

Subject	Grade Level	Curriculum Organizer	Sub Organizer	Learning Outcomes	Term 1	Term 2	Term 3
Math (2007)	1	Number		A1 say the number sequence, 0 to 100, by: *1s forward and backward between any two given numbers; *2s to 20, forward starting at 0; *5s and 10s to 100, forward starting at 0 [C, CN, V, ME]			
Math (2007)	1	Number		A2 recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots [C, CN, ME, V]			
Math (2007)	1	Number		A3 demonstrate an understanding of counting by: *indicating that the last number said identifies "how many"; *showing that any set has only one count; *using the counting on strategy; *using parts or equal groups to count sets [C, CN, ME, R, V]			
Math (2007)	1	Number		A4 represent and describe numbers to 20 concretely, pictorially, and symbolically [C, CN, V]			
Math (2007)	1	Number		A5 compare sets containing up to 20 elements to solve problems using: *referents; *one-to-one correspondence [C, CN, ME, PS, R, V]			
Math (2007)	1	Number		A6 estimate quantities to 20 by using referents [C, ME, PS, R, V]			
Math (2007)	1	Number		A7 demonstrate, concretely and pictorially, how a given number can be represented by a variety of			
Math (2007)	1	Number		equal groups with and without singles [C, R, V]			
Math (2007)	1	Number		A8 identify the number, up to 20, that is one more, two more, one less, and two less than a given			
Math (2007)	1	Number		number. [C, CN, ME, R, V]			
Math (2007)	1	Number		A9 demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially, and symbolically by using familiar and mathematical language to describe additive and subtractive actions from their experience creating and solving problems in context that involve addition and subtraction modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically [C, CN, ME, PS, R, V]			
Math (2007)	1	Number		A10 describe and use mental mathematics strategies (memorization not intended), such as: *counting on and counting back; *making 10; *doubles; *using addition to subtract; to determine the basic addition facts to 18 and related subtraction facts [C, CN, ME, PS, R, V]			
Math (2007)	1	Patterns and Relations	Patterns	B1 demonstrate an understanding of repeating patterns (two to four elements) by: *describing; *reproducing; *extending; *creating; patterns using manipulatives, diagrams, sounds, and actions [C, PS, R, V]			

Math (2007)	1	Patterns and Relations	Patterns	B2 translate repeating patterns from one representation to another [C, R, V]			
Math (2007)	1	Patterns and Relations	Variables and Equations	B3 describe equality as a balance and inequality as an imbalance, concretely, and pictorially (0 to 20) [C, CN, R, V]			
Math (2007)	1	Patterns and Relations	Variables and Equations	B4 record equalities using the equal symbol [C, CN, PS, V]			
Math (2007)	1	Shape and Space	Measurement	C1 demonstrate an understanding of measurement as a process of comparing by: *identifying attributes that can be compared; *ordering objects; *making statements of comparison; *filling, covering, or matching [C, CN, PS, R, V]			
Math (2007)	1	Shape and Space	3-D Object and 2-D Shapes	C2 sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule [C, CN, R, V]			
Math (2007)	1	Shape and Space	3-D Object and 2-D Shapes	C3 replicate composite 2-D shapes and 3-D objects [CN, PS, V]			
Math (2007)	1	Shape and Space	3-D Object and 2-D Shapes	C4 compare 2-D shapes to parts of 3-D objects in the environment [C, CN, V]			
Dance	1	Exploring and Creating		move expressively to a variety of sounds and music			
Dance	1	Exploring and Creating		create movement sequences based on patterns, characters, and other themes and topics			
Dance	1	Exploring and Creating		demonstrate an understanding that there are several phases to a creative process, including explorations, selection, combination, refinement, and reflection			
Dance	1	Elements (skills and strategies)		move safely in both personal and general space during dance activities			
Dance	1	Elements (skills and strategies)		move using a variety of levels, pathways, dynamics and directions, using a variety of body shapes			
Dance	1	Elements (skills and strategies)		move in time to a steady beat in phrases of a variety lengths			
Dance	1	Context		demonstrate an awareness of a variety of dances that exists			
Dance	1	Presenting and Performing		demonstrate a willingness to perform dance			
Dance	1	Presenting and Performing		demonstrate appropriate performance skills in dance settings			
Drama	1	Exploring and Creating		use imagination and exploration to create drama			
Drama	1	Exploring and Creating		demonstrate engagement in drama activities			
Drama	1	Exploring and Creating		demonstrate cooperation in drama activities			
Drama	1	Exploring and Creating		reflect on classroom drama experiences			
Drama	1	Elements (skills and strategies)		use voice to express a range of ideas and feelings			

Drama	1	Elements (skills and strategies)		use movement and their bodies to express a range of ideas, feelings and actions			
Drama	1	Elements (skills and strategies)		represent ideas and feelings through a variety of drama forms			
Drama	1	Elements (skills and strategies)		participate safely in drama activities			
Drama	1	Context		participate in drama from a variety of contexts			
Drama	1	Presenting and Performing		participate in and share drama			
Drama	1	Presenting and Performing		describe their responses to a drama work			
Music	1	Exploring and Creating		sing and play classroom repertoire			
Music	1	Exploring and Creating		represent personal thoughts, images, and feelings experienced in classroom repertoire			
Music	1	Exploring and Creating		create sounds to accompany stories, nursery rhymes, or songs			
Music	1	Elements (skills and strategies)		respond to beat in music			
Music	1	Elements (skills and strategies)		Demonstrate an awareness of rhythmic and melodic phrases in classroom repertoire			
Music	1	Elements (skills and strategies)		perform rhythmic patterns from classroom repertoire			
Music	1	Elements (skills and strategies)		sing short melodies			
Music	1	Elements (skills and strategies)		identify elements of tempo, dynamics, articulation and timbre in classroom repertoire			
Music	1	Elements (skills and strategies)		demonstrate appropriate use of classroom instruments			
Music	1	Context		participate in music activities from a variety of historical, cultural, and social contexts			
Music	1	Presenting and Performing		demonstrate appropriate performance skills in music settings			
Music	1	Presenting and Performing		describe their responses to music work			
Visual Arts	1	Creative Processes		use a variety of image sources to create images			
Visual Arts	1	Creative Processes		create images: - using the image-development strategy of repetition - that feature colour, line, or shape - that use the principle of pattern			
Visual Arts	1	Creative Processes		experiment with a variety of materials, technologies, and processes to make images			

Visual Arts	1	Creative Processes		create 2-D and 3-D images - for a given purpose - of personal significance - that represent time - to communicate experience and moods - in response to objects and other images they have experienced			
Visual Arts	1	Skills and Strategies		describe and apply - the visual elements of colour, shape, line, and texture - the principle of pattern - the image-development strategy of repetition			
Visual Arts	1	Skills and Strategies		describe and apply a variety of materials, technologies, and processes to create images			
Visual Arts	1	Skills and Strategies		demonstrate awareness of safety and environmental considerations for the use of materials, technologies, and processes			
Visual Arts	1	Context		describe various purposes of visual arts			
Visual Arts	1	Exhibition and Response		identify personal preferences for artworks			
Visual Arts	1	Exhibition and Response		display individual and group artworks			
LA (2006)	1	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A1 use speaking and listening to interact with others for the purposes of: – contributing to a class goal; – exchanging ideas on a topic; – making connections; – completing tasks; – engaging in play			
LA (2006)	1	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A2 use speaking to explore, express, and present ideas, information, and feelings, by: – generally staying on topic; – using descriptive words about people, places, things, and events; – telling or retelling stories and experiences in a logical sequence; – sharing connections made			
LA (2006)	1	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A3 listen for a variety of purposes and demonstrate comprehension, by: – retelling or restating; – following two-step instructions; – asking questions for clarification and understanding; – sharing connections made			
LA (2006)	1	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A4 use strategies when interacting with others, including: – making and sharing connections; – asking questions for clarification and understanding; – taking turns as speaker and listener			
LA (2006)	1	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A5 use strategies when expressing and presenting ideas, information, and feelings, including: – accessing prior knowledge; – organizing thinking by following a simple framework; – predicting some things the audience needs to know			
LA (2006)	1	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A6 use strategies when listening to make and clarify meaning, including: – preparing for listening; – focusing on the speaker; – asking questions; – recalling ideas			
LA (2006)	1	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A7 demonstrate enhanced vocabulary knowledge and usage			

LA (2006)	1	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A8 engage in speaking and listening activities to develop a deeper understanding of texts (e.g., presenting a personal collection, listening to the telling of a story from an oral tradition)			
LA (2006)	1	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A9 use speaking and listening in group activities (including creative exploration and play) to develop thinking by identifying relationships and acquiring new ideas			
LA (2006)	1	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A10 reflect on their speaking and listening to identify their strengths and to discuss attributes of good speakers and listeners			
LA (2006)	1	Oral Language (Speaking and Listening)	Features (Oral Language)	A11 use the features of oral language to convey and derive meaning, including using most words correctly and expressing ideas clearly			
LA (2006)	1	Oral Language (Speaking and Listening)	Features (Oral Language)				
LA (2006)	1	Oral Language (Speaking and Listening)	Features (Oral Language)	A12 demonstrate phonological awareness, by: – identifying and creating rhyming words; – identifying and creating alliteration; – segmenting the flow of speech into separate words; – using sound segmenting and sound blending of syllables and phonemes in words			
LA (2006)	1	Reading and Viewing	Purposes (Reading and Viewing)	B1 read and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)			
LA (2006)	1	Reading and Viewing	Purposes (Reading and Viewing)	B2 read and demonstrate comprehension of grade-appropriate information texts			
LA (2006)	1	Reading and Viewing	Purposes (Reading and Viewing)	B3 read and reread just-right texts independently for 10 to 15 minutes daily for enjoyment and to improve fluency and comprehension			
LA (2006)	1	Reading and Viewing	Purposes (Reading and Viewing)	B4 view and demonstrate understanding that visual texts are sources of information			
LA (2006)	1	Reading and Viewing	Strategies (Reading and Viewing)	B5 use strategies before reading and viewing, including: – accessing prior knowledge to make connections; – making predictions; – asking questions; – setting a purpose			
LA (2006)	1	Reading and Viewing	Strategies (Reading and Viewing)	B6 use some comprehension and word-decoding strategies during reading and viewing to construct, monitor, and confirm meaning, including: – predicting and making connections; – visualizing; – figuring out unknown words; – self-monitoring and self-correcting; – retelling			
LA (2006)	1	Reading and Viewing	Strategies (Reading and Viewing)	B7 use strategies after reading and viewing to confirm and extend meaning, including: – rereading or “re-viewing”; – discussing with others; – retelling; – sketching; – writing a response			
LA (2006)	1	Reading and Viewing	Thinking (Reading and Viewing)	B8 respond to selections they read or view, by: – expressing an opinion supported with a reason; – making text-to-self, text-to-text, and text-to-world connections			
LA (2006)	1	Reading and Viewing	Thinking (Reading and Viewing)	B9 read and view to expand knowledge, by: – predicting and connecting; – comparing and inferring; – inquiring and explaining			
LA (2006)	1	Reading and Viewing	Thinking (Reading and Viewing)	B10 reflect on their reading and viewing to identify their strengths and to discuss attributes of good readers and viewers			

