representations.
	<input type="checkbox"/> Sort a set of fractions into repeating or terminating decimals.
	<input type="checkbox"/> Explain and demonstrate how any terminating decimal can also be written as a repeating decimal.
	<input type="checkbox"/> Express a fraction as a terminating or repeating decimal.
	<input type="checkbox"/> Express a repeating decimal as a fraction.

	<input type="checkbox"/> Express a terminating decimal as a fraction.
	<input type="checkbox"/> Explain the relationship between fractions, decimals, and division.
	<input type="checkbox"/> Provide an example where the decimal representation of a fraction is an approximation of its exact value.
	<input type="checkbox"/> Order a set of numbers containing decimals, fractions, and/or whole numbers in ascending or descending orders and justify the order determined.
	<input type="checkbox"/> Identify, with justification, a number that would be between two given numbers (decimal, fraction, and/or whole numbers) in an ordered sequence or shown on a number line.
	<input type="checkbox"/> Identify incorrectly placed numbers within an ordered sequence or shown on a number line.
	<input type="checkbox"/> Order the numbers in a set of numbers by using benchmarks on a number line such as 0, $\frac{1}{2}$ , and 1.
Expand and demonstrate an understanding of percent to include fractional percents between 1% and 100%.	<input type="checkbox"/> Create a representation (concrete, pictorial, physical or oral) of a fractional percent between 1% and 100%.
	<input type="checkbox"/> Express a percent as a decimal or fraction.
	<input type="checkbox"/> Solve a problem that involves finding a percent.
	<input type="checkbox"/> Solve a problem that involves finding percents of a value.
	<input type="checkbox"/> Determine the answer to a percent problem where the answer requires rounding and explain why an approximate answer is needed, e.g., total cost including taxes.
	<input type="checkbox"/> Explain the meaning of a percent given in a particular context.

	<ul style="list-style-type: none"> <li>□ Make and justify decisions, or suggest courses of action based upon known percents for the situation.</li> </ul>
Develop and demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences).	<ul style="list-style-type: none"> <li>□ Estimate the sum or difference of positive fractions and/or mixed numbers and explain the reasoning.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Model addition and subtraction of positive fractions and/or mixed numbers using concrete or visual representations, and record the process used symbolically.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Determine the sum or difference of two positive fractions or mixed numbers with like denominators and explain the strategy used.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Explain how common denominators for fractions and/or mixed numbers and factors are related.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Explain how a common denominator can help when adding fractions and/or mixed numbers.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Determine the sum or difference of two positive fractions or mixed numbers with unlike denominators and explain the strategy used.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Simplify a positive fraction or mixed number by identifying and dividing off the common factor between the numerator and denominator.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Generalize and explain personal strategies for determining the sum or difference of positive fractions and/or mixed numbers.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Solve a problem involving the addition or subtraction of positive fractions or mixed numbers.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Explain how the sum or difference of positive fractions and/or mixed numbers can be represented symbolically in different ways.</li> </ul>

Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically.	<input type="checkbox"/> Represent opposite integers concretely, pictorially, and symbolically and explain why they are called opposite integers.
	<input type="checkbox"/> Explain, using concrete materials such as integer tiles and diagrams, that the sum of opposite integers is zero (e.g., a move in one direction followed by an equivalent move in the opposite direction results in no net change in position).
	<input type="checkbox"/> Illustrate, using a number line, the results of adding or subtracting negative and positive integers.
	<input type="checkbox"/> Add two integers using concrete materials or pictorial representations and record the process symbolically.
	<input type="checkbox"/> Subtract two integers using concrete materials or pictorial representations and record the process symbolically.
	<input type="checkbox"/> Investigate patterns in adding and subtracting integers to generalize personal strategies for adding and subtracting integers.
	<input type="checkbox"/> Solve problems involving the addition and subtraction of integers.

### Patterns and Relationships

Outcome	Achievement Indicators
Demonstrate an understanding of the relationships between oral and written patterns, graphs and linear relations.	<input type="checkbox"/> Represent a relationship found within an oral or written pattern using a linear relation.
	<input type="checkbox"/> Analyse whether an oral or written pattern is linear in nature.
	<input type="checkbox"/> Provide a context for a linear relation.
	<input type="checkbox"/> Identify a pattern from the environment that is linear in nature and write a linear relation to describe the pattern.
	<input type="checkbox"/> Identify assumptions made when writing a linear relation for a pattern.



	<input type="checkbox"/> Create a table of values for a linear relation by evaluating the relation for different variable values.
	<input type="checkbox"/> Create a table of values using a linear relation and graph the table of values (limited to discrete points).
	<input type="checkbox"/> Sketch the graph from a table of values created for a linear relation and describe the patterns found in the graph.
	<input type="checkbox"/> Describe the relationship shown on a graph using everyday language in spoken or written form.
	<input type="checkbox"/> Analyze a graph in order to draw a conclusion or solve a problem.
	<input type="checkbox"/> Match a set of linear relations to a set of graphs and explain the strategies used.
	<input type="checkbox"/> Match a set of graphs to a set of linear relations and justify the selections made.
	<input type="checkbox"/> Describe a situation which could result in a graph similar to one that is shown.
Demonstrate an understanding of equations and expressions by: distinguishing between equations and expressions evaluating expressions verifying solutions to equations.	<input type="checkbox"/> Explain what a variable is and how it is used in an expression.
	<input type="checkbox"/> Provide an example of an expression and an equation, and explain how they are similar and different.
	<input type="checkbox"/> Explain how to evaluate an expression and how that result is different from a solution to an equation.
	<input type="checkbox"/> Verify a possible solution to a linear equation using substitution and explain the result.
Demonstrate an understanding of one- and two-step linear equations of the form $ax/b + c = d$ (where $a, b, c$ , and $d$ are whole numbers, $c \leq d$ and $b \neq 0$ ) by modeling the solution of the equations concretely, pictorially, physically, and symbolically and explaining the solution in terms of the preservation of equality.	<input type="checkbox"/> Model the preservation of equality for each of the four operations using concrete materials or using pictorial representations, explain the process orally and record it symbolically.
	<input type="checkbox"/> Generalize strategies for carrying out operations that involve the use of the preservation of equality.
	<input type="checkbox"/> Solve an equation by applying the preservation of equality.

	<input type="checkbox"/> Identify and provide an example of a constant term, a numerical coefficient, and a variable in an expression and an equation.
	<input type="checkbox"/> Represent a problem with a linear equation and solve the equation using concrete models, (e.g., counters, integer tiles) and record the process symbolically.
	<input type="checkbox"/> Draw a representation of the steps used to solve a linear equation.
	<input type="checkbox"/> Verify the solution to a linear equation using concrete materials or diagrams.
	<input type="checkbox"/> Explain what the solution for a linear equation means.
	<input type="checkbox"/> Represent a problem situation using a linear equation.
	<input type="checkbox"/> Solve a problem using a linear equation.
Demonstrate an understanding of linear equations of the form $x + a = b$ (where $a$ and $b$ are integers) by modeling problems as a linear equation and solving the problems concretely, pictorially, and symbolically.	<input type="checkbox"/> Represent a problem with a linear equation of the form where $a$ and $b$ are integers and solve the equation using concrete models (e.g., counters, integer tiles) and record the process symbolically.
	<input type="checkbox"/> Verify a solution to a problem involving a linear equation of the form where $a$ and $b$ are integers.

## Shape and Space

Outcomes	Achievement Indicators
Demonstrate an understanding of circles including circumference and central angles.	<input type="checkbox"/> Identify the characteristics of a circle.
	<input type="checkbox"/> Define and illustrate the relationship between the diameter and radius of a circle.
	<input type="checkbox"/> Answer the question "how many radii does a circle have and why?"
	<input type="checkbox"/> Answer the question "how many diameters does a circle have and why?"
	<input type="checkbox"/> Explain (with illustrations) why a specified point and radius length (or diameter length) describes exactly one circle.
	<input type="checkbox"/> Illustrate and explain the relationship between a radius and a diameter of a circle

	<input type="checkbox"/> Generalize, from investigations, the relationship between the circumference and the diameter of a circle.
	<input type="checkbox"/> Define pi ( $\pi$ ) and explain how it is related to circles.
	<input type="checkbox"/> Sort a set of angles as central angles of a circle or not.
	<input type="checkbox"/> Demonstrate that the sum of the central angles of a circle is $360^\circ$ .
	<input type="checkbox"/> Draw a circle with a specific radius or diameter with and without a compass.
	<input type="checkbox"/> Solve problems involving circles
Develop and apply formulas for determining the area of: triangles parallelograms circles.	<input type="checkbox"/> Illustrate and explain how the area of a rectangle can be used to determine the area of a triangle.
	<input type="checkbox"/> Generalize, using examples, a formula for determining the area of triangles.
	<input type="checkbox"/> Illustrate and explain how the area of a rectangle can be used to determine the area of a parallelogram.
	<input type="checkbox"/> Generalize, using examples, a formula for determining the area of parallelograms.
	<input type="checkbox"/> Illustrate and explain how to estimate the area of a circle without the use of a formula.
	<input type="checkbox"/> Illustrate and explain how the area of a circle can be approximated by the circumference of the circle times its radius.
	<input type="checkbox"/> Generalize a formula for finding the area of a circle.
Demonstrate an understanding of 2-D relationships involving lines and angles.	<input type="checkbox"/> Solve problems involving the area of triangles, parallelograms, or circles.
	<input type="checkbox"/> Identify and describe examples of parallel line segments, perpendicular line segments, perpendicular bisectors, and angle bisectors in the environment.
	<input type="checkbox"/> Identify, with justification, line segments on a diagram that are parallel or perpendicular.
	<input type="checkbox"/> Investigate and explain how paper, pencil, compass, and rulers can be used to construct parallel lines, perpendicular lines, angle bisectors, and perpendicular bisectors.

	<input type="checkbox"/> Investigate how paper folding can be used to construct parallel lines, perpendicular lines, angle bisectors, and perpendicular bisectors.
	<input type="checkbox"/> Use technology to construct parallel lines, perpendicular lines, angle bisectors, and perpendicular bisectors.
	<input type="checkbox"/> Draw a line segment perpendicular to another line segment and explain why they are perpendicular.
	<input type="checkbox"/> Draw a line segment parallel to another line segment and explain why they are parallel.
	<input type="checkbox"/> Draw the bisector of a given angle using more than one method and verify that the resulting angles are equal.
	<input type="checkbox"/> Draw the perpendicular bisector of a line segment using more than one method and verify the construction.
	<input type="checkbox"/> Use geometric constructions to create a design or picture, and identify the constructions present in the design.
Demonstrate an understanding of the Cartesian plane and ordered pairs with integral coordinates.	<input type="checkbox"/> Label the axes of a four quadrant Cartesian plane and identify the origin.
	<input type="checkbox"/> Explain how orientation (the direction in a situation) can influence the labelling of the axes on a Cartesian plane.
	<input type="checkbox"/> Identify the location of a point in any quadrant of a Cartesian plane using an ordered pair with integral coordinates.
	<input type="checkbox"/> Plot the point corresponding to an ordered pair with integral coordinates on a Cartesian plane with a scale of 1, 2, 5, or 10 on its axes.
	<input type="checkbox"/> Draw shapes and designs, using integral ordered pairs, in a Cartesian plane
	<input type="checkbox"/> Create shapes and designs, and identify the points used to produce the shapes and designs in any quadrant of a Cartesian plane.
Expand and demonstrate an understanding of transformations (translations, rotations, and reflections) of 2-D shapes in all four	<input type="checkbox"/> Identify the coordinates of the vertices of a 2-D shape shown on a Cartesian plane.
	<input type="checkbox"/> Describe the horizontal and vertical movement required

quadrants of the Cartesian plane.	to move from one point to another point on a Cartesian plane.
	<input type="checkbox"/> Describe the positional change of the vertices of a 2-D shape to the corresponding vertices of its image as a result of a transformation or successive transformations on a Cartesian plane.
	<input type="checkbox"/> Determine the distance between points along horizontal and vertical lines in a Cartesian plane.
	<input type="checkbox"/> Perform a transformation or consecutive transformations on a 2-D shape and identify coordinates of the vertices of the image.
	<input type="checkbox"/> Describe the positional change of the vertices of a 2-D shape to the corresponding vertices of its image as a result of a transformation or a combination of successive transformations.
	<input type="checkbox"/> Describe the image resulting from the transformation of a 2-D shape on a Cartesian plane by identifying the coordinates of the vertices of the image.

### Statistics and Probability

Outcome	Achievement Indicators
Demonstrate an understanding of the measures of central tendency and range for sets of data.	<input type="checkbox"/> Concretely represent mean, median, and mode and explain the similarities and differences among them.
	<input type="checkbox"/> Determine mean, median, and mode for a set of data, and explain why these values may be the same or different.
	<input type="checkbox"/> Determine the range of a set of data.
	<input type="checkbox"/> Provide a context in which the mean, median, or mode is the most appropriate measure of central tendency to use when reporting findings and explain the choice.
	<input type="checkbox"/> Solve a problem involving the measures of central tendency.
	<input type="checkbox"/> Analyze a set of data to identify any outliers.

	<input type="checkbox"/> Explain the effect of outliers on the measures of central tendency for a data set.
	<input type="checkbox"/> Identify outliers in a set of data and justify whether or not they should be included in the reporting of the measures of central tendency.
	<input type="checkbox"/> Provide examples of situations in which outliers would and would not be used in reporting the measures of central tendency.
	<input type="checkbox"/> Explain why qualitative data, such as colour or favourite activity, cannot be analyzed for all three measures of central tendency.
Demonstrate an understanding of circle graphs.	Identify common attributes of circle graphs, such as: <ul style="list-style-type: none"> <li><input type="checkbox"/> title, label, or legend</li> <li><input type="checkbox"/> the sum of the central angles is <math>360^\circ</math></li> <li><input type="checkbox"/> the data is reported as a percent of the total and the sum of the percents is equal to 100%.</li> </ul>
	<input type="checkbox"/> Create and label a circle graph, with and without technology, to display a set of data.
	<input type="checkbox"/> Find, describe, and compare circle graphs in a variety of print and electronic media such as newspapers, magazines, and the Internet.
	<input type="checkbox"/> Translate percents displayed in a circle graph into quantities to solve a problem.
	<input type="checkbox"/> Interpret a circle graph to answer questions.
	<input type="checkbox"/> Identify the characteristics of a set of data that make it possible to create a circle graph.
Demonstrate an understanding of theoretical and experimental probabilities for two independent events where the combined sample space has 36 or fewer elements.	Explain what a probability tells about the situation to which it refers.

