





APPLIED DESIGNS, SKILLS, AND TECHNOLOGIES		
CC	Primary	Intermediate
Communication	<p><b>Reflect on their ability to collaborate to plan, carry out, and review</b></p> <ul style="list-style-type: none"> <li>• Generate ideas from their experiences and interests</li> <li>• Add to other's ideas               <ul style="list-style-type: none"> <li>○ <i>i.e. Create a story using sticks, Coding unplugged activities, Create/Build during centres/stations</i></li> </ul> </li> </ul>	<p><b>Reflect on their ability to collaborate to plan, carry out, and review</b></p> <ul style="list-style-type: none"> <li>• Generate potential ideas and add to others' ideas</li> <li>• Evaluate personal, social, and environmental impacts and ethical considerations               <ul style="list-style-type: none"> <li>○ <i>i.e. Work in groups to create Rube Goldberg machines</i></li> </ul> </li> </ul>
Thinking	<p><b>Reflect on their ability to develop and design</b></p> <ul style="list-style-type: none"> <li>• Use trial and error to make changes, solve problems, or incorporate new ideas from self or others               <ul style="list-style-type: none"> <li>○ <i>i.e. Build a boat, building during centres/stations, coding unplugged activities</i></li> </ul> </li> </ul>	<p><b>Reflect on their ability to develop and design</b></p> <ul style="list-style-type: none"> <li>• Construct a first version of the product or a prototype, as appropriate, making changes to tools, materials, and procedures as needed               <ul style="list-style-type: none"> <li>○ <i>i.e. Design a coding unplugged game, Design and build a boat</i></li> </ul> </li> </ul>
Personal and Social	<p><b>Reflect on their ability to solve problems in peaceful ways</b></p> <ul style="list-style-type: none"> <li>• Reflect on their ability to work effectively both as individuals and collaboratively in a group               <ul style="list-style-type: none"> <li>○ <i>i.e. Reflect on ability to work with partner/group on hands-on activity, such as coding a robot</i></li> </ul> </li> </ul>	<p><b>Reflect on their ability to solve problems in peaceful ways</b></p> <ul style="list-style-type: none"> <li>• Reflect on their ability to work effectively both as individuals and collaboratively in a group               <ul style="list-style-type: none"> <li>○ <i>i.e. Reflect on ability to work with partner/group on hands-on activity, such as coding a robot</i></li> </ul> </li> </ul>



**ARTS EDUCATION**

CC	Primary	Intermediate
Communication	<p><b>Reflect on their ability to connect and engage with others</b></p> <ul style="list-style-type: none"> <li>• Interpret symbols and how they can be used to express meaning through the arts</li> <li>• Observe and share how artists use processes, materials, movements, technologies, tools, and techniques</li> <li>• Experience, document, and share creative works in a variety of ways</li> </ul>	<p><b>Reflect on their ability to collaborate to plan, carry out, and review</b></p> <ul style="list-style-type: none"> <li>• Creation of artistic works collaboratively</li> <li>• Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</li> </ul>
Thinking	<p><b>Reflect on their ability to explore new ideas and generate ideas</b></p> <ul style="list-style-type: none"> <li>• Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts</li> </ul> <p><b>Reflect on their ability to describe and respond to works of art</b></p> <ul style="list-style-type: none"> <li>• Reflect on creative processes and make connections to others experiences</li> </ul>	<p><b>Reflect on their ability to generate, develop, and design ideas</b></p> <ul style="list-style-type: none"> <li>• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> </ul> <p><b>Reflect on their ability to analyze and critique ideas</b></p> <ul style="list-style-type: none"> <li>• Describe, interpret, and respond to works of art and experiences</li> </ul>
Personal and Social	<p><b>Reflect on their ability to identify their personal strengths, abilities, and/or values</b></p> <ul style="list-style-type: none"> <li>• Express feelings, ideas, stories, observations, and experiences through the arts</li> </ul>	<p><b>Reflect on their ability to contribute to the community</b></p> <ul style="list-style-type: none"> <li>• Examine relationships between the arts and the wider world</li> </ul>