LA (2006)	1	Reading and Viewing	Features (Reading and Viewing)	B11 recognize and derive meaning from the structures and features of texts, including: – concepts about print and concepts about books; – elements of stories (e.g., beginning, middle, end; character, setting, events); – ‘text features’; – the vocabulary needed to talk about texts (e.g., book, author, title, illustrator, pictures)			
LA (2006)	1	Reading and Viewing	Features (Reading and Viewing)	B12 recognize and fluently identify all alphabetic letters and their associated sounds, and recognize word patterns and some high-frequency words			
LA (2006)	1	Writing and Representing	Purposes (Writing and Representing)	C1 create straightforward personal writing and representations that express simple ideas, feelings, likes, and dislikes, featuring: – ideas represented through words, sentences, and images that connect to a topic; – developing sentence fluency by using simple sentences that relate to each other; – developing word choice by attempting to use descriptive words and interesting details; – developing voice by showing some evidence of individuality; – an organization that follows a form or text presented or modelled by the teacher, such as a list, card, or letter			
LA (2006)	1	Writing and Representing	Purposes (Writing and Representing)	C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge, featuring: – ideas represented through words, sentences, and images that connect to a topic; – developing sentence fluency by using simple sentences, patterns, labels, and captions; – developing word choice by beginning to use content-specific vocabulary and some detail; – developing voice by showing how they think and feel about a topic; – an organization that follows a form modelled by the teacher, such as a list, web, chart, cluster, or other graphic organizer			
LA (2006)	1	Writing and Representing	Purposes (Writing and Representing)	C3 create imaginative writing and representations, often modelled on those they have read, heard, or viewed, featuring: – ideas represented through sentences and images that generally connect to a topic; – developing sentence fluency by using simple sentences, dialogue, phrases, and poetic language; – developing word choice by attempting to use new and descriptive words; – developing voice by showing some evidence of individuality; – an organization that generally follows a form presented or modelled by the teacher; stories include a beginning, middle, and end			
LA (2006)	1	Writing and Representing	Strategies (Writing and Representing)	C4 use strategies before writing and representing, including: – setting a purpose; – identifying an audience; – participating in developing class-generated criteria; – generating, selecting, and organizing ideas from home and/or school experiences			
LA (2006)	1	Writing and Representing	Strategies (Writing and Representing)	C5 use strategies during writing and representing to express thoughts in written and visual form (e.g., looking at picture books and student writing samples as models)			
LA (2006)	1	Writing and Representing	Strategies (Writing and Representing)	C6 use a strategy after writing and representing to improve their work (e.g., sharing their written work and representations, checking for completeness, adding details)			

LA (2006)	1	Writing and Representing	Thinking (Writing and Representing)	C7 use writing and representing to express personal responses and likes or dislikes about experiences or texts			
LA (2006)	1	Writing and Representing	Thinking (Writing and Representing)	C8 use writing and representing to extend their thinking			
LA (2006)	1	Writing and Representing	Thinking (Writing and Representing)	C9 reflect on their writing and representing to identify their strengths and to discuss attributes of good writers and representers			
LA (2006)	1	Writing and Representing	Features (Writing and Representing)	C10 use some features and conventions of language to express meaning in their writing and representing, including: – complete simple sentences; – “s” to form plural of familiar words; – capital letters at the beginning of people’s names and of sentences, and capitalize the pronoun “I”; – a period to mark the end of a sentence; – words from their oral language vocabulary as well as less familiar words from class-displayed lists; – knowledge of consonant and short vowel sounds to spell phonically regular one-syllable words; – spelling phonically irregular high-frequency words from memory; – attempting to spell unknown words through phonic knowledge and skills and visual memory; – legible printing from left to right of all uppercase and lowercase letters; – appropriate spacing between letters and between words			
PE (2006)	1	Active Living	Knowledge	A1 describe benefits of regular participation in physical activity (e.g., it’s fun, it’s good for their bodies, it provides opportunities to make new friends)			
PE (2006)	1	Active Living	Knowledge				
PE (2006)	1	Active Living	Knowledge	A2 identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands)			
PE (2006)	1	Active Living	Knowledge				
PE (2006)	1	Active Living	Knowledge	A3 identify choices they can make to be more physically active			
PE (2006)	1	Active Living	Knowledge	A4 describe the importance of choosing healthy food as fuel for physical activity			
PE (2006)	1	Active Living	Knowledge	A5 identify physical activities they feel they do well			
PE (2006)	1	Active Living	Participation	A6 participate daily (e.g., five times a week) in moderate to vigorous physical activities			
PE (2006)	1	Movement Skills		B1 move through general space while maintaining control (e.g., walking in a circle in the same direction)			
PE (2006)	1	Movement Skills		B2 change level of body position while maintaining control (e.g., high, medium, low)			
PE (2006)	1	Movement Skills		B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following: skip; gallop or slide; two-foot stop			
PE (2006)	1	Movement Skills		B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: kick a stationary object; strike a stationary object with an implement; two-handed catch with trapping against body			
PE (2006)	1	Safety, Fair Play, and Leadership		C1 describe why safety guidelines for physical activity are important			

PE (2006)	1	Safety, Fair Play, and Leadership		C2 respond appropriately to instructions and safety guidelines when participating in physical activity			
PE (2006)	1	Safety, Fair Play, and Leadership		C3 work co-operatively with others during physical activity (e.g., taking turns, encouraging others)			
HCEK (2006)	1	GOALS AND DECISIONS		A1 identify reasons for setting goals (e.g., helps to identify steps, helps to focus on achievement, helps to identify personal accomplishments)			
HCEK (2006)	1	GOALS AND DECISIONS		A2 identify sources of support for children while at school and in the community (e.g., teachers, elders, block parents, police officers)			
HCEK (2006)	1	CAREER DEVELOPMENT		B1 describe their personal skills and interests (e.g., things they are good at, things they like to do, things they've learned)			
HCEK (2006)	1	CAREER DEVELOPMENT		B2 describe a variety of jobs and responsibilities they have at home and at school			
HCEK (2006)	1	HEALTH	Healthy Living	C1 identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices			
HCEK (2006)	1	HEALTH	Healthy Living	C2 identify practices that help prevent the spread of communicable diseases and conditions (e.g., washing hands, covering sneezes, not sharing personal items)			
HCEK (2006)	1	HEALTH	Healthy Relationships	C3 identify ways families provide support and nurturing for growth and development (e.g., encouragement, advice, affection, sharing)			
HCEK (2006)	1	HEALTH	Healthy Relationships	C4 demonstrate an understanding of appropriate and inappropriate ways to express feelings (e.g., appropriate – using “I feel” statements; inappropriate – name-calling, hitting)			
HCEK (2006)	1	HEALTH	Healthy Relationships	C5 differentiate between positive and negative behaviours in friendships (e.g., positive – sharing, listening; negative – teasing, excluding)			
HCEK (2006)	1	HEALTH	Healthy Relationships	C6 describe strategies for dealing with common interpersonal conflicts (e.g., taking turns, going to an adult or third party for help)			
HCEK (2006)	1	HEALTH	Safety and Injury Prevention	C7 use appropriate terminology to identify female and male private body parts			
HCEK (2006)	1	HEALTH	Safety and Injury Prevention	C8 differentiate between appropriate and inappropriate ways of being touched (e.g., appropriate – touches that feel welcome and safe, medical checkups; inappropriate – touches that hurt, touches to private parts)			
HCEK (2006)	1	HEALTH	Safety and Injury Prevention	C9 identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including: *saying “no” or “stop”; *calling out for help and getting away if possible; *telling a trusted adult and continuing to tell until someone listens and takes action; *not keeping a secret about the situation even if someone asks you to			
HCEK (2006)	1	HEALTH	Safety and Injury Prevention	C10 describe guidelines for safety in the home, at school, on the road, and in the community			
HCEK (2006)	1	HEALTH	Safety and Injury Prevention	C11 demonstrate an ability to access emergency services, including calling 911 and giving relevant information (e.g., name, location, and nature of problem)			
HCEK (2006)	1	HEALTH	Substance Misuse Prevention	C12 demonstrate an understanding of the concept of unsafe substances (e.g., any unknown substance, any substance from an unknown person, any substance used for other than its intended purpose)			

