

The following checklist of learning outcomes is used to describe student progress. Please use a **capital X** to check the box for the current term for areas that have been covered and for which student has grade appropriate level of competency. (Tip: Set your keyboard to caps lock so you don't have to think about if for each box.)

Personal and Social Awareness and Responsibility (Core Competencies)

Note: There are other core competencies that are covered in the curricular competencies below.

| Competencies (Student is able to...) | Term 1 | Term 2 | Term 3 |
|--|--------|--------|--------|
| Describe different aspects of their identity, have pride in who they are | | | |
| Accept responsibility for their actions | | | |
| Focus and regulate energy level appropriate to the activity | | | |
| Recognize their value and advocate for their rights. | | | |
| Take responsibility for their choices, actions, and achievements | | | |
| Set priorities; implement, monitor, and adjust a plan; and assess the results | | | |
| Take responsibility for their learning, seeking help as they need it. | | | |
| Use strategies for dealing with emotional challenges, for finding peace in stressful times | | | |
| Find the social support they need | | | |
| Take purposeful action to support others and the environment | | | |
| Identify how their actions and the actions of others affect their community and the natural environment and can work to make positive change | | | |
| Respect differences, and demonstrate respectful and inclusive behaviour, including online | | | |
| Advocate for others | | | |
| Show awareness of how others may feel and take steps to help them feel included. | | | |
| Maintain relationships with people from different generations | | | |
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Language Arts

| Competencies (Student is able to...) | Term 1 | Term 2 | Term 3 |
|---|--------|--------|--------|
| Communicate by writing, using letters and words and applying basic conventions of Canadian spelling, grammar, and punctuation | | | |
| Use writing and design processes to plan, develop, and create fiction and non-fiction texts for a variety of purposes and audiences | | | |
| Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message | | | |

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| Use paragraphs that are coherent and contain a topic sentence, supporting details, and clear transitions | | | |
| Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability | | | |
| Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts | | | |
| Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts | | | |
| Recognize how language constructs personal, social, and cultural identity | | | |
| Respond to text in personal, creative, and critical ways | | | |
| Understand how literary elements, techniques, and devices enhance and shape meaning | | | |
| Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view | | | |
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| Content (Student knows...) | Term 1 | Term 2 | Term 3 |
| Literary elements: Characterization -character types (e.g., protagonist, antagonist, stereotype), story structures (e.g. linear, cyclical, iterative), setting | | | |
| Literary devices: Metaphor, sound devices (alliteration), imagery, hyperbole | | | |
| Elements of non-fiction texts: Facts and data in informational articles; chronology in memoirs, biographies, etc.; headings and subheadings in textbooks; analogies and real-life examples; use of third person; diagrams, maps, tables and charts, captions, labels, and web links | | | |
| Elements of visual/graphic texts: Layout, infographics, emoticons, icons, symbols, interactive visuals, hypertext, and colour, as well as illustration styles (e.g., realism, cartoon, sketch, outline) | | | |
| Language usage and context ~impact of context on choice of language usage | | | |
| Elements of style: Diction, figurative language, tone, inclusive language, and degree of formality | | | |
| Syntax and sentence fluency: Mix of simple, compound, and complex sentences, use of transitional words, awareness of run-on sentences and sentence fragments | | | |
| Demonstrate presentation techniques that: Reflect an appropriate choice of medium for the purpose and the audience and demonstrate thought and care in organization | | | |
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Math

| Competencies (Student is able to...) | Term 1 | Term 2 | Term 3 |
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| Inductively and deductively reason and use logic to explore, make connections, predict, analyze, generalize, and make conclusions | | | |
| Develop and apply mental math strategies and estimate amounts and outcomes | | | |
| Implement multiple strategies to solve problems in both abstract and real-life situations | | | |