	<p>Provide an example of two independent events, such as:</p> <p>spinning a four section spinner and an eight-sided die</p> <p>tossing a coin and rolling a twelve-sided die</p> <p>tossing two coins</p> <p>rolling two dice and explain why they are independent.</p>
	<p>Identify the sample space (all possible outcomes) for each of two independent events using a tree diagram, table, or another graphic organizer.</p>
	<p>Determine the theoretical probability of an outcome involving two independent events.</p>
	<p>Conduct a probability experiment for an outcome involving two independent events, with and without technology, to compare the experimental probability to the theoretical probability.</p>
	<p>Solve a probability problem involving two independent events.</p>
	<p>Explain how theoretical and experimental probabilities are related and why they cannot be assumed to be equal.</p>
	<p>Represent a probability stated as a percent as a fraction or a decimal.</p>
	<p>Represent a probability stated as a fraction or decimal as a percent.</p>

## English Language Arts

### Comprehend and Respond

Outcomes	Achievement Indicators
View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Thinking for Oneself), social responsibility (e.g., Participating and Giving Our Personal Best), and efficacy (e.g., Doing Our Part for Planet Earth).	<ul style="list-style-type: none"> <li>□ View, listen to, and read and respond to a variety of visual, oral, print, and multimedia (including digital) texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).</li> </ul>
	<p>Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts by:</p> <ul style="list-style-type: none"> <li>□ understanding the ideas: Construct and justify interpretation of text; accurately restate and paraphrase main ideas; interpret the purpose and theme; identify evidence that supports the interpretation; generate and respond to comprehension tasks or questions providing details and support from the text; compare new information with previous knowledge and beliefs; describe setting, characters, main events, conflict, and how they are related; state and support beliefs about characters' motivations and feelings; use information and ideas from a variety of sources (including newspapers, websites, electronic media, anthologies, magazines) to complete tasks.</li> <li>□ understanding and using the text structures and (language) features of texts to construct meaning: Identify key text features (e.g., headings, diagrams, paragraphs); recognize organization (e.g., plot) and structural cues within texts (e.g., transition words); recognize images and rhetorical techniques in texts (e.g., hyperbole, parallelism, colour, repetition); make thoughtful and critical response to craft in a variety of texts; identify how texts were constructed, shaped, and produced.</li> </ul>



	<ul style="list-style-type: none"> <li>□ responding to and interpreting texts: Offer reasonable interpretations of a wide range of visual, oral, written, and multimedia (including digital) texts; evaluate the ideas, arguments, and influence of texts; analyze ideas and information; support personal and critical responses with support from text; evaluate effectiveness of various texts including ideas, elements, techniques, and overall effect; develop personal responses and offer reasons for and examples of judgements, feelings, and opinions (e.g., learning logs, response journals); describe setting and atmosphere, main characters and characterization techniques, conflicts, and events in some detail; make logical inferences about characters' and author's message, purpose, or theme; identify main ideas; make accurate notes using logical categories; make and support interpretations; make reasonable assertions; write and deliver oral responses to texts.</li> <li>□ Compare own with others' understanding of people, cultural traditions, and values portrayed in texts.</li> <li>□ Compare the choices and behaviours of individuals presented in visual, oral, print, and multimedia texts.</li> <li>□ Compare new information with previous knowledge and beliefs.</li> <li>□ Connect characters, themes, and situation in texts with own experiences and other texts.</li> <li>□ Compare texts to present day lives.</li> </ul>
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<p>Select and use appropriate strategies to construct meaning before (e.g., formulating questions), during (e.g., recognizing organizational structure), and after (e.g., making judgements supported by evidence) viewing, listening, and reading.</p>	<p>Apply the before, during, and after strategies during independent viewing, listening, reading and response including:</p> <p>Before:</p> <ul style="list-style-type: none"> <li>□ tap, activate, and build prior knowledge (e.g., list or outline what is known and what needs to be known)</li> <li>□ ask questions (e.g., generate a list of questions to guide viewing, listening, and reading)</li> <li>□ preview text (e.g., skim and scan the text and figure out the main idea of each paragraph)</li> <li>□ anticipate message and author's/presenter's intent (e.g., look closely at maps, charts, graphs, and other illustrations)</li> <li>□ predict what text will be about (e.g., predict outcomes)</li> <li>□ set purpose (e.g., use 5 Ws+H to consider possible purposes for viewing, listening, and reading).</li> </ul> <p>During:</p> <ul style="list-style-type: none"> <li>□ connect and construct meaning (e.g., make personal connections to text and world) and to contemporary and historical issues and problems</li> <li>□ note key ideas and what supports them (e.g., notice and understand cause and effect and other relationships among ideas)</li> <li>□ construct mental images (e.g., visualize the setting and mood)</li> <li>□ make, confirm, and adjust predictions (e.g., consistently make predictions using evidence from the text to support thinking) and to confirm conclusions</li> <li>□ make, confirm, and adjust inferences and draw conclusions (e.g., draw conclusions from dialogue, including language with double meaning)</li> <li>□ ask questions and self-monitor comprehension (e.g., ask questions of texts to increase understanding)</li> <li>□ use cueing systems to construct meaning and self-monitor comprehension (e.g., place subject of text in the centre and "map" out the key ideas when viewing, listening, and reading)</li> <li>□ adjust rate and/or strategy (e.g., match silent and oral reading rate to specific purpose and difficulty of text).</li> </ul>
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	<p>After:</p> <ul style="list-style-type: none"> <li>□ recall, paraphrase, summarize, and synthesize (e.g., track, gather, and summarize information about characters, their traits, and their relationships; summarize main points; summarize and ask questions to synthesize information from different texts)</li> <li>□ reflect and interpret (e.g., explain how the texts reveal the theme through events, characters, plot; work co-operatively with others to reach consensus on the meaning of a text and how to interpret it)</li> <li>□ evaluate (respond critically) (e.g., think critically about the authenticity of characters and the portrayal of current issues; identify bias and stereotyping)</li> <li>□ evaluate craft and techniques (e.g., discuss the artistic aspect of a text including how illustrations and narrative form a cohesive whole; detect the emotional appeal and language that is persuasive)</li> <li>□ respond personally (giving support from text) (e.g., explain identification with character or incidents and why)</li> <li>□ listen, read, or view again and speak, write, and represent to deepen understanding and pleasure (e.g., notice how the author/presenter reveals the underlying messages; try out different interpretations through oral reading).</li> </ul>
<p>Use pragmatic (e.g., author's purpose and point of view), textual (e.g., how author organized text), syntactic (e.g., main and subordinate ideas), semantic/lexical/morphological (e.g., figurative language and specific word meanings by their context, common affixes, and allusions), graphophonic (e.g., word patterns), and other cues (e.g., non-verbal cues, headings, charts, and</p>	<ul style="list-style-type: none"> <li>□ Pragmatic: Recognize and explain function and purpose of texts including informing, persuading, narrating, and describing; recognize use of language and language register (i.e., formal, informal, colloquialism, jargon, slang); recognize author's purpose and point of view; detect use of emotional appeal or persuasive language (e.g., testimonials, emotional appeals, bandwagon effects).</li> <li>□ Textual: Recognize and explain how structures and features of texts can work to shape understanding including form/genre, common organizational patterns within texts (chronological, enumerative, problem/solution, cause/effect, comparison/contrast), artistic devices (e.g., personification, exaggeration, symbolism, figurative language including similes and metaphors), elements (e.g., point of view, conflict, theme, supporting arguments), and text features (e.g., credits, headings, diagrams, glossaries, columns, sidebars, pull-quotes).</li> <li>□ Syntactical: Recognize and comprehend sentence structures that contain a verb and its subject, closely related ideas in</li> </ul>

diagrams) to construct and confirm meaning when viewing, listening, and reading.	compound structures using conjunctions or joining words, complete sentences with a main idea and appropriate subordination and modification, varied sentence beginnings, and effective capitalization and punctuation including periods, commas, quotation marks, colons, dashes, and hyphens.
	<input type="checkbox"/> Semantic/Lexical/Morphological: Recognize and comprehend words that are appropriate for audience, purpose, and context and capture a particular aspect of intended meaning; use context, prefixes, suffixes, and root words, sounds, and reference tools to determine meaning of words; recognize words used figuratively and for imagery; identify and interpret figurative language and words with multiple meanings; understand and explain "shades of meaning" in related words (e.g., quietly, softly).
	<input type="checkbox"/> Graphophonic: Recognize and explain onomatopoeia, alliteration, derivatives, bases, and affixes.
	<input type="checkbox"/> Other Cues: Recognize and comprehend non-verbal cues, physical movement, body language, gestures, and facial expressions; recognize sound, visual, and multimedia techniques characteristic of visual and multimedia texts including navigation bars, footnotes, headings, charts, and diagrams.
View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features (e.g., circle graphs) and complex ideas including the visual components of media such as magazines, newspapers, websites, reference books, graphic novels, broadcast media, videos, and promotional materials.	<input type="checkbox"/> Display active viewing behaviours (e.g., setting purpose and formulating questions before viewing, drawing conclusions based on evidence in the text, identifying strategies used to influence audience).
	<input type="checkbox"/> View critically to understand and analyze opinions and messages presented in visual and multimedia texts.
	<input type="checkbox"/> Identify how data is represented in circle graphs and give a supportable interpretation of these graphs.
	<input type="checkbox"/> Identify how a visual or multimedia (including digital) text was constructed, shaped, and produced.
	<input type="checkbox"/> Recognize the overall organization of ideas in visual and multimedia texts (including digital).
	<input type="checkbox"/> Use organizational features of electronic text (e.g., databases, keyword searches, e-mail) to locate information.
	<input type="checkbox"/> Analyze and evaluate what was seen in visual and multimedia

	(including digital) texts considering elements, techniques, and overall effect.
	<input type="checkbox"/> Evaluate the effectiveness and impact of a range of visual and multimedia texts.
	<input type="checkbox"/> Reflect and re-view in light of purpose.
Listen critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media).	<input type="checkbox"/> Display active listening behaviours (e.g., focusing on the message of the speaker, making reasonable predictions, checking for understanding, recognizing when information is making sense, making notes).
	<input type="checkbox"/> Listen to understand and analyze instructions, directions, and oral explanations.
	<input type="checkbox"/> Adopt a receptive listening posture and observe visual and verbal cues from the speaker.
	<input type="checkbox"/> Determine literal and implied meaning of message.
	<input type="checkbox"/> Separate own ideas and opinions from speaker's ideas and opinions.
	<input type="checkbox"/> Recognize and follow the presenter's main ideas, supporting details, and organizational structure.
	Consider and respect ideas from speaker's point of view.
	Identify the perspective implicit within an oral presentation and what information, arguments, or positions are not included.
	<input type="checkbox"/> Listen critically to understand and analyze oral information and ideas in oral explanations and reports, and in opinions or messages presented in the mass media.
	<input type="checkbox"/> Evaluate the effectiveness of a range of oral texts.
	<input type="checkbox"/> Note how examples, illustrations, and visual aids support or take away from the key message.
Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and	<input type="checkbox"/> Display active reading behaviours (e.g., reading with purpose in mind; making, confirming, correcting predictions; matching reading rate to purpose and difficulty of text; rereading to clarify understanding).
	<input type="checkbox"/> Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories, novels, poetry, instructional materials, non-fiction books, articles, and reports.
	<input type="checkbox"/> Read to complete inquiry/research using online resources,

plays from First Nations, Métis, and other cultures.	reference books, periodicals, and pamphlets. Cite sources of information
	<input type="checkbox"/> Read orally and silently Grade 7 appropriate texts for enjoyment and to increase fluency and expression.
	<input type="checkbox"/> Read independently for a sustained period.
	<input type="checkbox"/> Read independently for a sustained period.
	<input type="checkbox"/> Recognize author's overall organization of ideas.
	<input type="checkbox"/> Recognize the author's use of language (formal, informal, colloquial) and significant elements and techniques and how they interact to create effects.
	<input type="checkbox"/> Recognize author's point of view and reason for choosing it.
	<input type="checkbox"/> Evaluate the effectiveness of a range of written texts.
	<input type="checkbox"/> Reflect on and support personal and critical response with reference to text.
Read Grade 7 appropriate texts to increase fluency (130-170 wcpm orally; 170-220 silently) and expression.	<input type="checkbox"/> Display active reading behaviours (e.g., reading with purpose in mind; making, confirming, correcting predictions; matching reading rate to purpose and difficulty of text; rereading to clarify understanding).
	<input type="checkbox"/> Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories, novels, poetry, instructional materials, non-fiction books, articles, and reports.
	<input type="checkbox"/> Read to complete inquiry/research using online resources, reference books, periodicals, and pamphlets. Cite sources of information.
	<input type="checkbox"/> Read orally and silently Grade 7 appropriate texts for enjoyment and to increase fluency and expression.
	<input type="checkbox"/> Read independently for a sustained period.
	<input type="checkbox"/> Summarize major ideas presented in printed texts.
	<input type="checkbox"/> Recognize author's overall organization of ideas.
	<input type="checkbox"/> Recognize the author's use of language (formal, informal, colloquial) and significant elements and techniques and how they interact to create effects.
	<input type="checkbox"/> Recognize author's point of view and reason for choosing it.
	<input type="checkbox"/> Evaluate the effectiveness of a range of written texts.

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|--|---|
|  | <ul style="list-style-type: none"> <li>□ Reflect on and support personal and critical response with reference to text.</li> </ul> |
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## Compose and Create

Outcomes	Achievement Indicators
Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).	<ul style="list-style-type: none"> <li>□ Create with clarity and correctness, and appropriate to a particular audience and purpose, a variety of expressions (oral presentations, written compositions, and other representations) that represent ideas and information about identity, social responsibility, and efficacy.</li> </ul> <p>Create representations, speeches, and writing that feature the following qualities:</p> <ul style="list-style-type: none"> <li>□ Message Content or Ideas (Meaning): Maintains focus around a clear purpose; shows awareness of audience; provides relevant details, examples, and explanations; is accurate, complete, and uses own words; shows some individuality or originality in literary texts; contains ideas and images that create an impact.</li> <li>□ Organization and Coherence (Form): Introduces the topic and purpose; may provide some context; sticks to the topic; is easy to follow with related ideas grouped together (i.e., sequence is logical); uses a variety of connecting words; creates a logical ending; includes appropriate, required text features (e.g., titles, headings, diagrams, illustrations) correctly constructed; uses paragraphs that have main ideas and supporting details.</li> <li>□ Language Conventions (Style and Language Choices): Use clear and varied language correctly; shows a sense of audience; level of formality is appropriate for purpose and audience; contains some description and variety in diction; contains a variety of sentence lengths and some varied sentence beginnings; demonstrates the use of several different conjunctions; formulates simple, compound, and complex sentences; applies the conventions of oral and written language, including very few spelling errors, correct punctuation (including use of comma, colon, dash, and hyphen); uses syntactically complete and correct sentences (avoiding run-ons and</li> </ul>

	fragments), uses legible cursive handwriting and clear representations which are visually accurate and legibly and neatly presented.
	<input type="checkbox"/> Use own experiences to create personal or impromptu communications characterized by some insight and development including opinion and personal and critical responses to text.
	<input type="checkbox"/> Create a variety of narrative, descriptive, expository, and persuasive oral presentations, written compositions, and other representations with some original qualities.
	<input type="checkbox"/> Create a variety of visual, oral, written, and multimedia (including digital) texts including personal narratives, responses or reactions to texts, stories, reports, articles, instructions, explanations, opinions, letters, illustrations, diagrams, leaflets, stories, poems, storyboards, cartoons, and skits or short view scripts.
Create and present a teacher-guided inquiry project related to a topic, theme, or issue studied in English language arts.	<input type="checkbox"/> Apply inquiry process and complete an individual or group inquiry project related to the themes or issues being studied in English language arts.
	<input type="checkbox"/> Examine personal knowledge of and experiences related to a topic to determine information needs.
	<input type="checkbox"/> Formulate a variety of relevant questions on a topic to establish a purpose for seeking information.
	<input type="checkbox"/> Contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes.
	<input type="checkbox"/> Prepare and use a plan to access ideas and information from a variety of sources (including digital).
	<input type="checkbox"/> Use pre-established criteria to evaluate the currency, usefulness, and reliability of information sources in answering inquiry or research questions.
	<input type="checkbox"/> Locate information using a search engine.
	<input type="checkbox"/> Assess the appropriateness of the amount and quality of information collected.
	<input type="checkbox"/> Recognize and address information gaps for particular



	audiences and purposes.
	<input type="checkbox"/> Organize new information to reflect the intended purpose and audience.
	<input type="checkbox"/> Use the language of inquiry (e.g., "Where would I find information and ideas about this topic, question, problem, or issue?" "What processes or procedures could I use?" "How will I access these sources or carry out these procedures?").
Select and use the appropriate strategies to communicate meaning before (e.g., planning and organizing ideas to fit format), during (e.g. using transition words), and after (e.g., revising to eliminate unnecessary repetition) speaking, writing, and other representing activities.	<input type="checkbox"/> Progress through stages of the creating process (planning, drafting, revising, presenting) as needed.
	<p>Use several strategies before, during, and after representing, speaking, and writing including:</p> <p>Before:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> consider prompt or find a topic and activate prior knowledge (e.g., look for ideas and topics in personal experiences and form questions about topic)</li> <li><input type="checkbox"/> consider purpose and audience (e.g., plan and organize information for the intended viewer, listener, reader)</li> <li><input type="checkbox"/> consider and generate specific ideas and information that might be included (e.g., get ideas from books and others)</li> <li><input type="checkbox"/> consider and choose/adapt a possible form (e.g., select a form that will serve purpose; consider the underlying structures – temporal sequence, time sequence, compare and contrast, problem and solution to present different kinds of information)</li> <li><input type="checkbox"/> collect and focus ideas and information (e.g., select details that will support the topic; create a list, graphic organizer, character map, timeline, or sketch)</li> <li><input type="checkbox"/> plan and organize ideas for drafting (mapping and authoring) (e.g., create an outline, flow chart, map, or other organizer to plan)</li> <li><input type="checkbox"/> consider qualities of effective communication and the language to use (e.g., consider strong verbs to use and how to match stance/role/voice to audience purpose).</li> </ul> <p>During:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> create draft(s) and experiment with possible product(s) (e.g., arouse interest with a strong lead; develop a clear</li> </ul>