Math (2007)	2	Number		A1 say the number sequence from 0 to 100 by: 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5, and 10 respectively; 10s using starting points from 1 to 9; 2s starting from 1 [C, CN, ME, R]			
Math (2007)	2	Number		A2 demonstrate if a number (up to 100) is even or odd [C, CN, PS, R]			
Math (2007)	2	Number		A3 describe order or relative position using ordinal numbers (up to tenth) [C, CN, R]			
Math (2007)	2	Number		A4 represent and describe numbers to 100, concretely, pictorially, and symbolically [C, CN, V]			
Math (2007)	2	Number		A5 compare and order numbers up to 100 [C, CN, R, V]			
Math (2007)	2	Number		A6 estimate quantities to 100 using referents [C, ME, PS, R]			
Math (2007)	2	Number		A7 illustrate, concretely and pictorially, the meaning of place value for numerals to 100 [C, CN, R, V]			
Math (2007)	2	Number		A8 demonstrate and explain the effect of adding zero to or subtracting zero from any number [C, R]			
Math (2007)	2	Number		A9 demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by: using personal strategies for adding and subtracting with and without the support of manipulatives; creating and solving problems that involve addition and subtraction; explaining that the order in which numbers are added does not affect the sum; explaining that the order in which numbers are subtracted may affect the difference [C, CN, ME, PS, R, V]			
Math (2007)	2	Number		A10 apply mental mathematics strategies, such as: using doubles; making 10; one more, one less; two more, two less; building on a known double; addition for subtraction; to determine basic addition facts to 18 and related subtraction facts [C, CN, ME, R, V]			
Math (2007)	2	Patterns and Relations	Patterns	B1 demonstrate an understanding of repeating patterns (three to five elements) by: describing; extending; comparing; creating patterns using manipulatives, diagrams, sounds, and actions. [C, CN, PS, R, V]			
Math (2007)	2	Patterns and Relations	Patterns	B2 demonstrate an understanding of increasing patterns by: describing; reproducing; extending; creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 100) [C, CN, PS, R, V]			
Math (2007)	2	Patterns and Relations	Variables and Equations	B3 demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100) [C, CN, R, V]			
Math (2007)	2	Patterns and Relations	Variables and Equations	B4 record equalities and inequalities symbolically using the equal symbol or the not equal symbol [C, CN, R, V]			
Math (2007)	2	Shape and Space	Measurement	C1 relate the number of days to a week and the number of months to a year in a problem-solving context [C, CN, PS, R]			
Math (2007)	2	Shape and Space	Measurement	C2 relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight) [C, CN, ME, R, V]			

Math (2007)	2	Shape and Space	Measurement	C3 compare and order objects by length, height, distance around, and mass (weight) using non-standard units, and make statements of comparison [C, CN, ME, R, V]			
Math (2007)	2	Shape and Space	Measurement	C4 measure length to the nearest non-standard unit by: using multiple copies of a unit; using a single copy of a unit (iteration process) [C, ME, R, V]			
Math (2007)	2	Shape and Space	Measurement	C5 demonstrate that changing the orientation of an object does not alter the measurements of its attributes [C, R, V]			
Math (2007)	2	Shape and Space	3-D Objects and 2-D Shapes	C6 sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule [C, CN, R, V]			
Math (2007)	2	Shape and Space	3-D Objects and 2-D Shapes	C7 describe, compare, and construct 3-D objects, including: cubes; spheres; cones; cylinders; pyramids [C, CN, R, V]			
Math (2007)	2	Shape and Space	3-D Objects and 2-D Shapes	C8 describe, compare, and construct 2-D shapes, including: triangles; squares; rectangles; circles [C, CN, R, V]			
Math (2007)	2	Shape and Space	3-D Objects and 2-D Shapes	C9 identify 2-D shapes as parts of 3-D objects in the environment [C, CN, R, V]			
Math (2007)	2	Statistics & Probability	Data Analysis	D1 gather and record data about self and others to answer questions [C, CN, PS, V]			
Math (2007)	2	Statistics & Probability	Data Analysis	D2 construct and interpret concrete graphs and pictographs to solve problems [C, CN, PS, R, V]			
Dance	2	Exploring and Creating		move expressively to a variety of sounds and music			
Dance	2	Exploring and Creating		create movement sequences based on patterns, characters, and other themes and stories			
Dance	2	Exploring and Creating		identify each phase of the creative process			
Dance	2	Elements (skills and strategies)		move safely in both personal and general space during dance activities			
Dance	2	Elements (skills and strategies)		move using a variety of levels, pathways, dynamics and directions, using a variety of body shapes			
Dance	2	Elements (skills and strategies)		move in time to a variety of rhythms, metres, and tempi			
Dance	2	Context		identify similarities and differences among dancers			
Dance	2	Context		describe a variety of reasons people dance			
Dance	2	Presenting and Performing		demonstrate a willingness to rehearse and perform dance			
Dance	2	Presenting and Performing		demonstrate appropriate performance skills in a range of dance settings			
Drama	2	Exploring and Creating		share ideas that can be used in a drama work			
Drama	2	Exploring and Creating		use imagination and exploration to create drama			
Drama	2	Exploring and Creating		demonstrate cooperative efforts in drama work			

Drama	2	Exploring and Creating		reflect on drama experiences			
Drama	2	Elements (skills and strategies)		use voice to express a range of ideas and feelings while working in role			
Drama	2	Elements (skills and strategies)		use movement and their bodies to express a range of ideas and feelings while working in role			
Drama	2	Elements (skills and strategies)		use a variety of drama forms to represent ideas and feelings			
Drama	2	Elements (skills and strategies)		participate safely in drama environments			
Drama	2	Context		identify a variety of purposes of drama			
Drama	2	Presenting and Performing		demonstrate the ability to present in role			
Drama	2	Presenting and Performing		respond to specific aspects of a drama work or performance			
Music	2	Exploring and Creating		sing and play classroom repertoire			
Music	2	Exploring and Creating		represent personal thoughts, images, and feelings experienced in classroom repertoire			
Music	2	Exploring and Creating		create sounds to accompany stories, nursery rhymes, or songs			
Music	2	Elements (skills and strategies)		perform rhythmic patterns and phrases from classroom repertoire			
Music	2	Elements (skills and strategies)		sing simple melodies			
Music	2	Elements (skills and strategies)		represent metre, rhythmic patterns, and melody			
Music	2	Elements (skills and strategies)		use tempo, dynamics, articulation and timbre in classroom repertoire			
Music	2	Elements (skills and strategies)		demonstrate appropriate use of classroom instruments			
Music	2	Context		participate in music activities from a variety of historical, cultural, social and personal contexts			
Music	2	Presenting and Performing		demonstrate appropriate performance skills in a range of music settings			
Music	2	Presenting and Performing		respond to specific aspects of a music work or performance			
Visual Arts	2	Creative Processes		use a variety of image sources to create images, including feelings, imagination, memory, and observation			
Visual Arts	2	Creative Processes		create images using the image-development strategies of simplification and abstraction			

Visual Arts	2	Creative Processes		create images featuring one or more visual elements and principles of design including - colour - line - shape - texture - pattern - symmetrical balance			
Visual Arts	2	Creative Processes		experiment with materials, technologies and processes to create particular effects			
Visual Arts	2	Creative Processes		create 2-D and 3-D images - to communicate experiences, moods, and stories - to illustrate and decorate - that represent a point in time - that represent specific places - based on events or issues topics in their school and community			
Visual Arts	2	Skills and Strategies		describe and apply image-development strategies including - simplification - abstraction			
Visual Arts	2	Skills and Strategies		describe and apply the use of specific elements and principles in images, including - colour - shape - line - pattern - symmetrical balance			
Visual Arts	2	Skills and Strategies		describe and apply a variety of materials, technologies, and processes to create images			
Visual Arts	2	Skills and Strategies		demonstrate safe and environmentally responsible use of materials, technologies, and processes			
Visual Arts	2	Context		describe a variety of reasons people make and use visual arts			
Visual Arts	2	Context		identify differences between original artworks and reproductions			
Visual Arts	2	Exhibition and Response		describe their response to artworks			
Visual Arts	2	Exhibition and Response		display individual and group artworks in a variety of ways			
LA (2006)	2	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A1 use speaking and listening to interact with others for the purposes of: – contributing to a class goal; – exchanging ideas on a topic; – making connections; – completing tasks; – engaging in play			
LA (2006)	2	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A2 use speaking to explore, express, and present ideas, information, and feelings, by: – staying on topic in a focussed discussion; – recounting experiences in a logical sequence; – retelling stories, including characters, setting, and plot; – reporting on a topic with a few supporting facts and details; – sharing connections made			