*\*Ideas for learning tasks can vary based on content area, such as creating a visual artwork, a musical performance, a dance performance, a skit, or a play. Other ideas include, analyzing artwork from various artists, examining the relationship between the artist and the community, responding to artwork, exploring various artistic elements or tools, and/or reflecting on the connections made during the process of creating or presenting performances...and much more!*



**CAREER EDUCATION**

CC	Primary	Intermediate
Communication	<p><b>Reflect on their ability to connect and engage with others</b></p> <ul style="list-style-type: none"> <li>• Share ideas, information, personal feelings, and knowledge with others               <ul style="list-style-type: none"> <li>○ <i>i.e. Risk-taking (try a new activity or make a new friend) and its role in self exploration</i></li> </ul> </li> </ul>	<p><b>Reflect on their ability to connect and engage with others</b></p> <ul style="list-style-type: none"> <li>• Question self and others about how their personal public identity can have both positive and negative consequences               <ul style="list-style-type: none"> <li>○ <i>i.e. Digital Citizens; Internet Safety</i></li> </ul> </li> </ul>
Thinking	<p><b>Reflect on their ability to generate and develop ideas</b></p> <ul style="list-style-type: none"> <li>• Set and achieve realistic learning goals for themselves               <ul style="list-style-type: none"> <li>○ <i>i.e. Goal Setting</i></li> </ul> </li> </ul>	<p><b>Reflect on their ability to generate and develop ideas</b></p> <ul style="list-style-type: none"> <li>• Set realistic short- and longer-term learning goals, define a path, and monitor progress               <ul style="list-style-type: none"> <li>○ <i>i.e. Goal Setting</i></li> </ul> </li> </ul>
Personal and Social	<p><b>Reflect on their ability to build relationships and contribute to community</b></p> <ul style="list-style-type: none"> <li>• Identify and appreciate the roles and responsibilities of people in their schools, families, and communities               <ul style="list-style-type: none"> <li>○ <i>i.e. Explore the Community - roles and responsibilities at school and at home, jobs in the local community</i></li> </ul> </li> </ul>	<p><b>Reflect on their ability to build relationships and contribute to community</b></p> <ul style="list-style-type: none"> <li>• Recognize the influence of peers, family, and communities on career choices and attitudes toward work               <ul style="list-style-type: none"> <li>○ <i>i.e. Career Project; Leadership</i></li> </ul> </li> </ul>



**CORE FRENCH**

CC	Intermediate
Communication	<p><b>Reflect on ability to connect and engage with others</b></p> <ul style="list-style-type: none"> <li>• Exchange ideas and information using complete sentences, orally and in writing               <ul style="list-style-type: none"> <li>○ <i>i.e. Ask and answer questions in context</i></li> </ul> </li> </ul>
Thinking	<p><b>Reflect on ability to generate ideas</b></p> <ul style="list-style-type: none"> <li>• Share information using more than one mode of presentation               <ul style="list-style-type: none"> <li>○ <i>i.e. Find various modes of presentation (create a comic, story, performance, visual representation, and/or digital presentation with the common elements of a story in mind while using set terms/language)</i></li> </ul> </li> </ul>
Personal and Social	<p><b>Reflect on ability to understand relationships and various cultural contexts</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic awareness that there are Francophone communities around the world</li> <li>• Identify, share, and compare information about Francophone and Francophone Metis communities in Canada</li> <li>• Identify cultural aspects of Francophone communities               <ul style="list-style-type: none"> <li>○ <i>i.e. Explore Francophone and Francophone Metis communities across Canada</i></li> </ul> </li> </ul>