	<p>main idea supported by significant and sufficient detail; create a coherent sequence)</p> <ul style="list-style-type: none"> <li>□ confer with others (e.g., draft multiple leads and endings and consult peers to seek the most effective)</li> <li>□ use language and its conventions to construct message (e.g., write a variety of complex sentences using conventions of word order and punctuation; vary the structure and length for reasons of craft)</li> <li>□ reflect, clarify, self-monitor, self-correct, and use a variety of "fix-up" strategies (e.g., make corrections based on feedback of others; compare with others and talk about the differences)</li> <li>□ acknowledge sources (e.g., cite and credit material downloaded)</li> <li>□ experiment with communication features and techniques (e.g., experiment with different points of view)</li> </ul> <p>After:</p> <ul style="list-style-type: none"> <li>□ revise for content and meaning (adding, deleting, substituting, and rethinking) (e.g., identify and select important information from the total available; ensure there is an effective introduction, clear middle, and effective conclusion)</li> <li>□ revise for organization (e.g., move information to increase suspense or move the action; make choppy communications fluent)</li> <li>□ revise for sentence structure and flow (e.g., vary sentence structure and length for effect)</li> <li>□ revise for word choice, spelling, and usage (e.g., consult a variety of resources to find appropriate and precise words to reflect what students want to say)</li> <li>□ proofread for mechanics and appearance (e.g., use white space, font, bold to communicate meaning; polish to enhance legibility)</li> <li>□ confer with peers, teacher, or others (e.g., provide editing help to peers; seek feedback from peers and teacher)</li> <li>□ polish, practise, and decide how work will be shared and published (e.g., enhance for clarity and correctness; use expression, tone, and pitch for emphasis; state what was learned from each presentation)</li> </ul>
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	<ul style="list-style-type: none"> <li>□ share final product, reflect, consider feedback, and celebrate learning (e.g., use inclusive language and a range of vocal effects to communicate meaning; consider impact of presentation).</li> </ul>
<p>Use pragmatic (e.g., use language that demonstrates respect for others), textual (e.g., use common organizational patterns within texts), syntactical (e.g., ensure agreement of subjects, verbs, and pronouns), semantic/lexical/morphological (e.g., avoid overused and misused words), graphophonic (e.g., nunciate clearly), and other cues (e.g., use appropriate gestures and facial expressions) to construct and to communicate meaning.</p>	<ul style="list-style-type: none"> <li>□ Use the conventions of language and communication to deliberately convey meaning when engaging in speaking, writing, and other forms of representing.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Consistently apply the conventions of oral and written language and the conventions of visual and multimedia texts.</li> </ul>
	<p>Use and apply language cues and conventions to communicate meaning including:</p> <ul style="list-style-type: none"> <li>□ Pragmatic: Select and use the language appropriate for specific audiences and purposes including the celebration of special events and accomplishments; use language that demonstrates respect for others; address communication to a specific audience; ensure voice/tone is appropriate to audience and text type; recognize and explain function and purpose of texts including informing, persuading, narrating, and describing; use standard Canadian English that follows accepted rules of usage; use appropriate register, tone, and usage; use standard Canadian English.</li> <li>□ Textual: Understand and use a range of standard forms for texts including paragraphs and multi-paragraph compositions; use appropriate point of view (including third person) for purpose; use common organizational patterns within texts (e.g., chronological, enumerative, problem/solution, cause/effect, comparison/contrast); craft strong leads and effective conclusions; maintain focus from beginning to end; use transition words; include covering page and list of references.</li> <li>□ Syntactical: Use clear sentence structures that contain a verb and its subject (average spoken sentence length – 9.5 words; written sentence length – 9.0 words).; combine closely related ideas into compound structures using conjunctions or joining words; include some subordination and modification; use phrases, clauses, and a variety of qualifiers; ensure that sentences are complete, interesting, and on topic; combine sentences to form compound and complex sentences for variety,</li> </ul>

	<p>interest, and effect; ensure that the subject, pronouns, and verbs agree; ensure that the sentences use appropriate verb tense (e.g., "I have seen...."); ensure that qualifiers are not misplaced; vary sentence beginning; avoid double subjects (e.g., "Bill, he....") and double negatives with verbs (e.g., "I don't have nothing."); use effective punctuation and capitalization including periods, commas, quotation marks, colons, dashes, and hyphens.</p> <ul style="list-style-type: none"> <li>□ Semantic/Lexical/Morphological: Use words that are appropriate for audience, purpose, and context and capture a particular aspect of intended meaning; avoid overused and misused words (e.g., "could of"); use common homonyms (e.g., their/they're/there; its/it's; too/two/to) and commonly confused words (e.g., who/whom) correctly; use words figuratively and for imagery; spell most words correctly using Canadian spelling, use a variety of strategies and resources (e.g., dictionaries, thesauruses, spell check) to learn the correct spelling and meaning of words.</li> <li>□ Graphophonic: Enunciate clearly and carefully; pronounce words correctly; recognize onomatopoeia and alliteration; use basic spelling strategies, rules, and word families to spell words correctly at grade level; spell derivatives correctly by applying the spellings of bases and affixes.</li> <li>□ Other Cues: Use volume and presentation techniques appropriate to audience and purpose; use appropriate gestures, physical movements, facial expressions, sounds, visuals, and multimedia aids to enhance presentation; combine print and visuals; use printing (e.g., for labels on a map) and cursive writing (e.g., for writing a report) appropriate to purpose; write legibly with appropriate speed and control; include clear representations (e.g., electronic illustration); underline and/or italicize names of books and periodicals; use quotation marks correctly in speech, songs, poems, and short stories.</li> </ul>
<p>Create and present a variety of representations including visual and multimedia presentations such as</p>	<ul style="list-style-type: none"> <li>□ Explore ideas and express understanding using a variety of representations (e.g., timelines, models, videos, news items).</li> </ul>

displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.	<input type="checkbox"/> Represent ideas and demonstrate understanding of forms and techniques in cartoon sequences, contextual dramas, posters, and advertisements.
	<input type="checkbox"/> Use the appropriate strategies in the representing process including planning and focusing, scripting and layout, revising, and producing.
	<input type="checkbox"/> Create and edit sound files.
	<input type="checkbox"/> Create and edit video files.
	<input type="checkbox"/> Create literary representations with some original qualities including narratives and dramatic scenes (e.g., skit or short video script).
	<input type="checkbox"/> Enhance oral and written compositions with illustrations, charts, and other graphics when appropriate.
	<input type="checkbox"/> Present to a specific audience (e.g., a presentation to adults) an oral, written, visual, or multimedia project using appropriate presentation software.
Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building).	<input type="checkbox"/> Share ideas/knowledge clearly and logically, add to others' ideas, repeat points for clarification, and relate points already made for emphasis and reconsideration.
	<input type="checkbox"/> Maintain conversations with classmates, guests, and adults.
	<input type="checkbox"/> Demonstrate the ability to participate responsibly in discussions and team projects.
	<input type="checkbox"/> Facilitate small group activities and short, whole-class sessions to share information on a topic.
	<input type="checkbox"/> Contribute to group efforts to reach consensus or conclusions.
	<input type="checkbox"/> Assume different roles in group work (e.g., leader, recorder, contributor).
	<input type="checkbox"/> Recognize when conflicts and tensions arise in group work and negotiate a return to a productive and respectful atmosphere.

	<input type="checkbox"/> Support key points with evidence and examples.
	<input type="checkbox"/> Defend and/or support opinion with evidence in group work.
	<input type="checkbox"/> Summarize personal viewpoint in clear and meaningful ways.
	<input type="checkbox"/> Summarize ideas discussed and state own view in light of discussion.
	<input type="checkbox"/> Present group conclusions and findings to classmates.
	<input type="checkbox"/> Respond to questions and suggestions concisely, clearly, and appropriately.
	<input type="checkbox"/> Speak to share and to entertain (e.g., read aloud, recite a poem, participate in an improvisation).
Use oral language to express effectively information and ideas of some complexity in formal and informal situations (e.g., a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization).	<input type="checkbox"/> Share ideas/knowledge clearly and logically, add to others' ideas, repeat points for clarification, and relate points already made for emphasis and reconsideration.
	<input type="checkbox"/> Maintain conversations with classmates, guests, and adults.
	<input type="checkbox"/> Demonstrate the ability to participate responsibly in discussions and team projects.
	<input type="checkbox"/> Facilitate small group activities and short, whole-class sessions to share information on a topic.
	<input type="checkbox"/> Contribute to group efforts to reach consensus or conclusions.
	<input type="checkbox"/> Assume different roles in group work (e.g., leader, recorder, contributor)
	<input type="checkbox"/> Recognize when conflicts and tensions arise in group work and negotiate a return to a productive and respectful atmosphere.
	<input type="checkbox"/> Support key points with evidence and examples.
	<input type="checkbox"/> Defend and/or support opinion with evidence in group work.

	<input type="checkbox"/> Summarize personal viewpoint in clear and meaningful ways.
	<input type="checkbox"/> Summarize ideas discussed and state own view in light of discussion.
	<input type="checkbox"/> Present group conclusions and findings to classmates.
	<input type="checkbox"/> Respond to questions and suggestions concisely, clearly, and appropriately.
	<input type="checkbox"/> Speak to share and to entertain (e.g., read aloud, recite a poem, participate in an improvisation).
<p>Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text.</p>	<input type="checkbox"/> Plan (e.g., using a chart or outline) and organize ideas to fit format and purpose (e.g., chronological, enumerative, problem/solution, cause/effect, comparison/contrast).
	<input type="checkbox"/> Sustain focus in a piece of writing for several pages.
	<input type="checkbox"/> Use transition words (e.g., first, then, next, before, after, however) to signal organizational pattern within compositions.
	<input type="checkbox"/> Use appropriate point of view (including third person) when writing for particular audience and purpose.
	<input type="checkbox"/> Create multiple-paragraph compositions (minimum of 5 paragraphs in an essay) of at least 500-700 words.
	<p>Create narrative texts (e.g., recount an event) as follows:</p> <input type="checkbox"/> establish a context, plot, and point of view <input type="checkbox"/> use a range of narrative devices (e.g., dialogue, tension, suspense) <input type="checkbox"/> make the narrative engaging <input type="checkbox"/> develop it systematically leading to a climax or conclusion.
	<p>Create expository, informational, and procedural texts (e.g., present information or explain process, news story, letter) as follows:</p> <input type="checkbox"/> pose relevant questions to limit scope of text

	<ul style="list-style-type: none"> <li>□ introduce the purpose</li> <li>□ develop topic with facts, details, examples, and explanations from multiple authoritative sources</li> <li>□ include several paragraphs or sections organized in logical sequence</li> <li>□ use transitions</li> <li>□ offer conclusion(s).</li> </ul>
	<p>Create descriptive texts (e.g., a character or person) as follows:</p> <ul style="list-style-type: none"> <li>□ present a clear and colourful picture of a person</li> <li>□ include sensory details and vivid words</li> <li>□ use a logical order (e.g., head to foot).</li> </ul>
	<p>Create persuasive texts (e.g., persuasive letter, an interpretation) as follows:</p> <ul style="list-style-type: none"> <li>□ explain and justify reactions and personal connections to texts viewed, heard, and read</li> <li>□ make explicit and deliberate connections with previous knowledge and experiences</li> <li>□ give opinions and make judgements</li> <li>□ provide support by reasons, explanations, and evidence</li> <li>□ support opinions with examples from text</li> <li>□ develop a clear organization.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Experiment with a variety of forms and techniques.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Experiment with and make deliberate choices about form and language suited to audience and purpose.</li> </ul>
Experiment with a variety of text forms (e.g., meeting, presentation to adults, descriptive poem, opinion piece, a review, front page of a newspaper, short script) and techniques (e.g., dialogue, figurative language).	<ul style="list-style-type: none"> <li>□ Plan (e.g., using a chart or outline) and organize ideas to fit format and purpose (e.g., chronological, enumerative, problem/solution, cause/effect, comparison/contrast).</li> </ul>
	<ul style="list-style-type: none"> <li>□ Sustain focus in a piece of writing for several pages.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use transition words (e.g., first, then, next, before, after, however) to signal organizational pattern within compositions.</li> </ul>



	<ul style="list-style-type: none"> <li>□ Use appropriate point of view (including third person) when writing for particular audience and purpose.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Create multiple-paragraph compositions (minimum of 5 paragraphs in an essay) of at least 500-700 words.</li> </ul>
	<p>Create narrative texts (e.g., recount an event) as follows:</p> <ul style="list-style-type: none"> <li>□ establish a context, plot, and point of view</li> <li>□ use a range of narrative devices (e.g., dialogue, tension, suspense)</li> <li>□ make the narrative engaging</li> <li>□ develop it systematically leading to a climax or conclusion.</li> </ul>
	<p>Create expository, informational, and procedural texts (e.g., present information or explain process, news story, letter) as follows:</p> <ul style="list-style-type: none"> <li>□ pose relevant questions to limit scope of text</li> <li>□ introduce the purpose</li> <li>□ develop topic with facts, details, examples, and explanations from multiple authoritative sources</li> <li>□ include several paragraphs or sections organized in logical sequence</li> <li>□ use transitions</li> <li>□ offer conclusion(s).</li> </ul>
	<p>Create descriptive texts (e.g., a character or person) as follows:</p> <ul style="list-style-type: none"> <li>□ present a clear and colourful picture of a person</li> <li>□ include sensory details and vivid words</li> <li>□ use a logical order (e.g., head to foot).</li> </ul>
	<p>Create persuasive texts (e.g., persuasive letter, an interpretation) as follows:</p> <ul style="list-style-type: none"> <li>□ explain and justify reactions and personal connections to texts viewed, heard, and read</li> <li>□ make explicit and deliberate connections with previous knowledge and experiences</li> <li>□ give opinions and make judgements</li> <li>□ provide support by reasons, explanations, and evidence</li> </ul>

	<input type="checkbox"/> support opinions with examples from text <input type="checkbox"/> develop a clear organization.
	<input type="checkbox"/> Experiment with a variety of forms and techniques.
	<input type="checkbox"/> Experiment with and make deliberate choices about form and language suited to audience and purpose.

### Assess and Reflect on Language Abilities

Outcome	Achievement Indicators
Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.	<input type="checkbox"/> Recognize speaking, listening, representing, viewing, writing, and reading as useful tools for clarifying thinking, communicating, and understanding.
	<input type="checkbox"/> Assess the success of oral language skills and strategies including applying specific criteria to assess oral language interactions, analyzing the effectiveness of oral language strategies, and setting goals for oral language improvement.
	<input type="checkbox"/> Participate in the development and use of a rubric for assessing language skills and strategies.
	<input type="checkbox"/> Evaluate group process and personal contributions according to pre-established criteria.
	<input type="checkbox"/> Discuss developing abilities in personal language learning and use.
	<input type="checkbox"/> Contribute to and use scoring guides, rubrics, and other criteria to reflect on and analyze clarity of work
	<input type="checkbox"/> Act on feedback.
	<input type="checkbox"/> Reflect on and assess viewing, listening, and reading experiences; and set goals for improvement.
	<input type="checkbox"/> Reflect on, analyze, and assess writing and other representing behaviours, and formulate goals for improvement.

Appraise own and others' work for clarity and correctness.	<input type="checkbox"/> Recognize speaking, listening, representing, viewing, writing, and reading as useful tools for clarifying thinking, communicating, and understanding.
	<input type="checkbox"/> Assess the success of oral language skills and strategies including applying specific criteria to assess oral language interactions, analyzing the effectiveness of oral language strategies, and setting goals for oral language improvement.
	<input type="checkbox"/> Participate in the development and use of a rubric for assessing language skills and strategies.
	<input type="checkbox"/> Evaluate group process and personal contributions according to pre-established criteria.
	<input type="checkbox"/> Discuss developing abilities in personal language learning and use.
	<input type="checkbox"/> Contribute to and use scoring guides, rubrics, and other criteria to reflect on and analyze clarity of work.
	<input type="checkbox"/> Act on feedback.
	<input type="checkbox"/> Reflect on and assess viewing, listening, and reading experiences; and set goals for improvement.
	<input type="checkbox"/> Reflect on, analyze, and assess writing and other representing behaviours, and formulate goals for improvement.

## Science

## Life Science: Interactions within Ecosystems

Outcome	Achievement Indicators
Relate key aspects of Indigenous knowledge to their understanding of ecosystems.	<input type="checkbox"/> Gather information about traditional Indigenous practices with respect to the relationships and connections between people and their ecological environment.
	<input type="checkbox"/> Examine key aspects of Indigenous knowledge and First Nations and Métis people's practices that contribute to understanding of ecosystems and the interactions of their components.
	<input type="checkbox"/> Provide specific examples of Indigenous knowledge in understanding the components of their ecosystems.
	<input type="checkbox"/> Describe the ways that traditional Indigenous knowledge about respect and responsibility for the land, self, and others has been transmitted over many years, including the oral tradition.
Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities.	<input type="checkbox"/> Illustrate the ecological organization of life within the biosphere, using specific examples of species, populations, communities, ecosystems, and biomes.
	<input type="checkbox"/> Provide examples of ecosystems of varying sizes and locations, including their biotic and abiotic components.
	<input type="checkbox"/> Conduct a field study to observe, record (using sketches, notes, tables, photographs, and/or video recordings), and identify biotic and abiotic components of a local ecosystem.
	<input type="checkbox"/> Show respect for all forms of life when examining ecosystems.
	<input type="checkbox"/> Examine the biotic and abiotic components of distant ecosystems using photographs, videos, or online resources.
	<input type="checkbox"/> Choose and use appropriate instruments (e.g., magnifying glass, thermometer, light meter, hand-held microscope, and digital camera) safely, effectively, and accurately to observe and illustrate biotic and abiotic components of ecosystems.
	<input type="checkbox"/> Compile and display ecological data to illustrate the various interactions that occur among biotic and abiotic components of ecosystems.
	<input type="checkbox"/> Identify strengths and weaknesses of different methods of collecting and displaying ecological data (e.g., compare field observations of an ecosystem with observations from a video

	or television program, compare a food chain with a food web).
	<input type="checkbox"/> Classify organisms in a variety of ecosystems as producers, consumers, or decomposers and further classify consumers as herbivores, carnivores, or omnivores.
	<input type="checkbox"/> Interpret interdependence within natural systems by constructing food chains and food webs to illustrate the interactions among producers, consumers, and decomposers in a particular ecosystem.
	<input type="checkbox"/> Construct a classification key, using appropriate scientific terminology, which will enable classmates to differentiate between producers, consumers, and decomposers.
	<input type="checkbox"/> Provide examples of organizations in Canada that support scientific research related to ecosystems (e.g., environmental conservation groups, federal and provincial government departments, agricultural and marine institutes, universities, and colleges).
Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems.	<input type="checkbox"/> Illustrate how energy is supplied to and flows through a food web using the concept of ecological pyramids (e.g., pyramid of energy, pyramid of numbers, and pyramid of biomass).
	<input type="checkbox"/> Model the carbon, nitrogen, and water cycles to illustrate how matter cycles through ecosystems.
	<input type="checkbox"/> Analyze the strengths and limitations of models in science generally, and then apply these criteria to evaluate the efficacy of a student model of a biogeochemical cycle.
	<input type="checkbox"/> Explain the role of decomposers in recycling matter in an ecosystem.
	<input type="checkbox"/> Describe examples of how scientists collect evidence, search for patterns and relationships in data, and propose explanations to further the development of scientific knowledge about energy and matter flow in ecosystems.
	<input type="checkbox"/> Design and conduct an experiment to investigate the conditions essential for the growth of plants (e.g., determine whether nutrients in soil are sufficient to support plant growth, determine the influence of sunlight or other forms of light on plant growth).
	<input type="checkbox"/> Consider observations and ideas from a variety of sources during investigations and before drawing conclusions related to biogeochemical cycles.