LA (2006)	2	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A3 listen attentively for a variety of purposes and demonstrate comprehension, by: – retelling or paraphrasing information shared orally; – following three- and four-step instructions; – asking for clarification and explanation; – sharing connections made			
LA (2006)	2	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A4 use strategies when interacting with others, including: – accessing prior knowledge; – making and sharing connections; – asking questions for clarification and understanding; – taking turns as speaker and listener			
LA (2006)	2	Oral Language (Speaking and Listening)		A5 use strategies when expressing and presenting ideas, information, and feelings, including: – accessing prior knowledge; – organizing thinking by following a framework or rehearsing; – clarifying and confirming meaning; – predicting what the audience needs to know for understanding; – adjusting volume and tone to the needs of the audience			
LA (2006)	2	Oral Language (Speaking and Listening)		A6 use strategies when listening to make and clarify meaning, including: – making a prediction; – focussing on the speaker; – asking questions; – recalling main ideas			
LA (2006)	2	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A7 demonstrate enhanced vocabulary knowledge and usage			
LA (2006)	2	Oral Language (Speaking and Listening)		A8 engage in speaking and listening activities to develop a deeper understanding of texts (e.g., listening to the telling of a story from an oral tradition, listening to information text from science or social studies)			
LA (2006)	2	Oral Language (Speaking and Listening)		A9 use speaking and listening to develop thinking, by: – acquiring new ideas; – making connections; – inquiring; – comparing and contrasting; – summarizing			
LA (2006)	2	Oral Language (Speaking and Listening)		A10 reflect on and assess their speaking and listening, by: – referring to class-generated criteria; – setting a goal for improvement; – making a simple plan to work on their goal			
LA (2006)	2	Oral Language (Speaking and Listening)	Features (Oral Language)	A11 use the features of oral language to convey and derive meaning, including: – text structure; – grammar and usage; – enunciation; – receptive listening posture			
LA (2006)	2	Oral Language (Speaking and Listening)		A12 recognize the structures and patterns of language in oral texts, including: – word families; – root words; – rhyme; – structural sequencing cues			
LA (2006)	2	Reading and Viewing	Purposes (Reading and Viewing)	B1 read fluently and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)			
LA (2006)	2	Reading and Viewing	Purposes (Reading and Viewing)	B2 read fluently and demonstrate comprehension of grade-appropriate information texts			
LA (2006)	2	Reading and Viewing	Purposes (Reading and Viewing)	B3 read and reread just-right texts independently for 15 to 20 minutes daily for enjoyment and to increase fluency and comprehension			
LA (2006)	2	Reading and Viewing	Purposes (Reading and Viewing)	B4 view and demonstrate comprehension of visual texts (e.g., signs, illustrations, diagrams)			
LA (2006)	2	Reading and Viewing	Strategies (Reading and Viewing)	B5 use strategies before reading and viewing, including: – accessing prior knowledge to make connections; – making predictions; – asking questions; – setting a purpose			

LA (2006)	2	Reading and Viewing	Strategies (Reading and Viewing)	B6 use strategies during reading and viewing to construct, monitor, and confirm meaning, including: – predicting and making connections; – visualizing; – figuring out unknown words; – self-monitoring and self-correcting; – retelling and beginning to summarize			
LA (2006)	2	Reading and Viewing	Strategies (Reading and Viewing)	B7 use strategies after reading and viewing to confirm and extend meaning, including: – rereading or “re-viewing”; – discussing with others; – retelling and beginning to summarize; – sketching; – writing a response			
LA (2006)	2	Reading and Viewing	Thinking (Reading and Viewing)	B8 respond to selections they read or view, by: – expressing an opinion supported with reasons; – making text-to-self, text-to-text, and text-to-world connections			
LA (2006)	2	Reading and Viewing	Thinking (Reading and Viewing)	B9 read and view to expand knowledge, by: – predicting and connecting; – comparing and inferring; – inquiring and generalizing			
LA (2006)	2	Reading and Viewing	Thinking (Reading and Viewing)	B10 reflect on and assess their reading and viewing, by: – referring to class-generated criteria; – setting a goal for improvement; – making a simple plan to work on their goal			
LA (2006)	2	Reading and Viewing	Features (Reading and Viewing)	B11 recognize and derive meaning from the structures and features of texts, including: – concepts about print and concepts about books; – elements of stories (e.g., character, setting, problem, solution); – ‘text features’; – the vocabulary associated with texts (e.g., pictures, headings, table of contents, key facts)			
LA (2006)	2	Reading and Viewing	Features (Reading and Viewing)	B12 use knowledge of word patterns, word families, and letter-sound relationships to decode unknown words and recognize an increasing number of high-frequency words			
LA (2006)	2	Writing and Representing	Purposes (Writing and Representing)	C1 create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes, featuring: – ideas developed through the use of relevant details that connect to a topic; – sentence fluency using some variety in sentence length and pattern; – developing word choice by using some varied and descriptive language; – developing voice by showing some evidence of individuality; – a logical organization			
LA (2006)	2	Writing and Representing	Purposes (Writing and Representing)	C2 create informational writing and representations about non-complex topics and procedures, featuring: – ideas beginning to be developed through the use of relevant details; – sentence fluency using some variety of sentence length and an emerging variety in pattern; – developing word choice by using some content-specific vocabulary and details; – developing voice by showing how they think and feel about a topic; – an organization that includes a beginning that signals a topic and ideas that are generally logically sequenced			

LA (2006)	2	Writing and Representing	Purposes (Writing and Representing)	C3 create imaginative writing and representations, sometimes based on models they have read, heard, or viewed, featuring: – ideas developed through the use of details that enhance the topic or mood; – sentence fluency using sentence variety, dialogue, phrases, and poetic language; – developing word choice by using some varied descriptive and sensory language; – developing voice by showing some evidence of individuality; – an organization that includes a well-developed beginning and logically ordered, imaginative ideas or details			
LA (2006)	2	Writing and Representing	Strategies (Writing and Representing)	C4 use strategies before writing and representing, including: – setting a purpose; – identifying an audience; – participating in developing class-generated criteria; – generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics			
LA (2006)	2	Writing and Representing	Strategies (Writing and Representing)	C5 use strategies during writing and representing to express thoughts, including: – referring to class-generated criteria; – referring to word banks; – examining models of literature/visuals; – revising and editing			
LA (2006)	2	Writing and Representing	Strategies (Writing and Representing)	C6 use strategies after writing and representing to improve their work, including: – checking their work against established criteria; – revising to enhance a writing trait (e.g., ideas, sentence fluency, word choice, voice, organization); – editing for conventions (e.g., capitals, punctuation, spelling)			
LA (2006)	2	Writing and Representing	Thinking (Writing and Representing)	C7 use writing and representing to express personal responses and opinions about experiences or texts			
LA (2006)	2	Writing and Representing	Thinking (Writing and Representing)	C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms (e.g., comic strip, poem, skit, graphic organizer)			
LA (2006)	2	Writing and Representing	Thinking (Writing and Representing)	C9 reflect on and assess their writing and representing, by: – referring to class-generated criteria; – setting a goal for improvement; – making a simple plan to work on their goal			
LA (2006)	2	Writing and Representing	Features (Writing and Representing)	C10 use some features and conventions of language to express meaning in their writing and representing, including: – complete simple sentences, and begin to use compound sentences; – some paragraph divisions; – generally correct noun-pronoun and subject-verb agreement; – past and present tenses; – capital letters at the beginning of proper nouns and sentences; – periods, question marks, or exclamation marks at the end of sentences; – commas to separate items in a series; – words from their oral vocabulary, personal word list, and class lists; – spelling words of more than one syllable, high-frequency irregular words, and regular plurals by applying phonic knowledge and skills and visual memory; – attempting to spell unfamiliar words by applying phonic knowledge and skills and visual memory; – conventional Canadian spelling of common words; – letters printed legibly, consistent in shape and size, with appropriate spacing between letters and words			

PE (2006)	2	Active Living	Knowledge	A1 describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it increases overall health, it's a way to make new friends)			
PE (2006)	2	Active Living	Knowledge	A2 describe physical responses that take place in the body during physical activity (e.g., increased heart rate, breathing becomes more rapid, muscles feel tired)			
PE (2006)	2	Active Living	Knowledge	A3 describe the importance of food, water, and sleep as fuel for physical activity			
PE (2006)	2	Active Living	Knowledge	A4 identify physical abilities they would like to develop			
PE (2006)	2	Active Living	Participation	A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities			
PE (2006)	2	Movement Skills		B1 move through general space, incorporating directional changes			
PE (2006)	2	Movement Skills		B2 demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following: rock and sway; swing; step turn			
PE (2006)	2	Movement Skills		B3 demonstrate proper ready position for locomotor movement skills			
PE (2006)	2	Movement Skills		B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: one-handed throw underhand; two-handed catch without trapping against body			
PE (2006)	2	Safety, Fair Play and Leadership		C1 demonstrate safe behaviours when participating in physical activity (e.g., listening to and following directions, staying within activity boundaries, participating in appropriate warmup activities, making sure the activity space is free of obstacles)			
PE (2006)	2	Safety, Fair Play and Leadership		C2 follow established procedures and directions when participating in physical activity			
PE (2006)	2	Safety, Fair Play and Leadership		C3 demonstrate respect for others during physical activity (e.g., respecting varying ability levels, taking turns, giving encouragement)			
HCEK (2006)	2	GOALS AND DECISIONS		A1 identify the steps needed to achieve a goal (e.g., identify a goal, identify actions needed to reach the goal, identify what successful goal achievement would look like)			
HCEK (2006)	2	GOALS AND DECISIONS		A2 identify opportunities to make decisions (e.g., healthy eating choices, recess activities)			
HCEK (2006)	2	CAREER DEVELOPMENT		B1 describe ways of categorizing jobs (e.g., indoor/outdoor, paid/unpaid, necessary skills)			
HCEK (2006)	2	CAREER DEVELOPMENT		B2 identify effective work habits (e.g., staying on task, being prepared, co-operating with others)			
HCEK (2006)	2	HEALTH	Healthy Living	C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships)			
HCEK (2006)	2	HEALTH	Healthy Living	C2 identify healthy eating practices as described in Canada's Food Guide to Healthy Eating			
HCEK (2006)	2	HEALTH	Healthy Living	C3 describe practices that help to prevent the spread of communicable diseases (e.g., hand washing, covering mouth when coughing, resting when sick, staying away from others when sick)			

