

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			

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			

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			
Develop an awareness of the diversity within and across First Peoples' societies represented in texts			
Content (Student knows...)	Term 1	Term 2	Term 3
Literary elements: Characterization -character types (e.g., flat, round, dynamic, static), story structures (e.g. Linear, cyclical, iterative), setting			
Literary devices: Metaphor, allusion, irony			
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)			
Rhetorical devices: Figurative language, parallelism, repetition irony, humour, exaggeration, emotional language, logic, direct address, rhetorical questions, and allusion			
Connotations and denotation			
Language change over time			
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			

Math

Competencies (Student is able to...)	Term 1	Term 2	Term 3
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 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			
Content (Student knows...)	Term 1	Term 2	Term 3
Numerical and spatial reasoning, logic, and patterns to solve puzzles and games			
Exponents			
Operations with polynomials, of degree less than or equal to two			
Types of income (e.g., wages, salary, piece work, commission)			
Operations with rational numbers (addition, subtraction, multiplication, division, and order of operations)			
Rational numbers and order of operations			
Two-variable linear relations, using graphing, interpolation, and extrapolation			
Multi-step one-variable linear equations, including distribution and rational coefficients, constants, and solutions			
Spatial proportional reasoning (e.g., scale diagrams, similar triangles, linear unit conversions)			
Probability and statistics in society (e.g., sampling techniques, misleading stats)			
Financial literacy - simple budgets and transactions (e.g., banking, interest, saving, planned purchases)			

Social Studies – 1750-1919

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, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)			
Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)			
Compare and contrast continuities and changes for different groups during this time period (continuity and change)			
Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments (cause and consequence)			

Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)			
Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgments)			
Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond (ethical judgment)			
Content (Student knows...)	Term 1	Term 2	Term 3
Political, social, economic, and technological revolutions			
The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world			
Global demographic shifts, including patterns of migration and population growth			
Nationalism and the development of modern nation-states, including Canada			
Local, regional, and global conflicts			
Discriminatory policies, attitudes, and historical wrongs			
Physiographic features of Canada and geological processes			
Political, social, economic, and technological revolutions			

Science

Competencies (Student is able to...)	Term 1	Term 2	Term 3
Identify questions to answer or problems to solve through scientific inquiry			
Formulate multiple hypotheses and predict multiple outcomes			
Make predictions about the findings of their inquiry			
Collaboratively and personally plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative)			
Seek and analyze patterns, trends, and connections in data, including describing relationships between variables and identifying inconsistencies			
Ensure that safety and ethical guidelines are followed in their investigations			
Analyze cause-and-effect relationships			
Evaluate the investigation			
Transfer and apply learning to new situations			
Communicate scientific ideas, information, and perhaps a suggested course of action for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations			
Consider social, ethical, and environmental implications of the findings from their own and others' investigations			

Content (Student knows...)	Term 1	Term 2	Term 3
Asexual reproduction: mitosis, different forms			
Sexual reproduction: meiosis, human sexual reproduction			
Element properties as organized in the periodic table			
Circuits — must be complete for electrons to flow			
Voltage, current, and resistance			
Effects of solar radiation on the cycling of matter and energy			
Matter cycles within biotic and abiotic components of ecosystems			
Sustainability of systems and First Peoples' principles of interconnectedness			

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			
Create and evaluate 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			
Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour			
Content (Student knows...)	Term 1	Term 2	Term 3
Effects of different types of physical activity on the body			
Healthy sexual decision making			
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			
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			

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)			

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			

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			