ENGLISH LANGUAGE ARTS		
CC	Primary	Intermediate
Communication	<p><b>Reflect on ability to share ideas</b></p> <ul style="list-style-type: none"> <li>• Explore oral storytelling processes               <ul style="list-style-type: none"> <li>○ <i>Sharing; Special Helper</i></li> </ul> </li> </ul>	<p><b>Reflect on ability to connect and engage with others through storytelling</b></p> <ul style="list-style-type: none"> <li>• Use and experiment with oral storytelling processes               <ul style="list-style-type: none"> <li>○ <i>Story-telling</i></li> </ul> </li> </ul>
Thinking	<p><b>Reflect on ability to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Use language to identify, create, and share ideas, feelings, opinions, and preferences               <ul style="list-style-type: none"> <li>○ <i>Journal; Centres; Share a story about their creation in centres or their artwork</i></li> </ul> </li> </ul>	<p><b>Reflect on ability to develop and build on ideas</b></p> <ul style="list-style-type: none"> <li>• Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences               <ul style="list-style-type: none"> <li>○ <i>Story-writing</i></li> </ul> </li> </ul> <p><b>Reflect on ability to explain/recount and reflect</b></p> <ul style="list-style-type: none"> <li>• Transform ideas and information to create original texts               <ul style="list-style-type: none"> <li>○ <i>Novel Study; Literature Circle</i></li> </ul> </li> </ul>
Personal and Social	<p><b>Reflect on ability to understand similarities and differences (value diversity)</b></p> <ul style="list-style-type: none"> <li>• Exchange ideas and perspectives to build shared understanding               <ul style="list-style-type: none"> <li>○ <i>Community members share stories</i></li> <li>○ <i>Recognize the importance of story in personal, family, and community identity</i></li> <li>○ <i>All About Me type activities</i> <ul style="list-style-type: none"> <li>▪ <i>I am</i></li> <li>▪ <i>I like</i></li> <li>▪ <i>I would like to improve</i></li> </ul> </li> <li>○ <i>Character Traits - Picture Books</i> <ul style="list-style-type: none"> <li>▪ <i>What makes the character unique?</i></li> <li>▪ <i>What makes me unique?</i></li> </ul> </li> </ul> </li> </ul>	<p><b>Reflect on ability to value diversity</b></p> <ul style="list-style-type: none"> <li>• Exchange ideas and viewpoints to build shared understanding and extend thinking               <ul style="list-style-type: none"> <li>○ <i>i.e. Share stories from various backgrounds and experiences</i></li> </ul> </li> </ul> <p><b>Reflect on ability to understand relationships</b></p> <ul style="list-style-type: none"> <li>• Construct meaningful personal connections between self, text, and world               <ul style="list-style-type: none"> <li>○ <i>Community members share stories</i></li> <li>○ <i>Students share stories of significance from their heritage/family backgrounds</i></li> <li>○ <i>Character Traits - Picture Books/Novels</i> <ul style="list-style-type: none"> <li>▪ <i>What attributes does the character have?</i></li> <li>▪ <i>What attributes do I have that make me unique?</i></li> <li>▪ <i>Describe how others would know that you have these attributes?</i></li> </ul> </li> </ul> </li> </ul>