	<input type="checkbox"/> Describe how energy passes through ecosystems during the processes of photosynthesis and cellular respiration.
	<input type="checkbox"/> Identify and evaluate potential impacts on energy flow and the cycling of matter by the removal of one or more living organisms from a specific ecosystem.
	<input type="checkbox"/> Provide examples of scientific knowledge that have resulted in the development of technologies designed to assist in managing aspects of ecosystems (e.g., understanding the effect of nitrogen, phosphorus, and potassium on plant growth led to the production of specific formulations of fertilizers, knowledge of how micro-organisms help break down matter led to the development of composting bins).
Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem.	<input type="checkbox"/> Identify evidence of ecological succession in ecosystems, using the concepts of pioneer species, climax community, primary succession, and secondary succession, and by identifying changes in plant and animal life in the ecosystem.
	<input type="checkbox"/> Propose ecological questions to investigate arising from practical problems and issues (e.g., "What is the impact of clearing land for farming?", "How could a community prolong the life of its landfill site?", "How could a community reduce the amount of garbage it produces?", "What is the impact of a sports field being constructed in a particular location?").
	<input type="checkbox"/> Predict what a specific ecosystem (e.g., clear-cut forest, abandoned sports field, abandoned farm yard, abandoned rail line, ditch, driveway, or sidewalk) will look like in the future (e.g., 5, 10, and 25 years) based on characteristics of the area and long-term changes observed in similar ecosystems.
	<input type="checkbox"/> Identify and refine questions and problems related to the effects of natural or human influences on a particular ecosystem.
	<input type="checkbox"/> Select and synthesize information from various sources to develop a response to specific questions related to natural or human influences on a particular ecosystem.
	<input type="checkbox"/> Propose a course of action or defend a given position on a local ecological issue or problem related to natural or human influences on a particular ecosystem, taking into account scientific, societal, technological, and environmental factors.
	<input type="checkbox"/> Be sensitive and responsible in maintaining a balance between human needs and a sustainable environment by considering both immediate and long-term effects of their course of action

	or stated position.
	<input type="checkbox"/> Provide specific examples to illustrate that scientific and technological activities related to ecosystems take place in a variety of individual or group settings, locally and globally, and by men and women from a variety of cultural backgrounds (e.g., individual and community gardening, impact studies done by environmental engineers, and research done by teams of international scientists).

### Physical Science: Mixtures and Solutions

Outcome	Achievement Indicators
Distinguish between pure substances and mixtures (mechanical mixtures and solutions) using the particle model of matter.	<input type="checkbox"/> Examine a variety of objects and materials, and record qualitative (e.g., colour, texture, and state of matter) and quantitative (e.g., density, melting point, and freezing point) physical properties of those objects in a chart or data table.
	<input type="checkbox"/> Describe the characteristics of pure substances, mechanical mixtures, and solutions.
	<input type="checkbox"/> Construct a graphic organizer for the classification of matter that includes mixtures, pure substances, elements, compounds, mechanical mixtures, and solutions.
	<input type="checkbox"/> Classify common substances (e.g., Kool-Aid, vinegar, bubble bath, soft drinks, juice, chocolate chip cookies, salad dressings, hand lotion, shampoos, tea, bread, soil, and concrete) as pure substances, mechanical mixtures, or solutions.
	<input type="checkbox"/> Listen to and consider the ideas of classmates when classifying materials as pure substances or mixtures.
	<input type="checkbox"/> Create mechanical mixtures and solutions using common materials and compare the physical properties of the original materials and the resultant mixture or solution.
	<input type="checkbox"/> State the four main ideas of the particle model of matter.
	<input type="checkbox"/> Create models and/or physical representations that depict the nature of particles in pure substances, mechanical mixtures, and solutions according to the particle model of matter.
	<input type="checkbox"/> Analyze the usefulness of personally constructed representations of particles and the strengths and limitations

	of models in science generally.
	<input type="checkbox"/> Generate questions related to differences between mixtures and solutions and rephrase in a testable form (e.g., rephrase a question such as "How sweet is iced tea?" to "What is the most iced tea that can be dissolved in 500 mL of water at 23°C?").
Investigate methods of separating the components of mechanical mixtures and solutions, and analyze the impact of industrial and agricultural applications of those methods.	<input type="checkbox"/> Describe methods used to separate the components of mechanical mixtures and solutions, including mechanical sorting, filtration, evaporation, distillation, magnetism, and chromatography
	<input type="checkbox"/> Trace the historical development of a technology or process used to separate mixtures (e.g., settling, sifting, filtering, fusion, distillation, and chromatography).
	<input type="checkbox"/> Describe common household examples of technologies that are used to separate components of mechanical mixtures or solutions (e.g., kitchen strainer, oil and air filters).
	<input type="checkbox"/> Design and conduct an experiment to determine the effectiveness and/or efficiency of one or more methods of separating mechanical mixtures and solutions.
	<input type="checkbox"/> Report the strengths and limitations of a chosen experimental design to determine the effectiveness and/or efficiency of one or more methods of separating mechanical mixtures and solutions.
	<input type="checkbox"/> Use tools and apparatus (e.g., safety glasses, glassware, and Bunsen burners) safely when conducting investigations into methods of separating mixtures.
	<input type="checkbox"/> Demonstrate knowledge of WHMIS standards by using proper techniques for handling and disposing of lab materials and following warning label symbols, including common household product symbols, when separating mixtures.
	<input type="checkbox"/> Describe the scientific principles underlying a past or present industrial technology designed to separate mixtures (e.g., petroleum refining, sewage treatment plant, recycling station, combine, and cream separator).
	<input type="checkbox"/> Discuss intended and unintended consequences of a particular industrial or agricultural technology or process used for separating materials.
	<input type="checkbox"/> Use a technological problem-solving process to design, construct, and evaluate a prototype of a process or device for separating a mechanical mixture or solution (e.g., purifying



	drinking water, separating household waste).
	<input type="checkbox"/> Identify new questions and problems that arise from what was learned about solutions and mixtures (e.g., "Are there mixtures that cannot be separated?", "What techniques are used to remove pollutants from air and water?"), including questions that science cannot answer.
Investigate the properties and applications of solutions, including solubility and concentration.	<input type="checkbox"/> Provide examples of solid, liquid, and gaseous solutions and identify which substance is the solute and which is the solvent in each solution.
	<input type="checkbox"/> Describe the characteristics of solutions using the terms solute, solvent, soluble, and insoluble, based on the particle model of matter.
	<input type="checkbox"/> Create and describe the concentration of student-prepared dilute, concentrated, saturated, and supersaturated solutions using those qualitative terms and quantitative measurements (e.g., parts per million [ppm], g/L, and g/100 mL).
	<input type="checkbox"/> Value accuracy, precision, and honesty when collecting and reporting data related to concentrations of solutions.
	<input type="checkbox"/> Investigate the factors that determine how quickly a solute dissolves in a solvent.
	<input type="checkbox"/> Gather and interpret information from various resources (e.g., nutrition labels on foods, newspaper or magazine articles) related to solutions and concentrations of solutions.
	<input type="checkbox"/> Design and implement an experiment to investigate the effect of temperature on the solubility of a solution.
	<input type="checkbox"/> Predict the solubility of a solute by interpolating or extrapolating from student-generated solubility curves.
	<input type="checkbox"/> Analyze the effects of technological inventions or processes related to solutions (e.g., water softeners, water treatment plants, solution mining, agricultural sprays, insecticides, bleaches, and drain cleaners) on self, community, and the environment.
	<input type="checkbox"/> Research how various science disciplines and engineering fields study and apply scientific knowledge related to solutions.

### Physical Science: Heat and Temperature

Outcome	Achievement Indicators
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Assess the impact of past and current heating and cooling technologies related to food, clothing, and shelter on self, society, and the environment.	<input type="checkbox"/> Illustrate the historical development and the underlying scientific principles of technologies designed to address practical problems regarding human heating and cooling needs for food, shelter, and clothing (e.g., oven mitts, survival suits, air conditioning, central heating, thermos, refrigerators, stoves, heaters, home insulation, fleece jackets, and toques).
	<input type="checkbox"/> Communicate questions, ideas, intentions, plans, and results of inquiries related to heat transmission using lists, notes in point form, sentences, data tables, graphs, drawings, oral language, and other means.
	<input type="checkbox"/> Analyze the impact of the design and function of a heating- or cooling-related technology on self and society.
	<input type="checkbox"/> Compare, in qualitative terms, the heat capacities of some common materials, including water, and explain how heat capacity influences choices of materials used in the development of technologies related to clothing, food, and shelter.
	<input type="checkbox"/> Evaluate the efficiency of different types of home insulation (e.g., sod, straw bales, fibreglass, cellulose, mineral wool, polystyrene, and polyurethane foam) with respect to criteria such as R-value, cost, and resistance to water and air infiltration.
	<input type="checkbox"/> Use a technological problem-solving process to design, construct, and evaluate a prototype of a device that will provide a solution to a practical problem related to heating or cooling (e.g., cooking food, keeping food warm or cool for an extended period, keeping a shelter warm or cool, keeping a person warm or cool).
	<input type="checkbox"/> Assess the design of a personally constructed heating or cooling prototype using collaboratively developed criteria.
	<input type="checkbox"/> Provide examples of problems related to heating and cooling that arise at home, in an industrial setting, or in the environment, that cannot be solved using scientific and technological knowledge.
	<input type="checkbox"/> Create a photo journal of science- and technology-based careers in the community related to heating and cooling, such as heating systems and equipment contractors, and boiler engineers.
Explain how understanding	<input type="checkbox"/> Provide examples from daily life that illustrate the effects of heating and cooling on solids, liquids, and gases.

differences between states of matter and the effect of heat on changes in state provide evidence for the particle theory.	<input type="checkbox"/> Conduct experiments to determine the effects of changes in temperature on solids, liquids, and gases.
	<input type="checkbox"/> Construct and label a heating curve for water, using student-collected data, indicating states of matter and changes of state.
	<input type="checkbox"/> Create a visual or dramatic representation to explain changes of state of matter (e.g., melting, freezing, evaporation, condensation, and sublimation) according to the particle model of matter.
	<input type="checkbox"/> Choose appropriate instruments (e.g. alcohol thermometer, temperature probe, and thermocouple) and use them safely, effectively, and accurately for collecting temperature data when investigating states of matter and changes of state.
	<input type="checkbox"/> Trace the historical development of different scales (e.g., Kelvin, Celsius, Fahrenheit, and Rankine) and instruments used to measure temperature (e.g., liquid-in-glass thermometers, bi-metallic strips, digital thermometers, liquid crystal thermometers, thermocouples, and computer sensors) and discuss the need for standardized measurements of temperature.
	<input type="checkbox"/> Distinguish between heat and temperature using the concept of kinetic energy and the particle model of matter.
Investigate principles and applications of heat transfer via the processes of conduction, convection, and radiation.	<input type="checkbox"/> Explain how evidence gathered while investigating states of matter and changes in states of matter supports or refutes the particle theory of matter.
	<input type="checkbox"/> Demonstrate and explain how heat is transferred by the processes of conduction, convection, and radiation in solids, liquids, and gases.
	<input type="checkbox"/> Construct a visual or dramatic representation of heat transfer via conduction in a solid.
	<input type="checkbox"/> Model convection currents in fluids (liquid or gas) and discuss the effectiveness of the model.
	<input type="checkbox"/> Assess the impacts on self, society, and the environment, of conduction, convection, and radiation in the natural and constructed world (e.g., heating over cities, temperature layers in lakes, thunderstorms, radiant heaters, refrigerators, and convection currents in air or water).

	<input type="checkbox"/> Evaluate applications of technologies designed to enhance or restrict the transfer of heat energy via conduction, convection, or radiation (e.g., metal frying pans, radiant heaters, home insulation, ovens, convection ovens, thermoses, winter parkas, and heat exchangers) using student-developed criteria.
	<input type="checkbox"/> Design and carry out an experiment to determine differences in the ability of various surfaces to absorb and reflect radiant heat.
	<input type="checkbox"/> Select appropriate methods and tools for collecting and displaying data and information related to radiant heat.
	<input type="checkbox"/> Demonstrate safe and responsible work practices, including keeping the work area uncluttered with only appropriate materials present when investigating heat transfer via conduction, convection, and radiation.

### Earth and Space Science: Earth's Crust and Resources

Outcome	Achievement Indicators
Analyze societal and environmental impacts of historical and current catastrophic geological events, and scientific understanding of movements and forces within Earth's crust.	<input type="checkbox"/> Trace the development of plate tectonics theory as an explanation for movement of Earth's lithosphere in light of new geological evidence, including knowledge of tectonic plates and movement at plate boundaries.
	<input type="checkbox"/> Provide examples of past theories and ideas, including cultural mythology, that explain geological phenomena such as volcanic activity, earthquakes, and mountain building.
	<input type="checkbox"/> Construct a visual representation of the composition of Earth, including the crust, upper and lower mantle, core, and inner core.
	<input type="checkbox"/> Create models or simulations of the processes of mountain formation and the folding and faulting of Earth's surface, including movements at diverging, converging, and transform plate boundaries.
	<input type="checkbox"/> Describe societal and environmental impacts of some catastrophic geological events, including earthquakes, tsunamis, and volcanic eruptions, which have occurred on or near Earth's surface and predict the impacts of future events.
	<input type="checkbox"/> Work cooperatively with group members to research

	catastrophic geological events and integrate individual findings into a chronological model or time scale of major events in Earth's geological history.
	<input type="checkbox"/> Organize data on the geographical and chronological distribution of earthquakes, tsunamis, and volcanic eruptions to determine patterns and trends in data and relationships among variables.
	<input type="checkbox"/> Explain the operation of tools scientists use to measure and describe the effects of catastrophic geological events, including earthquakes and volcanoes (e.g., seismograph, Mercalli intensity scale, and Richter magnitude scale).
	<input type="checkbox"/> Provide examples of how science and technology affect self and community through understanding, predicting, and minimizing the effects of catastrophic geological events (e.g., earthquake resistant construction, earthquake and tsunami preparedness, and minimizing climatic effects of volcanic eruptions).
Identify locations and processes used to extract Earth's geological resources and examine the impacts of those locations and processes on society and the environment.	<input type="checkbox"/> Identify questions to investigate arising from practical problems and issues related to the study of Earth's geological resources (e.g., "What types of rocks are best for cement-making or road construction?" and "What are some environmental concerns related to open-pit mining?").
	<input type="checkbox"/> Distinguish between rocks and minerals using physical samples, pictures, and/or video recordings and identify the minerals most often found in rocks in Saskatchewan and around the world (e.g., quartz, calcite, feldspar, mica, hornblende).
	<input type="checkbox"/> Classify rocks and minerals based on physical properties such as colour, hardness, cleavage, lustre, and streak.
	<input type="checkbox"/> Identify locations of Saskatchewan's primary mineral resources (e.g., potash, gold, diamond, salt, uranium, copper, and graphite) and their primary uses.
	<input type="checkbox"/> Relate processes used to extract primary mineral resources in Saskatchewan (e.g., open-pit mining, underground mining, and solution mining) to the location, type, and depth of the resource.
	<input type="checkbox"/> Provide examples of technologies used to further scientific

	research related to extracting geological resources (e.g., satellite imaging, magnetometer, and core sample drilling).
	<input type="checkbox"/> Evaluate different approaches taken to answer questions, solve problems, and make decisions when searching for geological resources within Earth (e.g., trial-and-error prospecting versus core sampling).
	<input type="checkbox"/> Provide examples of Canadian contributions to the scientific understanding and technological developments related to surface and sub-surface geology and mining, and identify societal and economic factors that drive such exploration and research.
	<input type="checkbox"/> Suggest solutions to economic and environmental issues related to the extraction of geological resources in Saskatchewan (e.g., managing mine tailings and pollutants; reclaiming open pit mining sites; ecological impact of pipelines; resource depletion; maintaining water quality; and increasing urbanization).
	<input type="checkbox"/> Identify uses for rocks and minerals, such as healing, recuperative powers, and ceremonies, which include ideas not explained by science.
	<input type="checkbox"/> Research Saskatchewan careers directly and indirectly related to resource exploration.
Investigate the characteristics and formation of the surface geology of Saskatchewan, including soil, and identify correlations between surface geology and past, present, and possible future land uses.	<input type="checkbox"/> Model the processes of formation of the three major types of rocks: sedimentary, igneous, and metamorphic.
	<input type="checkbox"/> Explain how geologists use the fossil record to provide evidence of geological history.
	<input type="checkbox"/> Construct a visual representation of the rock cycle (e.g., formation, weathering, sedimentation, and reformation) and relate this representation to the surface geology of Saskatchewan and Canada.
	<input type="checkbox"/> Develop and use a classification key for rocks based on physical characteristics and method of formation.
	<input type="checkbox"/> Describe examples of mechanical and chemical weathering of rocks.
	<input type="checkbox"/> Differentiate between weathering and erosion, and explain the role of water in each process.
	<input type="checkbox"/> Document the natural surface geological features of the local environment and provide explanations for the origin of those features.