HCEK (2006)	2	HEALTH	Healthy Relationships	C4 describe appropriate strategies for communicating effectively with others (e.g., active listening, willingness to express feelings)			
HCEK (2006)	2	HEALTH	Healthy Relationships	C5 identify positive ways to initiate and maintain healthy friendships			
HCEK (2006)	2	HEALTH	Safety and Injury Prevention	C6 demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including: *using a strong voice to say “no,” “stop,” “I don’t like this”; *calling out for help and getting away if possible; *telling a trusted adult, keep telling a trusted adult until you get help; *not giving out personal information without your parents’ knowledge and permission			
HCEK (2006)	2	HEALTH	Safety and Injury Prevention	C7 describe appropriate ways to avoid or respond to hazardous and high-risk situations in the home, at school, on the road, and in the community			
HCEK (2006)	2	HEALTH	Substance Misuse Prevention	C8 describe the potential harm associated with various unsafe substances (e.g., illness, burns)			
HCEK (2006)	2	HEALTH	Substance Misuse Prevention	C9 demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., say no and move away, refuse to go along with ideas you aren’t sure of, tell a trusted adult if a confusing situation arises)			
Math (2007)	3	Number		A1 say the number sequence forward and backward from 0 to 1000 by: 5s, 10s or 100s using any starting point; 3s using starting points that are multiples of 3; 4s using starting points that are multiples of 4; 25s using starting points that are multiples of 25 [C, CN, ME]			
Math (2007)	3	Number		A2 represent and describe numbers to 1000, concretely, pictorially, and symbolically [C, CN, V]			
Math (2007)	3	Number		A3 compare and order numbers to 1000 [CN, R, V]			
Math (2007)	3	Number		A4 estimate quantities less than 1000 using referents [ME, PS, R, V]			
Math (2007)	3	Number		A5 illustrate, concretely and pictorially, the meaning of place value for numerals to 1000 [C, CN, R, V]			
Math (2007)	3	Number		A6 describe and apply mental mathematics strategies for adding two 2-digit numerals, such as: adding from left to right; taking one addend to the nearest multiple of ten and then compensating; using doubles [C, ME, PS, R, V]			
Math (2007)	3	Number		A7 describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as: taking the subtrahend to the nearest multiple of ten and then compensating; thinking of addition; using doubles [C, ME, PS, R, V]			
Math (2007)	3	Number		A8 apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem solving context [C, ME, PS, R]			
Math (2007)	3	Number					

Math (2007)	3	Number		A9 demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals) by: using personal strategies for adding and subtracting with and without the support of manipulatives; creating and solving problems in contexts that involve addition and subtraction of numbers concretely, pictorially, and symbolically [C, CN, ME, PS, R]			
Math (2007)	3	Number		A10 apply mental mathematics strategies and number properties, such as: using doubles; making 10; using the commutative property; using the property of zero; thinking addition for subtraction to recall basic addition facts to 18 and related subtraction facts [C, CN, ME, R, V]			
Math (2007)	3	Number		A11 demonstrate an understanding of multiplication to 5×5 by: representing and explaining multiplication using equal grouping and arrays; creating and solving problems in context that involve multiplication; modelling multiplication using concrete and visual representations, and recording the process; symbolically; relating multiplication to repeated addition; relating multiplication to division [C, CN, PS, R]			
Math (2007)	3	Number		A12 demonstrate an understanding of division by: representing and explaining division using equal sharing and equal grouping; creating and solving problems in context that involve equal sharing and equal grouping; modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically; relating division to repeated subtraction; relating division to multiplication (limited to division related to multiplication facts up to 5×5) [C, CN, PS, R]			
Math (2007)	3	Number		A13 demonstrate an understanding of fractions by: explaining that a fraction represents a part of a whole; describing situations in which fractions are used; comparing fractions of the same whole with like denominators [C, CN, ME, R, V]			
Math (2007)	3	Patterns and Relations	Patterns	B1 demonstrate an understanding of increasing patterns by: describing; extending; comparing; creating patterns; using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]			
Math (2007)	3	Patterns and Relations	Patterns	B2 demonstrate an understanding of decreasing patterns by: describing; extending; comparing; creating; patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]			
Math (2007)	3	Patterns and Relations	Variables and Equations	B3 solve one-step addition and subtraction equations involving symbols representing an unknown number [C, CN, PS, R, V]			
Math (2007)	3	Shape and Space	Measurement	C1 relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years) [CN, ME, R]			
Math (2007)	3	Shape and Space	Measurement	C2 relate the number of seconds to a minute, the number of minutes to an hour, and the number of days to a month in a problem-solving context [C, CN, PS, R, V]			

Math (2007)	3	Shape and Space	Measurement	C3 demonstrate an understanding of measuring length (cm, m) by: selecting and justifying referents for the units cm and m; modelling and describing the relationship between the units cm and m; estimating length using referents; measuring and recording length, width, and height [C, CN, ME, PS, R, V]			
Math (2007)	3	Shape and Space	Measurement	C4 demonstrate an understanding of measuring mass (g, kg) by: selecting and justifying referents for the units g and kg; modelling and describing the relationship between the units g and kg; estimating mass using referents; measuring and recording mass [C, CN, ME, PS, R, V]			
Math (2007)	3	Shape and Space	Measurement	C5 demonstrate an understanding of perimeter of regular and irregular shapes by: estimating perimeter using referents for centimetre or metre; measuring and recording perimeter (cm, m); constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter [C, ME, PS, R, V]			
Math (2007)	3	Shape and Space	3-D Objects and 2-D Shapes	C6 describe 3-D objects according to the shape of the faces, and the number of edges and vertices [C, CN, PS, R, V]			
Math (2007)	3	Shape and Space	3-D Objects and 2-D Shapes	C7 sort regular and irregular polygons, including: triangles; quadrilaterals; pentagons; hexagons; octagons; according to the number of sides [C, CN, R, V]			
Math (2007)	3	Statistics & Probability	Data Analysis	D1 collect first-hand data and organize it using: tally marks; line plots; charts; lists; to answer questions [C, CN, V]			
Math (2007)	3	Statistics & Probability	Data Analysis	D2 construct, label and interpret bar graphs to solve problems [PS, R, V]			
Dance	3	Exploring and Creating		move expressively to a variety of sounds and music			
Dance	3	Exploring and Creating		create movement sequences based on patterns, characters, themes, and stories			
Dance	3	Exploring and Creating		demonstrate deliberate use of the creative process (exploration, selection, combinations, refinement, reflection) when creating dances			
Dance	3	Elements (skills and strategies)		move safely in both personal and general space during dance activities			
Dance	3	Elements (skills and strategies)		move using a variety of levels, pathways, dynamics and directions, using a variety of range shapes			
Dance	3	Elements (skills and strategies)		move in time to a variety of rhythms, metres, and tempi			
Dance	3	Context		compare similarities and differences among dances			
Dance	3	Context		describe a variety of reasons people dance			
Dance	3	Presenting and Performing		demonstrate a willingness to rehearse and perform dance			
Dance	3	Presenting and Performing		demonstrating appropriate performance skills in a range of dance settings			
Drama	3	Exploring and Creating		use imagination, exploration and reflection to create a variety of drama works			

Drama	3	Exploring and Creating		demonstrate collaboration skills in drama explorations			
Drama	3	Elements (skills and strategies)		use voice to convey intended ideas or feelings			
Drama	3	Elements (skills and strategies)		use movement and their bodies to convey intended ideas or feelings			
Drama	3	Elements (skills and strategies)		participate in a variety of drama forms			
Drama	3	Elements (skills and strategies)		participate safely in drama activities			
Drama	3	Context		identify ideas expressed in drama work from a variety of contexts			
Drama	3	Context		identify opportunities for participation in drama			
Drama	3	Presenting and Performing		demonstrate the ability to actively engage in drama presentations			
Drama	3	Presenting and Performing		identify aspects of a drama presentation that evoke a response			
Music	3	Exploring and Creating		sing and play classroom repertoire			
Music	3	Exploring and Creating		represent personal thoughts, images, and feelings experienced in classroom repertoire			
Music	3	Exploring and Creating		create music to interpret poems, stories, and songs			
Music	3	Elements (skills and strategies)		perform rhythmic patterns from classroom repertoire			
Music	3	Elements (skills and strategies)		sing and/or play from aural sources			
Music	3	Elements (skills and strategies)		sing simple melodies			
Music	3	Elements (skills and strategies)		represent metre, rhythmic patterns, and melody			
Music	3	Elements (skills and strategies)		perform elements of tempo, dynamics, and articulation in classroom repertoire			
Music	3	Elements (skills and strategies)		demonstrate appropriate use of classroom instruments			
Music	3	Context		participate in music activities from a variety of historical, cultural, social, and personal contexts			
Music	3	Presenting and Performing		demonstrate appropriate performance skills in a range of music settings			
Music	3	Presenting and Performing		identify aspects of music presentations that evoke a response			
Visual Arts	3	Creative Processes		use a variety of image sources to create images, including feelings, imagination, memory, observation, and sensory experience			

Visual Arts	3	Creative Processes		create images using the image-development strategies of - fragmentation - multiplication - superimposition			
Visual Arts	3	Creative Processes		create images that show the use of the following visual elements and principles of design, alone and in combination, to produce a variety of effects - colour - shape - line - texture - pattern - radial balance			
Visual Arts	3	Creative Processes		experiment with materials, technologies and processes to create particular effects			
Visual Arts	3	Creative Processes		create 2-D and 3-D images - to communicate experiences, moods, and stories - to illustrate and decorate - that represent time as transformation			
Visual Arts	3	Skills and Strategies		describe and apply image-development strategies including - multiplication - superimposition - fragmentation			
Visual Arts	3	Skills and Strategies		describe and apply specific visual elements and principles of design in images and in natural and human-built environments, including - colour - shape - line - pattern - texture - radial balance			
Visual Arts	3	Skills and Strategies		describe and apply a variety of materials, technologies, and processes to create images			
Visual Arts	3	Skills and Strategies		demonstrate safe and environmentally responsible use of materials, technologies, and processes			
Visual Arts	3	Context		describe a variety of reasons people make and use visual arts			
Visual Arts	3	Context		identify differences between original artworks and reproductions			
Visual Arts	3	Exhibition and Response		describe their responses to 2-D and 3-D images created - to communicate experiences, moods, and stories - from observation, memory, and imagination - to illustrate and decorate			
Visual Arts	3	Exhibition and Response		suggest reasons for preferences in artworks			
Visual Arts	3	Exhibition and Response		display individual and group artworks in a variety of ways			