**MATHEMATICS**

CC	Primary	Intermediate
<b>Communication</b>	<p><b>Reflect on their ability to explain/recount and reflect</b></p> <ul style="list-style-type: none"> <li>• Communicate mathematical thinking in many ways               <ul style="list-style-type: none"> <li>○ <i>i.e. Number Concepts</i></li> </ul> </li> </ul> <p><b>Reflect on their ability to interpret and present information</b></p> <ul style="list-style-type: none"> <li>• Represent mathematical ideas in concrete, pictorial, and symbolic forms               <ul style="list-style-type: none"> <li>○ <i>i.e. Shapes, Concrete or pictorial graphs (such as the weather chart)</i></li> </ul> </li> </ul>	<p><b>Reflect on their ability to explain/recount and reflect</b></p> <ul style="list-style-type: none"> <li>• Communicate mathematical thinking in many ways               <ul style="list-style-type: none"> <li>○ <i>i.e. Fractions</i></li> </ul> </li> </ul> <p><b>Reflect on their ability to acquire, interpret, and present information</b></p> <ul style="list-style-type: none"> <li>• Represent mathematical ideas in concrete, pictorial, and symbolic forms               <ul style="list-style-type: none"> <li>○ <i>i.e. Data Collection &amp; Graphing</i></li> </ul> </li> </ul>
<b>Thinking</b>	<p><b>Reflect on their ability to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving               <ul style="list-style-type: none"> <li>○ <i>i.e. Patterns</i></li> </ul> </li> </ul>	<p><b>Reflect on their ability to develop and design</b></p> <ul style="list-style-type: none"> <li>• Develop and use multiple strategies to engage in problem solving               <ul style="list-style-type: none"> <li>○ <i>i.e. Word Problems</i></li> </ul> </li> </ul>
<b>Personal and Social</b>	<p><b>Reflect on their ability to make personal choices</b></p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to each other and to other areas and personal interests               <ul style="list-style-type: none"> <li>○ <i>i.e. Financial Literacy</i></li> </ul> </li> </ul>	<p><b>Reflect on their ability to make personal choices</b></p> <ul style="list-style-type: none"> <li>• Explain and justify mathematical ideas and decisions               <ul style="list-style-type: none"> <li>○ <i>i.e. Financial Literacy</i></li> </ul> </li> </ul>



PHYSICAL AND HEALTH EDUCATION		
CC	Primary	Intermediate
Communication	<p><b>Reflect on ability to connect and engage with others</b></p> <ul style="list-style-type: none"> <li>Develop and demonstrate respectful behaviour when participating in activities with others               <ul style="list-style-type: none"> <li><i>i.e. Safety during activities in gym or outside</i></li> </ul> </li> </ul>	<p><b>Reflect on ability to acquire, interpret, and present information</b></p> <ul style="list-style-type: none"> <li>Develop and assess strategies for responding to discrimination, stereotyping, and bullying               <ul style="list-style-type: none"> <li><i>i.e. Presentations for Pink Shirt Day, anti-bullying skits</i></li> </ul> </li> </ul>
Thinking	<p><b>Reflect on ability to identify and develop ideas</b></p> <ul style="list-style-type: none"> <li>Identify and describe a variety of unsafe and/or uncomfortable situations               <ul style="list-style-type: none"> <li><i>i.e. Care Program</i></li> </ul> </li> </ul>	<p><b>Reflect on ability to develop, analyze, and design</b></p> <ul style="list-style-type: none"> <li>Assess and communicate health information for various health issues</li> <li>Investigate and analyze influences on eating habits               <ul style="list-style-type: none"> <li><i>i.e. Create a pamphlet or presentation on health issues</i></li> </ul> </li> </ul>
Personal and Social	<p><b>Reflect on personal awareness towards well-being and ability to self-regulate</b></p> <ul style="list-style-type: none"> <li>Identify personal skills, interests, and preferences</li> <li>Identify and describe feelings and worries               <ul style="list-style-type: none"> <li><i>i.e. Zones of Regulation, Second Step</i></li> </ul> </li> </ul>	<p><b>Reflect on personal awareness towards well-being and ability to self-regulate</b></p> <ul style="list-style-type: none"> <li>Describe and assess strategies for promoting mental well-being, for self and others               <ul style="list-style-type: none"> <li><i>i.e. Zones of Regulation, Mindfulness</i></li> </ul> </li> </ul>