	<input type="checkbox"/> Relate mechanical (e.g., wind and water), chemical (e.g., acid rain and rusting), and biological (e.g., lichens, mosses, and tree roots) weathering processes to the formation of soils.
	<input type="checkbox"/> Collect, with permission, and examine samples of local soils to determine their physical properties (e.g., colour, odour, texture, presence of organic matter, pore size, and air and water holding capacity).
	<input type="checkbox"/> Classify soil samples according to their characteristics (e.g., sand, loam, and clay composition) and research ways to enrich soils for specific uses (e.g., vegetable garden, road building, dam construction, waste management, and sports field).
	<input type="checkbox"/> Identify predominant soil types (e.g., black, dark brown, brown, and grey) and corresponding land uses in Saskatchewan.
	<input type="checkbox"/> Assess environmental and economic impacts of past and current land use practices in Saskatchewan (e.g., agriculture, urban development, recreation, and road construction), and describe intended and unintended consequences of those practices on self, society, and the environment, including soil degradation.

## Social Studies

### Interactions and Interdependence

Outcome	Achievement Indicators
Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries.	<input type="checkbox"/> Examine the mission, goals, and structure of an organization whose mandate is national or international co-operation (e.g., United Nations, NORAD, NAFTA, APEC, Organization of American States, Association of Southeast Asian Nations, Western Aboriginal Development Alliance).
	<input type="checkbox"/> Critique the influence of an organization with a mandate for national or international co-operation in terms of its contributions toward conflict, cooperation, self-reliance, and interdependence.
	<input type="checkbox"/> Diagnose reasons for a current or historical conflict involving Canada and a circumpolar or Pacific Rim country.
	<input type="checkbox"/> Create an inventory illustrating the interdependence of Canada and circumpolar and Pacific Rim countries.
Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.	<input type="checkbox"/> Identify the countries of origin of people, or of personal objects or tools (e.g., clothing, foods, friends, classmates, teachers, electronic equipment, favourite websites).
	<input type="checkbox"/> Identify the countries of origin of people, or of personal objects or tools (e.g., clothing, foods, friends, classmates, teachers, electronic equipment, favourite websites).
	<input type="checkbox"/> Define globalization, and identify examples of globalization in the local community.
	<input type="checkbox"/> Analyze the economic impact of globalization in relation to the effects on the environment.
	<input type="checkbox"/> Articulate and interpret the main arguments for and against globalization.
	<input type="checkbox"/> Conduct an inquiry to determine the effects of globalization on the local community.
Analyze the relationship of technology to globalization.	<input type="checkbox"/> Identify technological connections that exist in the student's life, and classify them as local, national, or international.
	<input type="checkbox"/> Analyze the risks and benefits related to various technologies.
	<input type="checkbox"/> Develop an argument that addresses the impact of technology and globalization on societies.



## Dynamic Relationships

Outcome	Achievement Indicators
Analyze and use various types of maps (that provide differing perspectives and information for differing purposes) in order to situate current issues in Canada, and in a selection of Pacific Rim and northern circumpolar countries.	<input type="checkbox"/> Locate the continents and significant physical features (e.g., landforms, water bodies, climatic zones, vegetation zones) on a world map.
	<input type="checkbox"/> Identify the major population clusters in Canada, and in a selection of Pacific Rim and northern circumpolar countries and locate them on a map.
	<input type="checkbox"/> Locate and identify Treaty territories on a map of Canada.
	<input type="checkbox"/> Examine maps of various projections and scales (e.g., Mercator, Peters, circumpolar, plate tectonics) in order to determine the characteristics and application of each map.
	<input type="checkbox"/> Examine and propose the advantages, limitations, and potential uses of a variety of types of maps (e.g., Mercator, Peters, circumpolar, plate tectonics).
	<input type="checkbox"/> Describe the nature of the physical, political, and population geography of Pacific and northern Canada, and of a selection of Pacific Rim and circumpolar countries using data from various maps, charts, and graphs.
Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.	<input type="checkbox"/> Construct generalizations about the nature of the physical, political, and population geography in Pacific and northern Canada, and in a selection of Pacific Rim and circumpolar countries.
	<input type="checkbox"/> Identify the influence of physical features such as water bodies, topography, and natural resources on the location of people in Pacific and northern Canada (including the traditional homelands of indigenous peoples) and in a selection of Pacific Rim and circumpolar countries.
	<input type="checkbox"/> Examine the effects of humans and their technology on the natural environment in Canada, and in a selection of Pacific Rim and circumpolar countries, including the consequences for indigenous peoples who inhabit those regions (e.g., over harvesting of salmon fishery, increased incidence of severe weather, influence of logging industry on the natural world and ecosystems, effects of deforestation and coral removal, and efforts to reclaim shorelines and restore the natural barriers).

	<ul style="list-style-type: none"> <li>□ Explore situations where changes in the environment, induced naturally or by humans, have resulted in the relocation of peoples in Canada, and in a selection of Pacific Rim and circumpolar countries, including indigenous peoples who inhabit those regions. Explain the reasons for the relocation and its consequences.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Trace examples of current effects of climate change on the movement of peoples (e.g., melting of the polar icecap and greater accessibility to the North-West Passage and the oil underneath) and hypothesize about the potential effects of climate change on the movement of peoples in the future.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Explore the Treaty relationship and the values and beliefs associated with sharing the land.</li> </ul>
Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.	<ul style="list-style-type: none"> <li>□ Relate current issues to location by using physical maps, political maps, and population maps of Canada, and a selection of Pacific Rim and circumpolar countries in order to understand the role of geography in shaping political events (e.g., sovereignty over the North-West Passage, Western intervention in other countries, political alliances, adoption of a system of government) and economic activity (e.g., economic alliances, trading partners, exploitation of resources, impact of the reserve system on First Nations populations) in Canada, and a selection of Pacific Rim and circumpolar countries.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Examine the effects of natural or human catastrophes on affected populations, and, by extension, on the history of human habitation of the region.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Analyze the influence of contact with another culture on the Aboriginal peoples of Canada, circumpolar countries, and a selection of Pacific Rim countries (e.g., the influence of Europeans on the indigenous peoples of Canada, Mexico, and Australia).</li> </ul>
	<ul style="list-style-type: none"> <li>□ Assess the effects of relocations and deportations of affected groups in Canada, and in circumpolar and Pacific Rim countries (e.g., the Acadian deportation, the treatment of European immigrants during WWI, the internment of Japanese-Canadians in WW2, First Nations children in Canada and Australia abducted from their homes to attend residential schools).</li> </ul>
	<ul style="list-style-type: none"> <li>□ Conduct an inquiry synthesizing the link between historical events, population dynamics, and environment.</li> </ul>

	<input type="checkbox"/> Investigate relationships within and among select circumpolar and Pacific Rim countries to determine reasons for current political and economic relationships.
	<input type="checkbox"/> Debate the positions of circumpolar and Pacific Rim countries with respect to climate change.

### Power and Authority

Outcome	Achievement Indicators
Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries.	<input type="checkbox"/> Describe the source of power (resources, numbers, organization) and forms of power (force, authority, influence) used by individuals in a position of leadership in the local community or a local organization.
	<input type="checkbox"/> Analyze the sources of power, including organization, resources (technological, human, and military), and numbers, evidenced in the exercise of power by an individual, organization, or nation as described in a current events article.
	<input type="checkbox"/> Assess the sources of power held by the First Nations and the Europeans respectively in the negotiations of the treaty which governs the local area.
	<input type="checkbox"/> Identify examples of the use of co-operation balance and harmony as a sources of power used to effect change in the local, provincial, national, or international community (e.g., service organizations, trade unions, First Nations and Métis organizations, co-operative movements, advocacy groups).
	<input type="checkbox"/> Analyze the sources of power of a national leader of a Pacific Rim or circumpolar country.
Investigate the structures and processes of democratic government in Canada.	<input type="checkbox"/> Survey the principles of democracy as defined by family, school, and community members, and synthesize into a definition of democracy.
	<input type="checkbox"/> Compare the responsibilities of municipal, provincial or territorial, and federal and First Nations governments in Canada.

	<input type="checkbox"/> Describe the roles of the elected representatives in the local (reeve, mayor, councillor), provincial or territorial (member of the legislative assembly), federal (member of parliament), First Nations (councillor, chief) system of government and Métis governance structures.
	<input type="checkbox"/> Investigate the federal, provincial or territorial, or local election processes in Canada.
	<input type="checkbox"/> Chart the structures of Canadian government at the local, provincial, and national levels.
Compare the strengths and weaknesses of oligarchy, dictatorship, and democracy as systems of government.	<input type="checkbox"/> Examine the systems of government of circumpolar or Pacific Rim countries which are not democracies (e.g., China, North Korea, Vietnam, Fiji).
	<input type="checkbox"/> Contrast the systems of government of the non-democracies in circumpolar and Pacific Rim countries with Canada's system of government.
	<input type="checkbox"/> Identify the criteria by which countries are described as dictatorships, oligarchies, or democracies.
	<input type="checkbox"/> Analyze the strengths and weaknesses of democracy, oligarchy, and dictatorship as systems of government.

### Resources and Wealth

Outcome	Achievement Indicators
Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries. Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.	<input type="checkbox"/> Role play the practices of barter, trade, and sharing used to obtain goods and services.
	<input type="checkbox"/> Describe examples of barter, trade, and sharing in the local community.
	<input type="checkbox"/> Present the experiences of Elders and senior citizens in the local community regarding barter, sharing, and trade.

Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.	<input type="checkbox"/> Formulate a definition of a natural resource, and differentiate between renewable and non-renewable resources.
	<input type="checkbox"/> Identify the locations of natural resources of circumpolar and Pacific Rim countries using appropriate maps, and analyse the impact of the resources on local communities.
	<input type="checkbox"/> Differentiate between primary, secondary, and tertiary industry.
	<input type="checkbox"/> Correlate the presence of resources and industries to the gross national product of circumpolar and Pacific Rim countries.
	<input type="checkbox"/> Draw conclusions about the standard of living of people in Pacific Rim and circumpolar countries using material wealth measures (gross national product, gross domestic product) and non-material measures (the quality of life index, happiness index).
Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries.	<input type="checkbox"/> Research and illustrate the origins and current meanings of the words "steward" and "stewardship".
	<input type="checkbox"/> Define the word "sustainable", and discriminate between the concepts of sustainable and unsustainable as they apply to resources and industry.
	<input type="checkbox"/> Examine the sustainability of the economies of a selection of circumpolar and Pacific Rim countries, and propose practices which might increase the level of sustainability.

## Arts Education

### Creative/Productive

Outcome	Achievement Indicators
<p>Create dance compositions that express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments).</p>	<p>Use inquiry in dance to extend understanding of place (e.g., examine historical relationships of people to the land in Saskatchewan):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Generate key questions to guide inquiry in dance (e.g., How could we represent through dance the relationships between people and the prairie landscape or the difference between urban and rural environments?).</li> <li><input type="checkbox"/> Summarize and focus knowledge of topic to determine information needs.</li> <li><input type="checkbox"/> Generate additional relevant questions for exploration.</li> <li><input type="checkbox"/> Prepare and use a plan to access the Internet and other sources (e.g., print, digital, community) to gather ideas for dance-making.</li> <li><input type="checkbox"/> Use the dance-making process to explore the central questions and ideas (e.g., How can we show through movement the vastness of the prairie spaces or the migration of peoples?).</li> <li><input type="checkbox"/> Expand on dance and movement ideas in reflective records such as journals, blogs, and video or audio recordings.</li> <li><input type="checkbox"/> Keep a record of dance phrases using invented and/or traditional notation symbols, and video where possible, to explore, record, and reconstruct movements.</li> <li><input type="checkbox"/> Reflect, analyze, and make connections between the original topic or inquiry question and subsequent dance explorations.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Investigate how a single idea can be developed in many ways and directions (e.g., How many different ways can we represent in movement a sense of community within an isolated landscape?).</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize valuable accidents in exploration and</li> </ul>

	put them to use when appropriate.
	<input type="checkbox"/> Demonstrate self-awareness in decision making about own movement selections.
	<input type="checkbox"/> Reflect on how movement, dance elements, and principles of composition can be organized to convey meaning in dance (e.g., What message or ideas does our dance communicate about our sense of place in Saskatchewan?).
Investigate and manipulate the elements of dance and principles of composition including tension and resolution.	<input type="checkbox"/> Investigate and demonstrate ways of creating tension and resolution using the elements of actions, body, relationships, dynamics, and space.
	<input type="checkbox"/> Analyze, discuss, and explore through movement, the principles of tension and resolution in dance.
	<p>Use inquiry to investigate questions about relationships among the elements of dance and principles of tension and resolution:</p> <input type="checkbox"/> Generate questions about the elements of dance and principles of tension and resolution to guide inquiry (How can we build a feeling of tension using the elements of dynamics and shape? How could we use the principles of tension and resolution in a composition about relationships between people and the land?).
	<input type="checkbox"/> Identify ways that dances begin, build toward something, and come to resolutions during specific sections or within the dance as a whole.
	<input type="checkbox"/> Investigate and demonstrate ways that tension can function as a highlight or turning-point in a dance.
	<input type="checkbox"/> Investigate and demonstrate ways that resolution resolves or settles sections within the dance or the dance as a whole.
	<input type="checkbox"/> View and analyze own and peers' dance compositions for application of dance elements and tension and resolution.
	<input type="checkbox"/> Use the elements and principles expressively in

	dance.
	<input type="checkbox"/> Practice sustaining and controlling energy.
	<input type="checkbox"/> Explore and apply biomechanical concepts and principles of balance, stability, spin, and rotation (see grade 7 physical education curriculum outcome 7.6) during warm-ups and dance compositions.
Create and refine transitions within choreographic forms (e.g., ABBA, narrative).	<input type="checkbox"/> Sequence movements purposefully to support transitions when creating and combining dance phrases.
	<input type="checkbox"/> Demonstrate clarity of transitions between dance phrases.
	<input type="checkbox"/> Develop and refine transitions using reflection, decision making, and movement problem solving.
	<input type="checkbox"/> Create dance transitions for various forms such as binary (AB), ternary (ABA), theme and variations, narrative, collage, chance, and organic.
	<input type="checkbox"/> Demonstrate how the whole body contributes to focus that can be inward or outward during movement phrases and transitions.
	<input type="checkbox"/> Repeat movement phrases and transitions of increasing difficulty with accuracy.
	<input type="checkbox"/> Take risks and solve dance problems in new ways.
	<input type="checkbox"/> Extend body's range of movement, strength, and balance with attention paid to correct alignment and clarity of action.
Investigate how dramatic character develops from role.	<input type="checkbox"/> Demonstrate confidence and imagination when working in various roles.
	<input type="checkbox"/> Investigate when in role how character may be expressed through actions.
	<input type="checkbox"/> Use language with purpose to develop character and achieve dramatic intent when speaking and writing in role.