LA (2006)	3	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A1 use speaking and listening to interact with others for the purposes of: – contributing to a class goal; – sharing ideas and opinions; – making connections; – solving problems; – completing tasks			
LA (2006)	3	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A2 use speaking to explore, express, and present ideas, information, and feelings for different purposes, by: – staying on topic in a focussed discussion; ; – presenting a central idea with supporting details; – using specific and descriptive vocabulary; – sharing connections made			
LA (2006)	3	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A3 listen purposefully to understand ideas and information, by: – identifying the main ideas and supporting details; – generating questions; – visualizing and sharing			
LA (2006)	3	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A4 use a variety of strategies when interacting with others, including: – accessing prior knowledge; – making and sharing connections; – asking questions for clarification and understanding; – taking turns as speaker and listener			
LA (2006)	3	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A5 use a variety of strategies when expressing and presenting ideas, information, and feelings, including: – setting a purpose; – accessing prior knowledge; – generating ideas; – making and sharing connections; – asking questions to clarify and confirm meaning; – organizing information; – practising delivery; – self-monitoring and self-correcting in response to feedback			
LA (2006)	3	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A6 use a variety of strategies when listening to make and clarify meaning, including: – accessing prior knowledge; – making predictions about content before listening; – focussing on speaker; – listening for specifics; – asking questions; – recalling and summarizing; – visualizing; – monitoring comprehension			
LA (2006)	3	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A7 demonstrate enhanced vocabulary knowledge and usage			
LA (2006)	3	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A8 engage in speaking and listening activities to develop a deeper understanding of texts (e.g., creative responses to text)			
LA (2006)	3	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A9 use speaking and listening to extend thinking, by: – acquiring new ideas; – making connections; – inquiring; – comparing and contrasting; – summarizing			
LA (2006)	3	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A10 reflect on and assess their speaking and listening, by: – referring to class-generated criteria; – reflecting on and discussing peer and adult feedback; – setting goals and creating a plan for improvement; – taking steps toward achieving goals			
LA (2006)	3	Oral Language (Speaking and Listening)	Features (Oral Language)	A11 use the features of oral language to convey and derive meaning, including: – text structure; – sentence lengths and types; – transitions; – syntax (i.e., grammar and usage); – enunciation; – receptive listening posture			

LA (2006)	3	Oral Language (Speaking and Listening)	Features (Oral Language)	A12 recognize the structures and patterns of language in oral texts, including: – word families; – root words; – sound devices, such as rhyme, repetition, and alliteration; – structural sequencing cues; – idiomatic expressions			
LA (2006)	3	Reading and Viewing	Purposes (Reading and Viewing)	B1 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, such as: – stories from various Aboriginal and other cultures; – stories from a variety of genres (e.g., folktales, legends, adventure, humour, biographies, mysteries); – series and chapter books; – picture books; – poems			
LA (2006)	3	Reading and Viewing	Purposes (Reading and Viewing)	B2 read fluently and demonstrate comprehension of grade-appropriate information texts, such as: – non-fiction books; – textbooks and other instructional materials; – materials that contain simple diagrams, charts, or maps; – reports and articles from children’s magazines; – reference materials; – web sites designed for children; – instructions and procedures			
LA (2006)	3	Reading and Viewing	Purposes (Reading and Viewing)	B3 read and reread just-right texts independently for 20 minutes daily for enjoyment and to increase fluency and comprehension			
LA (2006)	3	Reading and Viewing	Purposes (Reading and Viewing)	B4 view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters)			
LA (2006)	3	Reading and Viewing	Strategies (Reading and Viewing)	B5 use a variety of strategies before reading and viewing, including: – accessing prior knowledge to make connections; – setting a purpose; – making predictions; – asking questions; – previewing texts			
LA (2006)	3	Reading and Viewing	Strategies (Reading and Viewing)	B6 use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including: – predicting; – making connections; – visualizing; – asking and answering questions; – using ‘text features’; – self-monitoring and self-correcting; – figuring out unknown words; – reading selectively; – summarizing			
LA (2006)	3	Reading and Viewing	Strategies (Reading and Viewing)	B7 use a variety of strategies after reading and viewing to confirm and extend meaning, including: – self-monitoring and self-correcting; – generating and responding to questions; – generating a response; – visualizing; – retelling and summarizing; – using ‘text features’ to locate information; – using graphic organizers to record information			
LA (2006)	3	Reading and Viewing	Thinking (Reading and Viewing)	B8 respond to selections they read or view, by: – expressing an opinion with some supporting evidence; – making text-to-self, text-to-text, and text-to-world connections; – giving reasons for choosing to read or view particular texts			
LA (2006)	3	Reading and Viewing	Thinking (Reading and Viewing)	B9 read and view to extend thinking, by: – predicting; – developing connections and explanations; – distinguishing between fact and fiction; – drawing conclusions			
LA (2006)	3	Reading and Viewing	Thinking (Reading and Viewing)	B10 reflect on and assess their reading and viewing, by: – referring to class-generated criteria; – setting goals and creating a plan for improvement; – taking steps toward achieving goals			

LA (2006)	3	Reading and Viewing	Features (Reading and Viewing)	B11 recognize and derive meaning from the structures and features of texts, including: – form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive); – literary elements (e.g., plot, conflict, theme, character, setting); – literary devices (e.g., imagery, simile, rhyme, rhythm, alliteration); – ‘text features’ (e.g., headings, diagrams, columns, sidebars)			
LA (2006)	3	Writing and Representing	Purposes (Writing and Representing)	C1 create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring: – ideas supported by related details; – sentence fluency using a variety of sentence lengths and patterns; – experimentation with word choice by using new and different words; – an emerging voice demonstrating a developing writing style; – an organization that is meaningful and logical			
LA (2006)	3	Writing and Representing	Purposes (Writing and Representing)	C2 create a variety of clear, easy-to-follow informational writing and representations, featuring: – ideas that are adequately developed through relevant details and explanations; – sentence fluency through a variety of correctly constructed sentences; – word choice by using some new and precise words including content-specific vocabulary; – a voice that demonstrates interest in and knowledge of the topic; – an organization that includes an introduction, and logically connected and sequenced details			
LA (2006)	3	Writing and Representing	Purposes (Writing and Representing)	C3 create a variety of imaginative writing and representations following patterns modelled from literature, featuring: – ideas developed through interesting sensory detail; – sentence fluency developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural; – experimentation with word choice by using new, unusual words and varied descriptive and sensory language; – an emerging voice demonstrating a developing writing style; – an organization that develops logically from an engaging opening through to a satisfying ending			
LA (2006)	3	Writing and Representing	Strategies (Writing and Representing)	C4 use a variety of strategies before writing and representing, including: – setting a purpose; – identifying an audience; – participating in developing class-generated criteria; – generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics			
LA (2006)	3	Writing and Representing	Strategies (Writing and Representing)	C5 use a variety of strategies during writing and representing to express thoughts, including: – referring to class-generated criteria; – referring to word banks; – examining models of literature/visuals; – using information from multiple sources; – consulting reference materials; – revising and editing			

LA (2006)	3	Writing and Representing	Strategies (Writing and Representing)	C6 use a variety of strategies after writing and representing to improve their work, including: – checking their work against established criteria; – revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization); – editing for conventions (e.g., capitals, punctuation, spelling)			
LA (2006)	3	Writing and Representing	Thinking (Writing and Representing)	C7 use writing and representing to express personal responses and opinions about experiences and texts			
LA (2006)	3	Writing and Representing	Thinking (Writing and Representing)	C8 use writing and representing to extend thinking, by: – developing explanations; – expressing an alternative viewpoint; – demonstrating new understandings			
LA (2006)	3	Writing and Representing	Thinking (Writing and Representing)	C9 reflect on and assess their writing and representing, by: – referring to class-generated criteria; – setting goals and creating a plan for improvement; – taking steps toward achieving goals			
LA (2006)	3	Writing and Representing	Features (Writing and Representing)	C10 use the features and conventions of language to express meaning in their writing and representing, including: – complete simple and compound sentences; – various sentence types (e.g., declarative, interrogative, imperative, exclamatory); – paragraphs, with some accuracy; – correct subject-verb agreement; – past and present tenses; – noun and pronoun agreement; – capitalization in titles of books and stories; – punctuation at the end of sentences; – apostrophes to form common contractions and to show possession; – commas in a series, dates, addresses, and locations; – new words from their oral language and reading experiences; – spelling phonically regular, three-syllable words, by applying phonic knowledge and skills and visual memory; – conventional Canadian spelling of familiar words, and spelling of unfamiliar words by applying generalizations to assist; – strategies for correctly spelling frequently misspelled words; – legible print, and begin to show proper alignment, shape, and slant of cursive writing; – spacing words and sentences consistently on a line and page			
PE (2006)	3	Active Living	Knowledge	A1 describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones			
PE (2006)	3	Active Living	Knowledge	A2 describe healthy nutritional choices for physical activity			
PE (2006)	3	Active Living	Knowledge	A3 identify choices people can make to be more active			
PE (2006)	3	Active Living	Knowledge	A4 identify the characteristics of athletes and physically active people they admire (e.g., other students in the school, family members, community role models, Olympic athletes)			
PE (2006)	3	Active Living	Participation	A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities			
PE (2006)	3	Movement Skills		B1 demonstrate an ability to balance in a variety of activities			
PE (2006)	3	Movement Skills		B2 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following: running jump; leap			