**SCIENCE**

CC	Primary	Intermediate
Communication	<p><b>Reflect on ability to explain/recount and reflect</b></p> <ul style="list-style-type: none"> <li>• Observe objects and events in familiar contexts</li> <li>• Experience and interpret the local environment</li> <li>• Share observations and ideas orally               <ul style="list-style-type: none"> <li>○ <i>i.e. Nature walk to observe the local plants and animals</i></li> </ul> </li> </ul>	<p><b>Reflect on ability to collaborate to plan, carry out, and review</b></p> <ul style="list-style-type: none"> <li>• Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified               <ul style="list-style-type: none"> <li>○ <i>i.e. Design an experiment using the scientific method to test if a solution is an acid or base</i></li> </ul> </li> </ul>
Thinking	<p><b>Reflect on ability to question and investigate</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions about familiar objects and events               <ul style="list-style-type: none"> <li>○ <i>i.e. Investigate the effects of pushes/pulls on movement (Will the ball bounce, roll, or slide on this surface?)</i></li> </ul> </li> </ul>	<p><b>Reflect on ability to question and investigate</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest               <ul style="list-style-type: none"> <li>○ <i>i.e. Inquire into how a well-balanced healthy lifestyle can be lived with connections to the body systems</i></li> </ul> </li> </ul>
Personal and Social	<p><b>Reflect on ability to understand contributions to the community and caring for the environment</b></p> <ul style="list-style-type: none"> <li>• Express and reflect on personal experiences of place               <ul style="list-style-type: none"> <li>○ <i>i.e. Explore local First Peoples uses of plants and animals and/or First Peoples knowledge of seasonal changes</i></li> </ul> </li> </ul>	<p><b>Reflect on ability to understand contributions to the community and caring for the environment</b></p> <ul style="list-style-type: none"> <li>• Contribute to care for self, others, community, and world through personal or collaborative approaches               <ul style="list-style-type: none"> <li>○ <i>i.e. Inquire into the evidence of climate change over geological time and the recent impacts of humans</i></li> </ul> </li> </ul>



**SOCIALS**

CC	Primary	Intermediate
<b>Communication</b>	<p><b>Reflect on their ability to acquire and present information</b></p> <ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather ideas; and communicate findings               <ul style="list-style-type: none"> <li>○ <i>i.e. Share the rights, roles, and responsibilities of individuals (interview parent/guardian or a member of community about their role and present information to class)</i></li> </ul> </li> </ul>	<p><b>Reflect on their ability to acquire, interpret, and present information</b></p> <ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to - ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions               <ul style="list-style-type: none"> <li>○ <i>i.e. Create a presentation on the comparison of selected technologies from selected ancient cultures in terms of materials, purpose, and impact on society and daily life</i></li> </ul> </li> </ul>
<b>Thinking</b>	<p><b>Reflect on their ability to generate ideas</b></p> <ul style="list-style-type: none"> <li>• Explain the significance of personal or local events, objects, people, or places (significance)               <ul style="list-style-type: none"> <li>○ <i>i.e. Share personal and family history and traditions; make connections of common traditions amongst peers</i></li> </ul> </li> </ul>	<p><b>Reflect on their ability to analyze and critique</b></p> <ul style="list-style-type: none"> <li>• Assess the significance of people, places, events, or developments at particular times and places (significance)               <ul style="list-style-type: none"> <li>○ <i>i.e. Analyze the features and characteristics of civilizations and factors that lead to their rise and fall</i></li> </ul> </li> </ul>
<b>Personal and Social</b>	<p><b>Reflect on their ability to value similarities and differences (value diversity)</b></p> <ul style="list-style-type: none"> <li>• Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)               <ul style="list-style-type: none"> <li>○ <i>i.e. Explore ways in which individuals and families differ and are the same</i></li> </ul> </li> </ul>	<p><b>Reflect on their ability to value diversity</b></p> <ul style="list-style-type: none"> <li>• Explain different perspectives on past people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)               <ul style="list-style-type: none"> <li>○ <i>i.e. Compare various social roles within a selected ancient culture in terms of daily life and how people met their basic needs</i></li> </ul> </li> </ul>