	<input type="checkbox"/> Discuss own roles and analyze contributions to the work.
	<input type="checkbox"/> Demonstrate when in role how characters use actions or interact with others for different purposes.
	<input type="checkbox"/> Revise work based upon reflection and critical analysis of the role and character.
	<input type="checkbox"/> Identify how roles and drama work can contribute to deeper understanding of self and others.
Use drama elements, strategies, negotiation, and collaboration to help shape the direction of the drama and/or collective creation.	<input type="checkbox"/> Contribute to the choice and use of drama strategies such as tableau, tapping in, writing in role, improvisation, and a variety of others to achieve purpose.
	<input type="checkbox"/> Investigate the many possibilities for structure and direction of dramatic works.
	<input type="checkbox"/> Recognize that co-operative effort is essential to satisfaction in drama and collaborate with others to help direct the course of the drama work.
	<input type="checkbox"/> Negotiate, accept the ideas of others, and work toward consensus in dramatic work.
	<input type="checkbox"/> Identify and discuss the importance of focus to successful drama work.
	<input type="checkbox"/> Identify and discuss the presence of tension and contrast in own drama work.
	<input type="checkbox"/> Identify the objects or events in drama work that function as symbols.
	<input type="checkbox"/> Reflect on and describe the contributions and the work of each group member.
	<input type="checkbox"/> Reflect on and describe the contributions and the work of each group member.

Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments) in drama and/or collective creation.	Use inquiry in drama to extend understanding about the importance of place in peoples' lives:
	<ul style="list-style-type: none"> <li>□ Generate questions to guide inquiry about the concept of place (e.g., What if we traveled back in time to observe the signing of the Treaties? What if urban youth were given control of city planning for one year? What is unique about being from, or living in, Saskatchewan?).</li> <li>□ Prepare and use a plan to access the Internet and other sources (e.g., print, digital, community) to research and gain information and ideas that will contribute to the authenticity and significance of the drama.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Collaborate with others to manipulate tension, focus, contract, and symbol to express ideas about the importance of place in peoples' lives.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Pose questions about the work for purposes of reflection and further development of the drama (Is our drama capturing the time and place of living in the 1800s in Saskatchewan?).</li> </ul>
	<ul style="list-style-type: none"> <li>□ Discuss conflicts that may have arisen during the work and how these conflicts were resolved.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Recall and express responses to the work using a variety of reflective strategies such as 'hot seating', 'marking the moment', or 'walls have ears'.</li> </ul>
Investigate improvisation using the voice, instruments, and a wide variety of sound sources from the natural and constructed environment.	<ul style="list-style-type: none"> <li>□ Recall and express responses to the work using a variety of reflective strategies such as 'hot seating', 'marking the moment', or 'walls have ears'.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Sing and play accurately and expressively, and improvise individually and in groups, with voice and instruments.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Experiment with the voice and instruments by creating and imitating sounds and apply these discoveries in own work.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Maintain melodic and harmonic parts.</li> </ul>

	<input type="checkbox"/> Experiment with ways that a single musical idea can be developed or evolve in many ways and directions.
	<input type="checkbox"/> Explore and determine appropriate sound sources, forms, and processes for creating music expressions.
	<input type="checkbox"/> Investigate music from various places of the world, and analyze relationships among the instrument, the use of sound, and the place of origin (e.g., steel drums, sitar, didgeridoo, First Nations' flutes).
	<input type="checkbox"/> Pose questions about sound to guide inquiry into the expressive and symbolic use of sound and silence.
	<input type="checkbox"/> Use sounds symbolically to convey a variety of ideas and meanings.
	<input type="checkbox"/> Demonstrate sensitivity to the ways voices change with age and musical experiences.
	<input type="checkbox"/> Distinguish among diverse voice types, styles, and forms of vocal expression.
	<input type="checkbox"/> Demonstrate appreciation for the acquisition of instrumental/vocal technical and improvisational skills and set goals to improve own skills.
Investigate and manipulate elements of music and principles of composition including tension and resolution.	<p>Use inquiry in music to extend understanding of composition principles of tension and resolution:</p> <input type="checkbox"/> Pose questions to guide inquiry into how elements of music can be manipulated to create tension and resolution (e.g., How is rhythm used to create tension and resolution? How can dynamics be used to create tension and resolution? How can the elements be combined to create tension and resolution?). <input type="checkbox"/> Conduct a collaborative inquiry and experiment with voice and instruments to explore the inquiry questions. <input type="checkbox"/> Collaborate with peers to document the inquiry process (e.g., record on video).

	<input type="checkbox"/> Demonstrate how musicians and composers create principles of composition such as tension and resolution by manipulating the elements of music (i.e., rhythm, melody/pitch, dynamics, timbre/tone colour, texture).
	<input type="checkbox"/> Identify tension and resolution in own music and the music of others, and analyze how it is achieved.
	<input type="checkbox"/> Demonstrate how metre can be regular (123-123-123), irregular (12-12345-123), or alternating (12-123-12-123).
	<input type="checkbox"/> Use standard and invented notation to represent rhythmic and melodic patterns.
	<input type="checkbox"/> Analyze ways of using the elements of music expressively in own compositions and other music.
	<input type="checkbox"/> Manipulate the elements to create tension and resolution and evaluate choices and results.
	<input type="checkbox"/> Describe the use of the elements using appropriate terminology.
	<input type="checkbox"/> Demonstrate the ability to collaborate with others to improve the quality of compositions and performances.
	<input type="checkbox"/> Keep an ongoing record of ideas and problem solving processes for own sound/music expressions, and recognize the value of doing so.
	<input type="checkbox"/> Discuss the intentions, problem-solving process, and interpretations of their own and others' music expressions.
	<input type="checkbox"/> Examine how principles of composition connect and organize elements of music into cohesive works.

<p>Use traditional and/or homemade instruments to investigate relationships between musical expression and place (e.g., world music, African and Latin drumming, Indonesian gamelan, North American First Nations' flutes, Caribbean steel bands, urban street culture).</p>	<input type="checkbox"/> Use drums and other percussion instruments (traditional and/or homemade) to play world music rhythms (e.g., African and Latin rhythms).
	<input type="checkbox"/> Create various call and response patterns, follow a leader, and collaborate in percussion groups such as drum circles.
	<input type="checkbox"/> Play traditional world rhythms and notate using traditional and/or invented notation.
	<input type="checkbox"/> Create improvised rhythms using percussion instruments, or digital technologies where possible, and notate using traditional and/or invented notation.
	<input type="checkbox"/> Research using the Internet and other sources of information (e.g., books, CDs, local musicians) to investigate how musicians and composers are influenced by music from various parts of the world.
	<input type="checkbox"/> Analyze and describe how musicians and composers incorporate world music into contemporary work (e.g., STOMP).
	<input type="checkbox"/> Demonstrate imaginative use of world rhythms in own sound compositions.
	<input type="checkbox"/> Investigate ways that the elements of music are used expressively in different places of the world and apply this understanding to own work.
	<input type="checkbox"/> Describe how music is a unique means of communication and recognize the importance of musical expression in various world locales.
<p>Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).</p>	<p>Use inquiry in visual art to extend understanding of the importance of place (e.g., examine historical relationships of people to the land in Saskatchewan):</p> <input type="checkbox"/> Generate key questions to guide inquiry in visual art (e.g., How could we represent visually the uniqueness of the prairie landscape or the difference between urban and rural environments in Saskatchewan?).

	<ul style="list-style-type: none"> <li>❑ Summarize and focus knowledge of topic to determine information needs.</li> <li>❑ Generate additional relevant questions for deeper exploration.</li> <li>❑ Prepare and use a plan to access the Internet and other sources (e.g., print, digital, community) to gather ideas for visual art.</li> <li>❑ Explore the central questions and ideas visually (e.g., How can we visually depict the vastness of the prairie spaces or the migration of peoples?).</li> <li>❑ Expand on ideas in visual journals or other reflective records such as video.</li> </ul>
	<ul style="list-style-type: none"> <li>❑ Analyze and discuss connections between the original topic or inquiry question and subsequent visual art explorations.</li> </ul>
	<ul style="list-style-type: none"> <li>❑ Investigate how a single idea can be developed in many ways and directions (e.g., How many different ways could we represent visually a sense of community within an isolated prairie landscape?).</li> </ul>
	<ul style="list-style-type: none"> <li>❑ Reflect on how images, elements of art, and principles of composition can be organized to convey meaning in visual art (e.g., What message or ideas does our art work communicate about our sense of place in Saskatchewan?).</li> </ul>
	<ul style="list-style-type: none"> <li>❑ Demonstrate awareness that artists are observant of their environment and often express ideas about the role and representation of place in their work.</li> </ul>
	<ul style="list-style-type: none"> <li>❑ Recognize that visual art is a means of personal exploration and communication, and appreciate the importance of visual expression.</li> </ul>
Investigate and use various visual art forms, images, and art-making processes to express ideas about place.	<ul style="list-style-type: none"> <li>❑ Select various visual art forms (e.g., comics, photography, sculpture, film) to express ideas about the students' place (e.g., neighbourhood, the prairie, inner city).</li> </ul>
	<ul style="list-style-type: none"> <li>❑ Describe own decision-making processes, and discuss how essential they are to the creative process.</li> </ul>

	<input type="checkbox"/> Demonstrate awareness of various health and safety hazards and procedures in visual art (e.g., electric kiln safety).
	<input type="checkbox"/> Manipulate the elements of art, principles of design, images, and symbols to express ideas and communicate visually.
Use image-making skills, tools, techniques, and problem-solving abilities in a variety of visual art media.	<input type="checkbox"/> Demonstrate skillful use of a range of appropriate tools, technology, materials, and techniques.
	<input type="checkbox"/> Demonstrate keen observations of detail, and represent unique features of individual people, animals, plants, and so on.
	<input type="checkbox"/> Depict people and objects using correct proportion.
	<input type="checkbox"/> Explore and demonstrate understanding of the role of light and shadow in creating the illusion of form.
	<input type="checkbox"/> Demonstrate how point-of-view can be manipulated.
	<input type="checkbox"/> Demonstrate understanding of the concept of a vanishing point in linear perspective.
	<input type="checkbox"/> Explore relationships among shape, space, and form.
	<input type="checkbox"/> Recognize that scale may or may not be realistic.
	<input type="checkbox"/> Experiment with different ways of creating focal points or emphasis (e.g., size, contrast, outlining, repetition, isolating).
	<input type="checkbox"/> Describe own problem-solving processes and discuss explorations and comparisons of various media.

## Critical/Responsive

Outcome	Achievement Indicators
Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research.	<input type="checkbox"/> Describe, analyze, and interpret dance, drama, music, and visual art works.
	<input type="checkbox"/> Demonstrate critical and creative thinking using one or more approaches such as those described in "Responding to Arts Expressions".
	<input type="checkbox"/> Conduct research into the contexts within which selected arts expressions were created, and present findings in innovative ways (e.g., role drama, talk show from specific historical period, using presentation software).
Investigate and identify ways that the arts can communicate a sense of place.	<input type="checkbox"/> Analyze and discuss the intentions, development, and interpretations of the concept of place as represented in own and peers' art works.
	<input type="checkbox"/> Research, using the Internet and other sources, to investigate how some professional artists express a sense of place in their work.
	<input type="checkbox"/> Share research findings or documentation with others.
Examine and describe how arts expressions of various times and places reflect diverse experience, values, and beliefs.	<input type="checkbox"/> Distinguish among diverse styles of visual art, dance, drama/theatre, music, and other forms of expression (e.g., film) from different cultural and historical contexts.
	<input type="checkbox"/> Examine own and peers' work as expressions of unique experiences, and personal values and beliefs, created within a particular time and place.
	<input type="checkbox"/> Examine and analyze diverse artistic representations and interpretations of place (e.g., relationships with the land and urban/rural environments) in the work of Saskatchewan artists including, for example, music, lyrics, First Nations' drum groups and dances, Métis arts, heritage social dances, dramatic arts, landscape painters, architects, or site specific works.

## Cultural/Historical

Outcome	Achievement Indicators
Investigate how artists' relationship to place may be reflected in their work.	<input type="checkbox"/> Examine arts expressions from around the world to determine how, and why, place is often represented or reflected in the work.



	<input type="checkbox"/> Describe ways that an artist's place might be a source of inspiration in different arts disciplines (e.g., photography, music styles, architecture, theatre, heritage dances).
	<input type="checkbox"/> Analyze and describe contributions that artistic work makes to the individual and his or her place/community (e.g., commercial value, cultural value, functional value, expressive value).
Investigate how Indigenous artists from around the world reflect the importance of place (e.g., relationship to the land, geology, region, urban/rural environments).	<input type="checkbox"/> Research Indigenous artists from around the world to examine how their work conveys the importance of land, and share these insights with others.
	<input type="checkbox"/> Analyze and interpret the work of Indigenous artists within its cultural and contemporary contexts.
	<input type="checkbox"/> Examine and compare how the land influences the choices made by Indigenous artists around the world (e.g., choice of medium and subject matter such as Haida totem carving, Dakota pipestone carving, Inca gold engraving)
	<input type="checkbox"/> Demonstrate awareness of how contemporary Indigenous artists are influenced by place (e.g., hip hop and graffiti artists who use the urban landscape as a space for expressing ideas).
Investigate and identify a variety of factors that influence artists, their work, and careers.	<input type="checkbox"/> Research to determine various influences on the work and careers of selected Canadian artists.
	<input type="checkbox"/> Describe some of the entrepreneurship abilities (e.g., marketing, networking, risk taking, innovation, self-discipline, technological literacy, independent learning) required by artists in different disciplines.
	<input type="checkbox"/> Analyze relationships among artistic work, the community, and the economy (e.g., What do artists and arts organizations contribute to the community?).
	<input type="checkbox"/> Examine work scenarios in the arts involving issues such as stereotyping, bias, and discrimination (e.g., stereotyping of male dancers, or males and females using non-traditional visual art materials) and discuss how these may limit opportunities.
	<input type="checkbox"/> Explain ways that technology is used by artists in dance, drama, music, visual art, and interdisciplinary creations.
	<input type="checkbox"/> Research and analyze new forms of technology used by contemporary artists to create and market their work.

## Physical Education

## Active Living

Outcome	Achievement Indicators
Create and implement a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, and flexibility that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.	<input type="checkbox"/> Demonstrate and regularly use the safe and proper techniques for flexibility exercises (e.g., slow, sustained, within comfort zone, focus on target muscles, minimize other body parts, stretch to the limit of the movement, slow and rhythmical breathing) on a consistent basis.
	<input type="checkbox"/> Demonstrate and regularly use challenging and safe strategies while participating in continuous aerobic activity (e.g., running, skipping, snowshoeing, cycling, swimming, dancing, paddling, outdoor obstacle course races) in a progression towards eleven consecutive minutes on a consistent basis.
	<input type="checkbox"/> Sustain participation in aerobically challenging lead-up games (e.g., three-on-three soccer, two-on-two basketball, three-on-three double ball) that increase heart rate and respiration rates in a progression towards eleven consecutive minutes on a consistent basis.
	<input type="checkbox"/> Willingly engage in a variety of movement activities at a moderate to vigorous level of effort in a progression towards eleven consecutive minutes.
	<input type="checkbox"/> Describe the cardiovascular, muscular endurance, and flexibility benefits of participation in a variety of striking/fielding games, net/wall games, low-organizational and inventive games, alternate environment activities, and body management activities.
	<input type="checkbox"/> Communicate, with clarity and correctness, the relevance of target heart zone in determining the effectiveness of participation in movement activities in supporting cardiovascular fitness.
	<input type="checkbox"/> Practise monitoring heart rate and calculating target heart zone to draw conclusions about personal achievement of maintaining target heart zone for a given length of time, in a progression towards eleven consecutive minutes.

	<ul style="list-style-type: none"> <li>□ Distinguish the difference between aerobic and anaerobic activity to draw conclusions about the connection to cardiovascular and muscular endurance.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Demonstrate safe and effective technique while participating in repetitive physical movement that challenges muscular endurance (e.g., various forms of push-ups; various forms of abdominal exercises such as curl-ups, curl-downs, v-sits) on a consistent basis.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Design and lead others in a flexibility and muscular endurance workout following given guidelines (e.g., a focus on the upper body, a focus for a basketball player, a focus for a hunter).</li> </ul>
	<ul style="list-style-type: none"> <li>□ Identify responsible decisions that promote daily participation in movement activity and improved personal health-related fitness (e.g., be active outside whenever possible, participate in intramurals, play a game at recess, invite a friend to join in participating in movement activity, participate in community sports, walk to school)</li> </ul>
	<ul style="list-style-type: none"> <li>□ Determine and monitor personal level of health-related cardiovascular, muscular endurance, and flexibility fitness incorporating the use of data collection tools (e.g., written resources and computer programs such as Fitnessgrams, Activitygrams [Meredith &amp; Welk, 2007], pedometers, stop watches).</li> </ul>
	<p>Analyze, with guidance, personal fitness appraisal data to enhance understanding of personal fitness level by gathering and comparing data over time as related to:</p> <ul style="list-style-type: none"> <li>□ cardiovascular endurance (e.g., endurance walk or run)</li> <li>□ muscular endurance (e.g., continuous push-ups, continuous curl-ups)</li> <li>□ flexibility (e.g., sit and reach, shoulder stretch).</li> </ul>
	<ul style="list-style-type: none"> <li>□ Compare personal fitness performance on fitness appraisals to previous personal performance throughout the year and to standards to determine personal strengths and weaknesses.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Create and implement fitness plans, incorporating F.I.T.T. principles, to improve health-related fitness</li> </ul>

	components of cardiovascular endurance, muscular endurance, and flexibility
	<input type="checkbox"/> Compare own fitness results and movement activity participation over a period of time (e.g., beginning, middle, and end of year) to evaluate success of plan.
	<input type="checkbox"/> Propose ways to improve own personal fitness plans after reflecting on personal progress throughout the time frame for the plan.
	<input type="checkbox"/> Express insights in responses to questions such as "Why would you bother to set fitness goals and create plans to achieve those goals year after year?" and "Do the words 'exercise' and 'fun' go together?"
Examine personal daily nutritional habits and fluid intake practices that support healthy participation in various types of movement activities and the attainment or maintenance of healthy body weight and body composition.	<input type="checkbox"/> Communicate, with clarity and correctness, the main contributions (e.g., energy, tissue repair, bone density, hydration) of the essential nutrients (i.e., carbohydrates, fats, protein, minerals, vitamins, and water) in the performance of the body as it relates to participation in movement activities.
	<input type="checkbox"/> Inquire about recommended diets for athletes who specialize in movement activity areas (e.g., long distance runner, hockey player, speed swimmer, biathlon competitor).
	<input type="checkbox"/> Explain how career might have implications for food and fluid intake (e.g., an indoor office worker who sits most of the day compared to a hunter/trapper who is outdoors moving most of the day).
	<input type="checkbox"/> Monitor and assess own fluid intake practices.
	<input type="checkbox"/> Apply knowledge of recommended levels of water consumption to daily behaviours.
	<input type="checkbox"/> Describe the benefits of consuming water on a daily basis as it relates to participation in movement activities.
	<input type="checkbox"/> Explain how to safely use snow and natural water resources for hydration.
	<input type="checkbox"/> Inquire about the nutritional and performance benefits and detriments of commercially promoted sports drinks and energy drinks.