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| using different cultural perspectives | | | |
| Develop, construct, and apply mathematical understanding through play, inquiry, and problem solving | | | |
| Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community | | | |
| Apply cultural perspectives of First Peoples to the concepts of locating, measuring, and numbering | | | |
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| Content (Student knows...) | Term 1 | Term 2 | Term 3 |
| Logic and patterns to solve games and puzzles | | | |
| Percents less than 1 and greater than 100 (decimal and fractional percents) | | | |
| Perfect squares and cubes | | | |
| Square roots and Pythagorean Theorem | | | |
| Rates and proportional reasoning, ratio, proportions, and percent | | | |
| Operations with fractions (addition, subtraction, multiplication, division, and order of operations) | | | |
| Expressions and equations, writing and evaluating using substitution | | | |
| Two-step equations with integer coefficients, constants, and solutions | | | |
| Numerical proportional reasoning | | | |
| Surface area and volume of regular solids (right prisms, triangular prism, and cylinder) | | | |
| Construction, views, and nets of 3D objects | | | |
| Theoretical probability with two independent events | | | |
| Financial literacy - best buys (e.g., coupons, proportions, unit price, products, and services) | | | |
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Social Studies – 7th Century to 1750

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| Competencies (Student is able to...) | Term 1 | Term 2 | Term 3 |
| Use inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions | | | |
| Assess the significance of people, places, events, and developments at particular times and places (significance) | | | |
| Determine what is significant in an account, narrative, map, and text (significance) | | | |
| Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence) | | | |
| Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change (continuity and change) | | | |
| Determine what factors led to particular decisions, actions, and events, and assess their short-and long-term consequences (cause and consequence) | | | |

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| Explain different perspectives on past or present people, places, issues, and events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective) | | | |
| Make ethical judgments about past events, decisions, and actions, and assess the limitations of drawing direct lessons from the past (ethical judgment) | | | |
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| Content (Student knows...) | Term 1 | Term 2 | Term 3 |
| Social, political, and economic systems and structures, including those of at least one indigenous civilization | | | |
| Scientific and technological innovations | | | |
| Philosophical and cultural shifts | | | |
| Interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations | | | |
| Exploration, expansion, and colonization | | | |
| Changes in population and living standards | | | |
| Social, political, and economic systems and structures, including those of at least one indigenous civilization | | | |
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Science

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| Competencies (Student is able to...) | Term 1 | Term 2 | Term 3 |
| Identify questions to answer or problems to solve through scientific inquiry | | | |
| Formulate alternative “If...then...” hypotheses based on their questions | | | |
| Make predictions about the findings of their inquiry | | | |
| Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified | | | |
| Observe, measure, and record data (qualitative and quantitative), using equipment, including digital technologies, with accuracy appropriate to the task | | | |
| Ensure that safety and ethical guidelines are followed in their investigations | | | |
| Construct and use a range of methods to represent patterns or relationships in data, including tables, graphs, key, scale models, and digital technologies as appropriate | | | |
| Evaluate the investigation | | | |
| Transfer and apply learning to new situations | | | |
| Communicate ideas, findings, explanations, processes, etc. | | | |
| Consider social, ethical, and environmental implications of the findings from their own and others’ investigations | | | |
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| Content (Student knows...) | Term 1 | Term 2 | Term 3 |
| Characteristics of life | | | |

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| Cell theory and types of cells | | | |
| Photosynthesis and cellular respiration | | | |
| The relationship of micro-organisms with living things: basic functions of the immune system, vaccination and antibiotics, impacts of epidemics and pandemics on human populations | | | |
| Kinetic molecular theory | | | |
| Atomic theory and models: protons, neutrons, and quarks; electrons and leptons | | | |
| Types and effects of electromagnetic radiation | | | |
| Light: properties, behaviours, ways of sensing | | | |
| Plate tectonic movement | | | |
| Major geological events of local significance | | | |
| Layers in Earth | | | |
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Physical Health and Education