PE (2006)	3	Movement Skills		B3 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: pull or push an object; kick an object to a stationary target; trap an object with the foot; dribble an object with hands			
PE (2006)	3	Movement Skills		B4 perform selected non-locomotor and locomotor movement skills in sequence			
PE (2006)	3	Safety, Fair Play, and Leadership		C1 demonstrate safe behaviours while participating in a variety of physical activities			
PE (2006)	3	Safety, Fair Play, and Leadership		C2 demonstrate respect and encouragement for others during a variety of types of physical activity			
PE (2006)	3	Safety, Fair Play, and Leadership		C3 demonstrate leadership in physical activity (e.g., lead small groups, provide assistance with equipment set-up)			
HCEK (2006)	3	GOALS AND DECISIONS		A1 apply a goal-setting model to a short-term goal			
HCEK (2006)	3	GOALS AND DECISIONS		A2 identify sources of support for children in a variety of situations (e.g., parents, teachers, elders, library, bus drivers, block parents)			
HCEK (2006)	3	CAREER DEVELOPMENT		B1 describe the attributes of people they admire			
HCEK (2006)	3	CAREER DEVELOPMENT		B2 demonstrate an understanding of the benefits of developing effective work habits (e.g., developing good habits now will carry through to high school and adulthood)			
HCEK (2006)	3	HEALTH	Healthy Living	C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, talking to a trusted friend or adult when feeling sad or confused)			
HCEK (2006)	3	HEALTH	Healthy Living	C2 describe the importance of healthy eating and regular physical activity for a healthy lifestyle (e.g., to obtain the required nutrients needed for growth, to help prevent diseases)			
HCEK (2006)	3	HEALTH	Healthy Living	C3 describe practices that help to prevent the spread of communicable diseases (e.g., not touching infectious garbage, resting when sick, washing hands after sneezing or blowing nose)			
HCEK (2006)	3	HEALTH	Healthy Relationships	C4 describe skills for building and maintaining positive relationships (e.g., communication skills, interpersonal skills)			
HCEK (2006)	3	HEALTH	Healthy Relationships	C5 describe the nature and consequences of various forms of bullying behaviour, including the potential effects on those who are bullied and the potential consequences for students who bully			
HCEK (2006)	3	HEALTH	Safety and Injury Prevention	C6 demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including: *using a strong voice to say “no,” “stop,” “I don’t like this”; *calling out for help and getting away if possible; *telling a trusted adult until you get help; not giving out personal information (e.g., to strangers, on the Internet)			
HCEK (2006)	3	HEALTH	Safety and Injury Prevention	C7 describe why it is important to recognize and avoid potentially hazardous situations in the home, at school, on the road, and in the community			

HCEK (2006)	3	HEALTH	Substance Misuse Prevention	C8 describe the potential harm associated with various unsafe substances (e.g., unconsciousness, longterm health consequences)			
HCEK (2006)	3	HEALTH	Substance Misuse Prevention	C9 demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., following safety rules about not touching harmful or unknown substances, refusing to go along with dares, refusing any substance from an unknown person)			
Math (2007)	4	Number		A1 represent and describe whole numbers to 10 000, pictorially and symbolically [C, CN, V]			
Math (2007)	4	Number		A2 compare and order numbers to 10 000 [C, CN]			
Math (2007)	4	Number		A3 demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by: *using personal strategies for adding and subtracting; *estimating sums and differences; *solving problems involving addition and subtraction [C, CN, ME, PS, R]			
Math (2007)	4	Number		A4 explain the properties of 0 and 1 for multiplication, and the property of 1 for division [C, CN, R]			
Math (2007)	4	Number		A5 describe and apply mental mathematics strategies, such as: skip counting from a known fact; *using doubling or halving; *using doubling or halving and adding or subtracting one more group; *using patterns in the 9s facts; *using repeated doubling, to determine basic multiplication facts to 9x9 and related division facts [C, CN, ME, PS, R]			
Math (2007)	4	Number		A6 demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by: *using personal strategies for multiplication with and without concrete materials; *using arrays to represent multiplication; *connecting concrete representations to symbolic representations; *estimating products [C, CN, ME, PS, R, V]			
Math (2007)	4	Number		A7 demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by; *using personal strategies for dividing with and without concrete materials; *estimating quotients; *relating division to multiplication [C, CN, ME, PS, R, V]			
Math (2007)	4	Number		A8 demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to: *name and record fractions for the parts of a whole or a set; *compare and order fractions; *model and explain that for different wholes, two identical fractions may not represent the same quantity; *provide examples of where fractions are used [C, CN, PS, R, V]			
Math (2007)	4	Number		A9 describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically [C, CN, R, V]			
Math (2007)	4	Number		A10 relate decimals to fractions (to hundredths) [CN, R, V]			

Math (2007)	4	Number		A11 demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by: *using compatible numbers; *estimating sums and differences; *using mental math strategies to solve problems [C, ME, PS, R, V]			
Math (2007)	4	Patterns and Relations	Patterns	B1 identify and describe patterns found in tables and charts, including a multiplication chart [C, CN, PS, V]			
Math (2007)	4	Patterns and Relations	Patterns	B2 reproduce a pattern shown in a table or chart using concrete materials [C, CN, V]			
Math (2007)	4	Patterns and Relations	Patterns	B3 represent and describe patterns and relationships using charts and tables to solve problems [C, CN, PS, R, V]			
Math (2007)	4	Patterns and Relations	Patterns	B4 identify and explain mathematical relationships using charts and diagrams to solve problems [CN, PS, R, V]			
Math (2007)	4	Patterns and Relations	Variable and Equations	B5 express a given problem as an equation in which a symbol is used to represent an unknown number [CN, PS, R]			
Math (2007)	4	Patterns and Relations	Variable and Equations	B6 solve one-step equations involving a symbol to represent an unknown number [C, CN, PS, R, V]			
Math (2007)	4	Shape and Space	Measurement	C1 read and record time using digital and analog clocks, including 24-hour clocks [C, CN, V]			
Math (2007)	4	Shape and Space	Measurement	C2 read and record calendar dates in a variety of formats [C, V]			
Math (2007)	4	Shape and Space	Measurement	C3 demonstrate an understanding of area of regular and irregular 2-D shapes by: *recognizing that area is measured in square units; *selecting and justifying referents for the units cm ² or m ² ; *estimating area by using referents for cm ² or m ² ; *determining and recording area (cm ² or m ²); *constructing different rectangles for a given area (cm ² or m ²) in order to demonstrate that many different rectangles may have the same area [C, CN, ME, PS, R, V]			
Math (2007)	4	Shape and Space	3-D Objects and 2-D Shapes	C4 describe and construct rectangular and triangular prisms [C, CN, R, V]			
Math (2007)	4	Shape and Space	Transformations	C5 demonstrate an understanding of line symmetry by: *identifying symmetrical 2-D shapes; *creating symmetrical 2-D shapes; *drawing one or more lines of symmetry in a 2-D shape [C, CN, V]			
Math (2007)	4	Statistics and Probability	Data Analysis	D1 demonstrate an understanding of many-to-one correspondence [C, R, T, V]			
Math (2007)	4	Statistics and Probability	Data Analysis	D2 construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions [C, PS, R, V]			
Dance	4	Exploring and Creating		move in response to a variety of sounds, music, images, and feelings			
Dance	4	Exploring and Creating		create movement sequences based on choreographic forms			
Dance	4	Exploring and Creating		apply the creative process - with emphasis on exploring and selecting - to create dance compositions			
Dance	4	Elements (skills and strategies)		use the elements of movement in combination			

Dance	4	Elements (skills and strategies)		describe techniques associated with particular dance styles			
Dance	4	Elements (skills and strategies)		demonstrate the principles of movement - alignment, balance, flexibility, strength, and breathing - in dance			
Dance	4	Elements (skills and strategies)		identify ways in which health and safety affect dance			
Dance	4	Context		compare dances from a variety of historical and cultural contexts			
Dance	4	Context		research dance events and activities in the local community			
Dance	4	Presenting and Performing		rehearse dance for presentation			
Dance	4	Presenting and Performing		demonstrate performance skills appropriate to a given dance situation			
Dance	4	Presenting and Performing		apply established criteria to analyse their own and others' work			
Drama	4	Exploring and Creating		use drama strategies to express a variety of ideas and perspectives			
Drama	4	Exploring and Creating		demonstrate collaboration skills during drama			
Drama	4	Elements (skills and strategies)		use vocal and movement elements appropriate to various roles and contexts			
Drama	4	Elements (skills and strategies)		participate in a variety of drama forms			
Drama	4	Elements (skills and strategies)		participate safely in drama activities			
Drama	4	Context		describe how drama reflects a culture's beliefs and attitudes			
Drama	4	Context		demonstrate an awareness of local drama events and activities			
Drama	4	Presenting and Performing		demonstrate commitment in drama presentations			
Drama	4	Presenting and Performing		apply established criteria to reflect on their own and others' work			
Music	4	Exploring and Creating		apply elements of rhythm, melody, and expression through singing and playing of classroom repertoire			
Music	4	Exploring and Creating		explain thoughts, images, and feelings derived from a music experience			
Music	4	Exploring and Creating		apply elements of rhythm, melody, and expression in composition			
Music	4	Elements (skills and strategies)		sing and/or play rhythmic patterns from standard notation			
Music	4	Elements (skills and strategies)		sing and/or play from aural sources			
Music	4	Elements (skills and strategies)		sing or play melodies in unison and in simple textures			
Music	4	Elements (skills and strategies)		identify form in rhythmic and melodic structure			