	<input type="checkbox"/> Describe the best type and quantities of fluid to consume during various movement activities under different conditions (e.g., indoor, outdoor, humid, long/short duration)
	<input type="checkbox"/> Identify potential illnesses and injuries that can result from malnutrition and dehydration that have a direct impact on the body's ability to participate in movement activities.
	<input type="checkbox"/> Evaluate whether own food consumption choices and own level of participation in movement activities, over time, will increase, decrease, or maintain body composition.
Demonstrate an understanding of the effects of exercise and inactivity on the skeletal system (i.e., increased/ decreased bone density, increased/decreased bone mass) and the function (i.e., shape support, protection) of the skeletal system in relation to participating in movement activities.	<input type="checkbox"/> Demonstrate the location of indicated bones referring to them by proper name (e.g., humerus, ulna, radius, femur, tibia, fibula, scapula, clavicle, ribs, pelvis, skull).
	<input type="checkbox"/> Explain the impact of exercise and inactivity on the skeletal system.
	<input type="checkbox"/> Communicate, with clarity and correctness, how the different skeletal joints are configured (e.g., ball-and-socket, hinge, pivot) and how they work in co-operation with muscles and ligaments.
	<input type="checkbox"/> Tell a story (e.g., written, visual, audio, video, creative performance) that represents the importance of exercise during adolescence as a means of preventing skeletal-related injuries, illnesses, and disease both currently and in the future.
Examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill (e.g., aerobic dance develops coordination and agility used in basketball; golf and hockey develop hand/eye coordination/striking skills) while participating in movement activities.	<input type="checkbox"/> Create and participate in flexibility routines for a specified sport movement skill (e.g., curling delivery, hockey goalie, paddling in a kayak).
	<input type="checkbox"/> Create and participate in skill stations that address specified criteria related to the health-related components of fitness, skill-related components of fitness, and sport skill performance (e.g., agility, speed, and muscular endurance for pass reception in football; power, co-ordination, and strength for

	blocking in volleyball; power, balance, and coordination for throwing for distance).
	<input type="checkbox"/> Identify and participate in a variety of body management activities (e.g., resistance training, core strength training, circuit training, pilates, yoga, educational gymnastics) that develop a variety of fitness components that have direct benefit to overall fitness and skill.
	<input type="checkbox"/> Demonstrate, through representations such as graphic organizers, an understanding of how participation in movement activities as a means of improving health-related components of fitness has a direct impact on the skills needed to participate in specified sports.
	<input type="checkbox"/> Express insights in response to questions such as "Is there any problem with being a "one sport" kind of person?" and "What does cross-training have to do with me if I don't play any sports?"
Demonstrate control, including smooth transitions, of complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, paddling a kayak, passing a lacrosse ball) while participating in movement activities.	<input type="checkbox"/> Communicate, with clarity and correctness, using performance words to demonstrate understanding of the performance cues (e.g., backswing, hip rotation, follow through) to support the performance of complex skills.
	<input type="checkbox"/> Incorporate "talk-aloud" self-learning methods (e.g., while performing complex skills saying the performance cues words out loud) to strengthen the ability to skillfully perform complex skills.
	<input type="checkbox"/> Select personal goals for the performance of complex skills and practise for attainment by identifying the critical elements of a specific skill (e.g., basketball – dribbling: dominant hand, non-dominant hand, while guarded) and establishing criteria for demonstration of competent performance of skill (e.g., time ranges for an obstacle course or relay dribble, time to cover a long distance running course).
	<input type="checkbox"/> Verbalize and apply skill appropriate performance cues (e.g., opposite foot forward, weight transfer, follow through) while practising striking skills associated with net/wall games and striking/fielding games (e.g., overhand serve in volleyball, short and long serve in badminton, batting in softball).

	<input type="checkbox"/> Use correct form to make solid contact when sending objects by striking (e.g., serve in tennis, serve in volleyball).
	<input type="checkbox"/> Use body parts sequentially to build force for complex skill performance.
	<input type="checkbox"/> Combine locomotor, non-locomotor, and manipulative skills to perform game or sport required combination skills (e.g., soccer – dodge an opponent, run to an open space, receive a pass, fake, dribble in for a shot on net) in practise, and in modified game-like and game situations (e.g., three-on-three soccer, five-on-five soccer).
	<input type="checkbox"/> Combine movement skills that have been practised and learned for unpredictable situations and for the flow of the game in game situations (e.g., gathering and throwing while moving, dribbling and shooting while moving, shifting appropriately to receive).
	<input type="checkbox"/> Analyze skill performance of self and others, detecting and correcting mechanical errors, based on pre-established and communicated criteria (e.g., performance cues checklist, rubric).
	<input type="checkbox"/> Generate and use assessment tools (e.g., checklist, rating scales, rubrics) in small groups for a peer analysis of skill performance.
	<input type="checkbox"/> Practise skills at a high level of engagement.
	<input type="checkbox"/> Express insights in response to questions such as "How will focusing on improving skill performance support me in living an active life regardless of my sport interest level?"
Explore, apply, and communicate biomechanical concepts and principles of balance, stability, spin, and rotation as a means to enhance independence in learning motor skills involving	<input type="checkbox"/> Communicate, with clarity and correctness, using the appropriate language, the biomechanical concepts and principles related to balance, stability, spin, and rotation.

locomotor (traveling), non-locomotor (non-traveling), and manipulative (moving objects) skills.	<input type="checkbox"/> Propose solutions for improving balance related to given situations (e.g., a person who tries to do a headstand always tips over).
	<input type="checkbox"/> Explain how equipment required for participation (e.g., heavy backpack, snowshoes) and for protection (e.g., helmet and padding) might affect balance.
	<input type="checkbox"/> Explain why balance is challenged when participating in various movement activities (e.g., skating, paddling a canoe, walking on a balance beam, walking on stilts).
	<input type="checkbox"/> Analyze how one's balance will be affected by body type (e.g., very tall versus short, very tall and light weight versus very tall and heavier weight).
	<input type="checkbox"/> Explore and describe the flight of an object using a variety of ways to contact the object (e.g., punt a football using the side of the foot, using the top of the foot; contacting the ball crosswise, contacting the ball lengthwise; serve a volleyball underhand using a fist, using an open hand; contacting the ball underneath, in the center, on the right side, on the left side).
	<input type="checkbox"/> Explore and explain how rebound is affected when different spins are applied to an object (e.g., top spin versus backspin applied to a basketball when doing a bounce pass).
	<input type="checkbox"/> Propose solutions for improved direction of flight related to given situations (e.g., a volleyball serve is always veering off to the left).
	<input type="checkbox"/> Explore and explain how moving the mass of an object closer to the axis of rotation will cause the object to rotate faster.
	<input type="checkbox"/> Describe ways to increase and decrease the momentum of a spin (e.g., move arms closer and farther away from the body).
	<input type="checkbox"/> Explore and describe how velocity of rotation can be increased when participating in movement activities (e.g., throw a ball sidearm while standing, then throw a ball sidearm after rotating in a complete circle).



	<input type="checkbox"/> Consider and explore the application of the biomechanical concepts and principles of balance, stability, spin, and rotation to enhance movement as required by the flow of play in striking/fielding games, net/wall games, and low-organizational and inventive games.
	<input type="checkbox"/> Consider and explore the biomechanical concepts and principles of balance, stability, spin, and rotation to enhance movement used in alternate environment and body management activities.
<p>Analyze and apply, with guidance, movement concepts while participating in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> net/wall games (e.g., badminton - body awareness in ready position to receive a serve)</li> <li><input type="checkbox"/> striking/fielding games (e.g., softball - body position to catch a fly ball or grounder).</li> </ul>	<input type="checkbox"/> Communicate, with clarity and correctness, using performance words to demonstrate understanding of how to perform a variety of movements associated with net/wall and striking/fielding games.
	<input type="checkbox"/> Select and practise effective grip, footwork, and body movement to execute the various strokes used in net games such as tennis, badminton, table tennis, and pickleball.
	<input type="checkbox"/> Demonstrate recommended footwork for movement on the court and field as required for the situation.
	<input type="checkbox"/> Compare the performance cues of various skills used in a variety of net/wall games and striking/fielding games (e.g., serve reception in volleyball compared to hit reception in softball; striking in softball compared to underhand stroke in tennis).
	<input type="checkbox"/> Demonstrate progression in skills development of self-selected and teacher-selected skills required for participation in net/wall games and striking/fielding games by using a pre-assessment, plan for growth, principle of practice, and post-assessment method.
	<input type="checkbox"/> Communicate, with clarity and correctness, the terminology associated with skills and rules for selected team movement activities (e.g., drop shot, clear, service in net/wall games; leading off, stealing bases in striking/fielding games).
	<input type="checkbox"/> Apply movement concepts while participating in game situations with classmates.
	<input type="checkbox"/> Analyze the application of movement concepts, by self and others, after participation in a movement activity.
	<input type="checkbox"/> Propose and demonstrate adjustments in individual

	skill performance to respond to given and evolving strategic needs in game situations (e.g., softball - hitting to right field as opposed to hitting to left field).
<p>Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in:</p> <ul style="list-style-type: none"> <li>□ net/wall games (e.g., badminton, volleyball, tennis, table tennis, pickleball, paddleball)</li> <li>□ striking/fielding games (e.g., softball, longball, kickball, cricket)</li> <li>□ low-organizational, inventive, and co-operative games (e.g., walleyball, king's court).</li> </ul>	<ul style="list-style-type: none"> <li>□ Communicate, with clarity and correctness, the terminology associated with the tactics of selected net/wall and striking/fielding games while participating in practice and game situations.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Express reflective insights in response to questions such as "What does it mean to "read the situation" in the context of participating in movement activities?" and "What tactics will be most beneficial to take into consideration in any type of game that involves striking an object?"</li> </ul>
	<ul style="list-style-type: none"> <li>□ Propose and practise the application of individual performance adjustments (e.g., badminton – opponent has a weak backhand stroke; therefore, birdie placement is to backhand) and team performance adjustments (e.g., shifting the positioning of the infield to accommodate batter strength) as a response to reading the opponent's strategy.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Make effective choices that demonstrate strategic planning and reflect an awareness of what opponents and teammates are doing while in practice and game situations.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Explain the connection between tactics and strategies used and the rules of a variety of net/wall games and striking/fielding games (e.g., which serve is best to use in badminton based on the boundary lines – whether singles or doubles).</li> </ul>
	<p>Identify, practise, and incorporate various offensive tactics, while participating in practice and game situations with classmates, that are used in a variety of:</p> <ul style="list-style-type: none"> <li>□ net/wall games (e.g., set to a spike in volleyball, hitting to open spaces in all games)</li> <li>□ striking/fielding games (e.g., when would be a good</li> </ul>

	<p>time to bunt in softball)</p> <ul style="list-style-type: none"> <li>□ low-organizational, inventive, and cooperative games (e.g., when to use the wall, and when not to, in walleyball).</li> </ul>
	<p>Identify, practise, and incorporate various defensive tactics, while participating in practice and game situations with classmates, that are used in a variety of:</p> <ul style="list-style-type: none"> <li>□ net/wall games (e.g., returning to base position within the court after playing the ball, shifting to cover as a team)</li> <li>□ striking/fielding games (e.g., shifting positioning on the field when there is a left-handed batter)</li> <li>□ low-organizational, inventive, and cooperative games (e.g., adjusting positioning to receive a ball that is coming off the wall in walleyball).</li> </ul>
	<ul style="list-style-type: none"> <li>□ Appropriately return to a recovery (base) position between skill attempts while participating in game situations.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Appropriately support teammates who are playing the ball by moving into position to receive the ball from the teammate.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Demonstrate purposeful team communication skills (e.g., calling the ball, calling for help, sharing what opponents are doing) while participating in game situations with classmates</li> </ul>
	<ul style="list-style-type: none"> <li>□ Adapt rules of low-organizational and inventive games (e.g., one bounce volleyball) based on criteria predetermined through problem-solving activities (e.g., suggest rule changes for enhanced activity, inclusion, and/or safety) and participate in game situations with classmates using adapted rules.</li> </ul>
Utilize selected movement skills and combinations of skills (i.e., locomotor, non-locomotor, and manipulative) to participate in a variety of:	<ul style="list-style-type: none"> <li>□ Willingly engage in developing skills, used alone or in combination, while participating in a variety of alternate environment and body management activities.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Create and implement a plan to increase efficiency of movement to support sustained participation in a</li> </ul>

<ul style="list-style-type: none"> <li>□ alternate environment activities (e.g., skating, cross-country skiing, swimming, snowshoeing, cycling, hiking, tracking, skateboarding, roping, canoeing, downhill skiing, orienteering)</li> <li>□ body management activities including dance and educational gymnastics, as well as others (e.g., wrestling, track and field, pilates, yoga, aerobics).</li> </ul>	variety of alternate environment activities.
	<ul style="list-style-type: none"> <li>□ Analyze self-selected and teacher-selected alternate environment activities (e.g., downhill skiing, water polo, orienteering) to determine the specific movement skills (e.g., snowplow in skiing, treading water in swimming, map reading) required for enjoyable participation in the activities.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Analyze self-selected and teacher-selected body management activities (e.g., hip hop dance, wrestling, yoga) to determine the specific movement skills (e.g., one-two step in hip hop, duck out or spin and roll in wrestling, warrior's pose in yoga) required for enjoyable participation in the activities.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Demonstrate dynamic balance (e.g., cartwheels, skating backwards, stroking while canoeing, quick change of direction in various activities) applying biomechanical principles (e.g., lower centre of gravity, widen base of support) for stability</li> </ul>
	<ul style="list-style-type: none"> <li>□ Identify and apply biomechanical concepts (e.g., torque, equilibrium, reaction force) related to acceleration and deceleration of the body</li> </ul>
	<ul style="list-style-type: none"> <li>□ Create and perform a sequence of movement skills and combinations of skills that include the movement of objects and are performed to a rhythm (e.g., music, drum beat, clapping).</li> </ul>
	<ul style="list-style-type: none"> <li>□ Demonstrate an understanding of the concept of flow and how to achieve flow in relation to sequences of combined movements while participating in dance and other body management activities such as yoga and aerobics.</li> </ul>
Plan, organize, lead, and evaluate cooperatively movement activity, such as intramurals, fitness fun days, and playground games, to engage younger students and to connect with others.	<ul style="list-style-type: none"> <li>□ Co-create and teach a group dance sequence that combines a variety of locomotor, non-locomotor, and manipulative skills.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Implement a means (e.g., survey, interview) to determine the interests and abilities of the target audience for participation in a planned activity.</li> <li>□ Compare the concepts of cooperative and competitive movement activities as a consideration for selecting movement activities for others.</li> </ul>

	<input type="checkbox"/> Create and implement, in small groups, a plan to teach and/or lead younger children in participation in movement activity (e.g., intramurals, cooperative game, skill development lesson, activity stations, outdoor hike, fitness buddies, playground games).
	<input type="checkbox"/> Role model active play for younger children that involves the younger children in the play.
	<input type="checkbox"/> Assess the success of the implementation of the plan by considering a variety of feedback sources (e.g., participants, peer/teacher, self-reflection).
	<input type="checkbox"/> Willingly seek advice and support (e.g., classmate, teachers, elders, community members such as recreation directors, health promotions personnel) for how to involve younger children in movement activities.
	<input type="checkbox"/> Express insights in response to questions such as "What does it mean to be a leader and how does that apply in an active living context?", "Does there have to be winners in order for participation in movement activities to be fun?", "How can losing affect someone's willingness to participate in movement activities?", and "What is the best way to pick teams?"
Examine external influences (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development and options for active living in the community.	<input type="checkbox"/> Research the facility and program options available in the community that support participation in movement activities.
	<input type="checkbox"/> Identify the gaps in current community facility and program options as they would apply to the various community members (e.g., young children, youth, adults, seniors, physically disabled, males, females).
	<input type="checkbox"/> Propose solutions to community "activity deficits" and present solutions to community decision maker, if applicable.
	<input type="checkbox"/> Calculate the cost of participation in a variety of community-based movement activities (e.g., dance clubs, hockey teams, public swimming, golfing) and propose comparable options (e.g., physical fitness benefits, enjoyment aspect) that are less expensive or free.