| Competencies (Student is able to...) | Term 1 | Term 2 | Term 3 |
|---|--------|--------|--------|
| Participate daily in variety of physical activities at moderate to vigorous intensity levels | | | |
| Demonstrate proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills | | | |
| Develop and demonstrate safety, fair play, and leadership in physical activities | | | |
| Identify ways to monitor and adjust physical exertion levels (e.g. checking pulse, etc.) | | | |
| Identify/employ training principles to enhance personal fitness levels | | | |
| Identify food choices to support active lifestyles and overall health | | | |
| Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence | | | |
| Identify, apply, and reflect on strategies used to pursue personal healthy-living goals | | | |
| Describe and apply strategies for developing and maintaining healthy relationships | | | |
| Describe and assess strategies for managing problems related to mental well-being and substance use | | | |
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| Content (Student knows...) | Term 1 | Term 2 | Term 3 |
| Effects of different types of physical activity on the body | | | |
| Healthy sexual decision making | | | |
| Marketing and advertising tactics aimed at children and youth, including those involving food and supplements | | | |
| Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines | | | |
| Sources of health information | | | |
| Basic principles for responding to emergencies | | | |

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| Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings | | | |
| Consequences of bullying, stereotyping, and discrimination | | | |
| Media and social influences related to psychoactive substance use and potentially addictive behaviours | | | |
| Signs and symptoms of stress, anxiety, and depression | | | |
| Influences of physical, emotional, and social changes on identities and relationships | | | |
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Arts Education

| <i>Please fill in for each term: The activities participated in/ learning your child has demonstrated.</i> | Term 1 | Term 2 | Term 3 |
|--|--------|--------|--------|
| Visual Arts: | | | |
| Dance: | | | |
| Drama: | | | |
| Music: | | | |

Career Education

| Competencies (Student is able to...) | Term 1 | Term 2 | Term 3 |
|---|--------|--------|--------|
| Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices | | | |
| Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices | | | |
| Recognize the impact of personal public identity in the world of work | | | |
| Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world | | | |
| Demonstrate respect, collaboration, and inclusivity in working with others to solve problems | | | |
| Demonstrate leadership skills through collaborative activities in the school and community | | | |
| Recognize the influence of curriculum choices and co-curricular activities on career paths | | | |
| Set and achieve realistic learning goals with perseverance and resilience | | | |
| Apply a variety of research skills to expand their knowledge of diverse career possibilities and understand career clusters | | | |
| Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations | | | |
| Explore volunteer and other new learning experiences that stimulate entrepreneurial and innovative thinking | | | |

| Content (Student knows...) | Term 1 | Term 2 | Term 3 |
|--|--------|--------|--------|
| Personal Development: Goal-setting strategies, self-assessment for career research, project management, leadership, problem-solving and decision-making strategies | | | |
| Connections to Community: Local and global needs and opportunities, cultural and social awareness, career value of volunteering, factors affecting types of jobs in the community | | | |
| Life and Career Plan: Graduation requirements, influence of technology in learning and working, workplace safety (hazard evaluation and control, rights and responsibilities of the worker, emergency procedures) | | | |
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Second Language

| Competencies (Student is able to...) | Term 1 | Term 2 | Term 3 |
|---|--------|--------|--------|
| Communicates personal information orally in brief and simple messages | | | |
| Asks and responds to simple questions | | | |
| Identifies and uses common expressions and greetings | | | |
| Communicates likes, dislikes, wants, and needs | | | |
| Expresses acquired information in oral and visual forms | | | |
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Applied Design, Skills and Technologies

| Student is able to engage in the steps of the design process: | Term 1 | Term 2 | Term 3 |
|--|--------|--------|--------|
| Identify a design issue | | | |
| Do research to understand the background of the design issue | | | |
| Gather information about or from potential users | | | |
| Identify key features or potential users and their requirements | | | |
| Identify criteria for success and any constraints | | | |
| Generate ideas and choose an idea to pursue | | | |
| Create a plan and a test, gather feedback, and improve a prototype | | | |
| Construct, share, and evaluate the final product | | | |
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