	<ul style="list-style-type: none"> <li>Express insight in response to questions such as "Are there barriers to our achieving personally appropriate levels of participation in movement activities?"</li> </ul>
Analyze and apply the safety guidelines and rules related to net/wall games, striking/fielding games, low-organizational and inventive games, alternate environment activities, and body management activities to develop an appreciation of their impact on self and others.	<ul style="list-style-type: none"> <li>Demonstrate automation in the use of safety skills while participating in net/wall games, striking/fielding games, low-organizational and inventive games, alternate environment activities, and body management activities.</li> </ul>
	<ul style="list-style-type: none"> <li>Propose preventive measures to be followed regarding potential safety issues related to the various aspects involved in playing net/wall games (e.g., equipment, court surfaces) and striking/fielding games (e.g., equipment, foul balls).</li> </ul>
	<ul style="list-style-type: none"> <li>Justify the need for rules related to safety (e.g., batter's box in softball/baseball, protective eye wear in badminton).</li> </ul>
	<ul style="list-style-type: none"> <li>Represent and apply an understanding of safety guidelines appropriate for a variety of alternate environment activities (e.g., prevention of skin conditions such as sunburn, selection of appropriate clothing and footwear, wearing a lifejacket when in a canoe).</li> </ul>
	<ul style="list-style-type: none"> <li>Represent and apply an understanding of safety guidelines and rules appropriate for a variety of body management activities (e.g., stay behind the backstop when a classmate is throwing discus; keep knees slightly bent during aerobic movements).</li> </ul>
Role model and practise the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement activities.	<ul style="list-style-type: none"> <li>Evaluate own attitudes, values, and behaviour related to interacting with others while participating in, or encouraging others to participate in, movement activities.</li> </ul>
	<ul style="list-style-type: none"> <li>Self-assess personal progression through the five levels of a social skills continuum (i.e., irresponsible behaviour, self-control, involvement, responsibility, and caring for others) on a regular basis.</li> </ul>
	<ul style="list-style-type: none"> <li>Acknowledge when own behaviour is not reflective of</li> </ul>

	the top three levels of social interaction and suggest alternatives for making positive adjustments.
	<ul style="list-style-type: none"> <li>□ Collaboratively create and implement a group plan for supporting others in participating in movement activities (e.g., Terry Fox Run/Walk, family dance, round dance, nature hike, winter games) incorporating plans for role modeling responsible and caring behaviour.</li> </ul>
Examine, evaluate, and represent both the historical and present impact of Canada's Northern people on the development of movement activity options as a means of supporting the well-being of self and others.	<ul style="list-style-type: none"> <li>□ Willingly participate in movement activities originating with Canada's Northern people, led by others (classmates, teacher, guest presenter).</li> </ul>
	<ul style="list-style-type: none"> <li>□ Show respect and a willingness to honour cultural protocol when participating in cultural movement activities.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Tell a story (e.g., written, visual, audio, video, creative performance) of a movement activity that is historically connected to our Northern neighbours (e.g., tracking, Bola Toss, Blanket Toss, Arctic games, Tug-o-War, cultural dance).</li> </ul>
	<ul style="list-style-type: none"> <li>□ Express insights (e.g., discussion, journal) into the motivation and/or historical factors that influenced the development of the movement activities created by our Northern people and the benefits of these activities related to physical, emotional, mental, and spiritual well-being.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Evaluate the impact that specific Northern people, including those of both genders, have had on the movement activities pursued by self and others.</li> </ul>

## Health Education

### Understanding, Skills and Confidences

Outcome	Achievement Indicators
Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.	<input type="checkbox"/> Locate sources of and evaluate information (including text, multimedia, web-based, human) according to specific criteria, about personal commitment.
	<input type="checkbox"/> Investigate the concept of 'resiliency' and determine its importance in personal commitment.
	<input type="checkbox"/> Analyze when personal standards (see Grade 6) may be reinforced or challenged.
	<input type="checkbox"/> Examine factors (both positive and negative) that influence one's commitment to personal standards.
	<input type="checkbox"/> Express insights into the connections between commitment to personal standards and healthy decision making.
	<input type="checkbox"/> Analyze possible discrepancies between what people say they commit to and what people actually "show they commit to".
	<input type="checkbox"/> Develop and apply strategies that parallel one's actions with personal standards.
	<input type="checkbox"/> Justify the kinds of supports needed to commit to personal standards.
	<input type="checkbox"/> Express insights into the understanding of the concept of "inner self" and demonstrate understanding of, and appreciation for, own inner resources.
Examine critically and use purposefully blood-borne pathogen information/ education, including HIV and Hepatitis C, for the purpose of committing to behaviours that do not put one at risk of	<input type="checkbox"/> Locate sources and evaluate information, according to specific criteria, about behaviours that do/do not put one at risk of HIV and/or Hepatitis C infection.
	<input type="checkbox"/> Distinguish between primary and secondary sources of HIV/AIDS information, and of expert and non-expert sources.



infection or co-infection.	<input type="checkbox"/> Examine the role of and determine the influence of technology (e.g., radio, print, television, Internet, cell phones, personal listening devices) in gathering, processing, and using HIV/AIDS and Hepatitis C information.
	<input type="checkbox"/> Examine personal knowledge in terms of what is already known about HIV and Hepatitis C.
	<input type="checkbox"/> Ask questions that lead to deeper understanding of HIV/AIDS and Hepatitis C (e.g., How do decisions, commitment, and actions related to HIV/AIDS vary depending on peoples' perceptions?).
	<input type="checkbox"/> Analyze implications of/of not evaluating sources of and information about blood-borne infections.
	<p>Examine knowledge related to blood borne pathogens, including HIV/AIDS and Hepatitis C:</p> <input type="checkbox"/> transmission of HIV and Hepatitis C <input type="checkbox"/> signs and symptoms of HIV and Hepatitis C infections <input type="checkbox"/> body's immune system and its destruction by the HI virus <input type="checkbox"/> AID syndrome caused by HIV infection.
	<input type="checkbox"/> Describe the formal and/or informal HIV/AIDS and Hepatitis C resources/supports in one's community.
	<input type="checkbox"/> Determine behaviours that may increase and those that may decrease the risk of blood-borne infections (e.g., tattoo, piercing).
Commit to personal safety practices while acquiring basic first aid knowledge and skills.	<input type="checkbox"/> Locate sources and evaluate information, according to specific criteria, about safety practices and first aid skills.
	<input type="checkbox"/> Develop and appraise individual capabilities and assess individual limitations with respect to safety practices and first aid.
	<input type="checkbox"/> Examine possible situations at home and at school that may require basic first aid.
	<input type="checkbox"/> Analyze how personal safety practices help to keep self and others safe.
	<input type="checkbox"/> Assess the consequences of practising/not practising personal safety.
	<input type="checkbox"/> Demonstrate the ability to "think ahead" and assess/weigh the impact of actions on the safety of self and others.

	<input type="checkbox"/> Prioritize basic first aid skills to acquire (according to needs and interests of self and of community).
	<input type="checkbox"/> Examine the roles of a variety of first aid experts within the community and the kinds of available first aid supports.
	<input type="checkbox"/> Develop and apply basic first aid strategies.
Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.	<input type="checkbox"/> Express insights into what makes a relationship harmonious.
	<input type="checkbox"/> Locate sources and evaluate information, according to specific criteria, about relationships and conflict.
	<input type="checkbox"/> Create an informed personal definition of conflict.
	<input type="checkbox"/> Analyze potential sources of conflict.
	<input type="checkbox"/> Examine how disagreements are not the same as conflicts.
	<input type="checkbox"/> Conclude that a certain degree of disagreement in relationships is normal.
	<input type="checkbox"/> Propose why some disagreements lead to conflict and some do not.
	<input type="checkbox"/> Examine feelings associated with conflict.
	<input type="checkbox"/> Analyze personal strategies for dealing with conflict (e.g., reduce/avoid barriers to communicating clearly and constructively).
	<input type="checkbox"/> Analyze the connections between self-esteem and personal conflict management strategies.
	<input type="checkbox"/> Assess the impact of conflict on the health (i.e., physical, mental, emotional, spiritual) of self and others.
	<input type="checkbox"/> Reduce/avoid barriers to communicating clearly and constructively.
	<input type="checkbox"/> Examine the causes and effects of abuse in relationships and develop personal commitment to non-violent and helpful behaviours.
	<input type="checkbox"/> Demonstrate and adapt strategies of conflict management in a range of contexts.
	<input type="checkbox"/> Examine what is meant by negotiation, mediation, anger management, compromise, consensus building, and other means of resolving/managing conflict.
	<input type="checkbox"/> Demonstrate the basics of two or three strategies for re-establishing harmony and for resolving/managing conflict.

Evaluate personal food choices and needs by applying accurate and current nutritional knowledge (e.g., content labels).	<input type="checkbox"/> Determine how and where to access healthy eating information.
	<input type="checkbox"/> Locate sources and evaluate information, according to specific criteria, about healthy eating.
	<input type="checkbox"/> Examine the consequences of/of not evaluating information about healthy eating.
	<input type="checkbox"/> Analyze persuasion, propaganda, and other techniques (e.g., loaded words, unsubstantiated claims) used by individuals or organizations to influence judgement about what foods are healthy and what foods to purchase.
	<input type="checkbox"/> Apply guidelines for healthy eating as presented in Canada's Food Guide.
	<input type="checkbox"/> Track and analyze personal food consumption for one week (based on Canada's Food Guide).
	<input type="checkbox"/> Analyze food labels for personal food choices for sodium, sugar, fat, and calorie content among similar products.
	<input type="checkbox"/> Prepare a three-day family food menu by applying nutritional knowledge to make nutritious selections (based on Canada's Food Guide) using a variety of given family food budgets and/or situations.
	<input type="checkbox"/> Analyze changes to Canada's Food Guide through the decades and hypothesize why particular changes were made.
Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).	<input type="checkbox"/> Locate sources and evaluate information, according to specific criteria, about interpersonal skills.
	<input type="checkbox"/> Analyze peer norms and trends and reflect on the consequences of following and/or resisting them.
	<input type="checkbox"/> Compare the traits of a friend and those of a valued peer group member.
	<input type="checkbox"/> Compare the traits of a friend and those of a valued peer group member.
	<input type="checkbox"/> Examine similarities and differences in the peer pressures faced by different genders, socio-economic backgrounds, family structures, sexual orientations, ages, and cultures.
	<input type="checkbox"/> Express insights in response to the statement that resisting peer pressure takes personal commitment, skill, and practice.

	<input type="checkbox"/> Distinguish what is meant by "harassment" and demonstrate ways to respond to and/or prevent it.
	<input type="checkbox"/> Demonstrate the ability to stand up for others, practise inclusionary behaviours, and refrain from any form of ridicule.
	<input type="checkbox"/> Describe and practise a minimum of five strategies to resist peer pressure (e.g., demonstrate physical confidence, say no and leave, provide a reason or an excuse, offer an alternative, use humour).
	<input type="checkbox"/> Define the terms passive, assertive, and aggressive and describe related behaviours.
	<input type="checkbox"/> Analyze the traits of assertive people for the purpose of designing and delivering assertive messages.
	<input type="checkbox"/> Assess the importance of avoiding negative peer pressure/attachment for the sake of belonging.
Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.	<input type="checkbox"/> Locate sources and evaluate information, according to specific criteria, about morality.
	<input type="checkbox"/> Explore and discuss moral maxims, stories, parables, and guiding visions of many cultures.
	<input type="checkbox"/> Analyze how one's identity, and moral code is created through contact with others who are the same and/or different.
	<input type="checkbox"/> Investigate possible relationships and/or tensions among values (e.g., values of integrity and honesty).
	<input type="checkbox"/> Appraise virtues as the quality of doing what is right and avoiding what is wrong.
	<input type="checkbox"/> Express an understanding of how norms, trends, and values in society influence self, others, and relationships.
	<input type="checkbox"/> Explore the source and rationale of social precepts/principles (e.g., prohibitions, rules, rights, norms in everyday life).
	<input type="checkbox"/> Distinguish between rights, needs, whims, privileges, and responsibilities.
	<input type="checkbox"/> Question assumptions and stereotypes in relation to different customs, beliefs, attitudes, and opinions.
	<input type="checkbox"/> Explore, question, and appreciate a wide range of human values, virtues, and abilities that support "the common or greater good" within the contexts of daily life.

	<input type="checkbox"/> Determine situations when one may be required to assert personal beliefs in the face of opposition.
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### Decision Making

Outcome	Achievement Indicators
Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.	<input type="checkbox"/> Determine the benefits of using a decision-making process.
	<input type="checkbox"/> Review decision-making processes (Grade 6) and recognize types of decision making.
	<input type="checkbox"/> Decide on ways to build personal commitment into the decision-making process
	<input type="checkbox"/> Recognize the role of personal commitment in making decisions.
	<input type="checkbox"/> Examine when personal commitment might be supported and/or threatened.
Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.	<input type="checkbox"/> Propose health opportunities and challenges related to each unit of study.
	<input type="checkbox"/> Examine factors that affect one's commitment related to personal goals.
	<input type="checkbox"/> Determine strategies of commitment necessary to meet individual goals.
	<input type="checkbox"/> Predict the consequences of such strategies.
	<input type="checkbox"/> Establish personal commitment goals for each unit of study.
	<input type="checkbox"/> Revise goal statements as necessary.

## Action Planning

Outcome	Achievement Indicators
Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.	<input type="checkbox"/> Determine, with support, the elements of a well-designed action plan.
	<input type="checkbox"/> Design action plans that feature personal commitment.
	<input type="checkbox"/> Establish the kinds of supports needed to implement the action plan.
	<input type="checkbox"/> Determine specific criteria to evaluate the design elements of action plans.
	<input type="checkbox"/> Develop, with guidance, criteria to assess one's commitment to personal standards.
	<input type="checkbox"/> Assess and revise the action plans as necessary.

## French

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Section	Outcome
Culture 1	<ul style="list-style-type: none"> <li>❑ Relate the influence and contributions of the Francophone, Metis and First Nations languages to Canadian legends and stories</li> </ul>
Communication Skill 1	<ul style="list-style-type: none"> <li>❑ Demonstrate understanding of the main idea of oral French multi-sentence presentations on a variety of familiar topics in semi-structured situations</li> </ul>
Communication Skill 2	<ul style="list-style-type: none"> <li>❑ Discuss a variety of information on familiar topics through modeled oral expression in structured situations</li> </ul>
Communication Skill 3	<ul style="list-style-type: none"> <li>❑ Demonstrate understanding of the main idea and supporting details in illustrated 100-120 word, two paragraph, expository, procedural, persuasive and narrative text</li> </ul>
Communication Skill 4	<ul style="list-style-type: none"> <li>❑ Produce 60-80 word expository, narrative or procedural two-paragraph texts or scripts in French based on a combination of models</li> </ul>
Language Knowledge 1	<p>Demonstrate acquisition of French knowledge concepts and vocabulary related to themes, including:</p> <ul style="list-style-type: none"> <li>❑ numbers to 10,000</li> <li>❑ theme-related present tense regular ir verbs (singular and plural forms)</li> <li>❑ theme-related present tense irregular ir verbs (singular and plural forms)</li> <li>❑ prepositions related to provinces and selected countries</li> <li>❑ onomatopoeic expressions</li> <li>❑ verbs devoir and pouvoir with infinitive verbs</li> <li>❑ commands and expressions in the second person plural</li> <li>❑ question transformations</li> <li>❑ conjunctions</li> <li>❑ comparative qualifiers</li> </ul>

	<ul style="list-style-type: none"> <li>□ French monetary representations</li> <li>□ knowledge of key vocabulary words and phrases linked to themes</li> </ul>
General Knowledge 1	<ul style="list-style-type: none"> <li>□ Select listening or viewing strategies in highly structured situations</li> </ul>
General Knowledge 2	<ul style="list-style-type: none"> <li>□ Select speaking strategies in highly structured situations</li> </ul>
General Knowledge 3	<ul style="list-style-type: none"> <li>□ Use reading strategies in semi-guided situations</li> </ul>
General Knowledge 4	<ul style="list-style-type: none"> <li>□ Implement stages of the writing process in semi-guided situations</li> </ul>