Music	4	Elements (skills and strategies)		use standard or invented notations to represent melodic phrases and rhythmic patterns			
Music	4	Elements (skills and strategies)		demonstrate appropriate use of classroom instruments			
Music	4	Context		participate in music from diverse historical, cultural, and social contexts			
Music	4	Presenting and Performing		apply skills and attitudes appropriate to a range of music experiences, demonstrating: - performance skills - audience engagement - respect for the contributions of others			
Music	4	Presenting and Performing		apply established criteria to reflect on their own and others' work			
Visual Arts	4	Creative Processes		draft ideas for images using feelings, observation, memory, and imagination			
Visual Arts	4	Creative Processes		create images using a range of image-development strategies, including - serialization - stylization - animation			
Visual Arts	4	Creative Processes		create images that show the use of the following visual elements and principles of design, alone and in combination, to produce a variety of effects - form - contrast - emphasis			
Visual Arts	4	Creative Processes		use a range of materials, technologies, and processes alone and in combination to create images			
Visual Arts	4	Creative Processes		create 2-D and 3-D images - that express personal identity - that respond to or reflect aspects of art from a variety of historical and cultural contexts - to communicate ideas, experiences, and stories - to illustrate and decorate			
Visual Arts	4	Skills and Strategies		compare and apply various image-development strategies, including - animation - serialization - stylization			
Visual Arts	4	Skills and Strategies		compare and apply various visual elements and principles of design including - form - contrast - emphasis			
Visual Arts	4	Skills and Strategies		analyse and use a variety of materials, technologies, and processes to create images			
Visual Arts	4	Skills and Strategies		demonstrate safe and environmentally responsible use of materials, technologies, and processes			
Visual Arts	4	Context		describe a variety of reasons why people make and use visual arts			

Visual Arts	4	Context		identify distinctive styles of visual images from various historical, cultural, and social contexts			
Visual Arts	4	Context		demonstrate an awareness that there are ethical considerations involved in copying and appropriating images			
Visual Arts	4	Context		demonstrate an awareness that there are various types of artists in the community			
Visual Arts	4	Exhibition and Response		describe their response to 2-D and 3-D images - created to communicate ideas, experiences, and stories - created to illustrate and decorate - that show particular visual elements, principles of design, or image-development strategies			
Visual Arts	4	Exhibition and Response		interpret reasons for preferences in artworks			
Visual Arts	4	Exhibition and Response		demonstrate the ability to work co-operatively to develop a group display			
LA (2006)	4	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A1 use speaking and listening to interact with others for the purposes of: – contributing to a class goal; – sharing ideas and opinions; – making connections; – solving problems; – completing tasks; – improving and deepening comprehension;			
LA (2006)	4	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by: – staying on topic in a focussed discussion; – recounting experiences in a logical order; – using an effective introduction and conclusion; – using details or examples to enhance meaning; – explaining and supporting a viewpoint			
LA (2006)	4	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A3 listen purposefully to understand ideas and information, by: – summarizing main ideas and supporting details; – generating questions; – visualizing and sharing; – identifying opinions or viewpoints; – ignoring distractions			
LA (2006)	4	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A4 select and use strategies when interacting with others, including: – accessing prior knowledge; – making and sharing connections; – asking questions for clarification and understanding; – taking turns as speaker and listener; – paraphrasing to clarify meaning			
LA (2006)	4	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A5 select and use strategies when expressing and presenting ideas, information, and feelings, including: – setting a purpose; – accessing prior knowledge; – generating ideas; – making and sharing connections; – asking questions to clarify and confirm meaning; – organizing information; – practising delivery; – self-monitoring and self-correcting in response to feedback			
LA (2006)	4	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A6 select and use strategies when listening to make and clarify meaning, including: – accessing prior knowledge; – making predictions about content before listening; – focussing on the speaker; – listening for specifics; – generating questions; – recalling, summarizing, and synthesizing; – visualizing; – monitoring comprehension			

LA (2006)	4	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A7 demonstrate enhanced vocabulary knowledge and usage			
LA (2006)	4	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts			
LA (2006)	4	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A9 use speaking and listening to improve and extend thinking, by: – acquiring new ideas; – making connections and asking questions; – comparing and analysing ideas; – developing explanations; – considering alternative viewpoints; – investigating problems and creating solutions			
LA (2006)	4	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A10 reflect on and assess their speaking and listening, by: – referring to class-generated criteria; – reflecting on and discussing peer and adult feedback; – setting goals and creating a plan for improvement; – taking steps toward achieving goals			
LA (2006)	4	Oral Language (Speaking and Listening)	Features (Oral Language)	A11 use the features of oral language to convey and derive meaning, including: – text structure; – a variety of sentence lengths, structures, and types; – smooth transitions; – syntax (i.e., grammar and usage); – enunciation; – nonverbal communication; – receptive listening posture			
LA (2006)	4	Oral Language (Speaking and Listening)	Features (Oral Language)	A12 recognize the structures and patterns of language in oral texts, including: – sound devices; – root words; – word families; – structural sequencing cues; – idiomatic expressions			
LA (2006)	4	Reading and Viewing	Purposes (Reading and Viewing)	B1 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including: – stories from various Aboriginal and other cultures; – stories from a variety of genres (e.g., folktales, legends, autobiography, historical fiction); – poems that make obvious use of literary devices			
LA (2006)	4	Reading and Viewing	Purposes (Reading and Viewing)	B2 read fluently and demonstrate comprehension of grade-appropriate information texts, such as: – non-fiction books; – textbooks and other instructional materials; – materials that contain diagrams, charts, illustrations, or graphs; – reports and articles from newspapers and children’s magazines; – reference material; – web sites designed for children; – instructions and procedures			
LA (2006)	4	Reading and Viewing	Purposes (Reading and Viewing)	B3 read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension			
LA (2006)	4	Reading and Viewing	Purposes (Reading and Viewing)	B4 view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising)			
LA (2006)	4	Reading and Viewing	Strategies (Reading and Viewing)	B5 select and use strategies before reading and viewing to develop understanding of text, including: – setting a purpose and constructing personal goals; – accessing prior knowledge to make connections; – making predictions; – asking questions; – previewing texts			

LA (2006)	4	Reading and Viewing	Strategies (Reading and Viewing)	B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including: – predicting; – making connections; – visualizing; – asking and answering questions; – making inferences and drawing conclusions; – using ‘text features’; – self-monitoring and self-correcting; – figuring out unknown words; – reading selectively; – determining the importance of ideas/events; – visually representing texts; – summarizing and synthesizing			
LA (2006)	4	Reading and Viewing	Strategies (Reading and Viewing)	B7 select and use strategies after reading and viewing to confirm and extend meaning, including: – self-monitoring and self-correcting; – generating and responding to questions; – making inferences and drawing conclusions; – reflecting and responding; – visualizing; – using ‘text features’ to locate information; – using graphic organizers to record information; – summarizing and synthesizing			
LA (2006)	4	Reading and Viewing	Thinking (Reading and Viewing)	B8 respond to selections they read or view, by: – expressing an opinion with supporting evidence; – explaining connections (text-to-self, text-to-text, text-to-world); – discussing and giving reasons for their choice of favourite texts			
LA (2006)	4	Reading and Viewing	Thinking (Reading and Viewing)	B9 read and view to improve and extend thinking, by: – predicting and explaining; – visualizing; – distinguishing between fact and opinion; – analysing texts to consider alternatives; – drawing conclusions; – recognizing alternative viewpoints; – summarizing and synthesizing			
LA (2006)	4	Reading and Viewing	Thinking (Reading and Viewing)	B10 reflect on and assess their reading and viewing, by: – referring to class-generated criteria; – setting goals and creating a plan for improvement; – taking steps toward achieving goals			
LA (2006)	4	Reading and Viewing	Features (Reading and Viewing)	B11 explain how structures and features of text work to develop meaning, including: – form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive); – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars); – literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion); – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea); – literary devices (e.g., imagery, sensory detail, simile, metaphor); – idiomatic expressions			
LA (2006)	4	Writing and Representing	Purposes (Writing and Representing)	C1 write clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring: – clearly developed ideas using effective supporting details and explanations; – sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity; – experimentation with word choice by using new, different, more precise and powerful words; – an authentic voice demonstrating a developing writing style; – an organization that is meaningful, logical, and effective, and showcases a central idea or theme			

LA (2006)	4	Writing and Representing	Purposes (Writing and Representing)	C2 write a variety of clear informational writing for a range of purposes and audiences, featuring: – clearly developed ideas by using clear, focussed, useful, and interesting details and explanations; – sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity; – word choice by using some new and precise words including content-specific vocabulary; – a voice demonstrating an appreciation of, interest in, and knowledge of the topic; – an organization that includes an introduction that states the purpose, with easy to follow and logically sequenced details, and an ending that makes sense			
LA (2006)	4	Writing and Representing	Purposes (Writing and Representing)	C3 write a variety of imaginative writing modelled from literature, featuring: – well-developed ideas through the use of supporting details, especially interesting sensory detail; – sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity; – effective word choice by experimenting with new, more powerful and varied words, especially descriptive words; – a voice demonstrating some sense of individuality; – an organization that develops smoothly with a logical sequence, beginning with an engaging opening through to a satisfying ending			
LA (2006)	4	Writing and Representing	Purposes (Writing and Representing)	C4 create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring: – development of ideas through clear, focussed, and useful details; – connections to personal feelings, experiences, opinions, and information; – an expressive voice; – an organization in which key ideas are evident			
LA (2006)	4	Writing and Representing	Strategies (Writing and Representing)	C5 select and use strategies before writing and representing, including: – setting a purpose; – identifying an audience; – selecting a genre and form from samples provided; – developing class-generated criteria based on analysis of the form of writing or representing; – generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics			
LA (2006)	4	Writing and Representing	Strategies (Writing and Representing)	C6 select and use strategies during writing and representing to express and refine thoughts, including: – referring to class-generated criteria; – examining models of literature; – combining multiple sources of information; – consulting reference material; – considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency; – ongoing revising and editing			
LA (2006)	4	Writing and Representing	Strategies (Writing and Representing)	C7 select and use strategies after writing and representing to improve their work, including: – checking their work against established criteria; – reading aloud and listening for fluency; – revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization); – editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)			
LA (2006)	4	Writing and Representing	Thinking (Writing and Representing)	C8 use writing and representing to express personal responses and relevant opinions in response to experiences and texts			

LA (2006)	4	Writing and Representing	Thinking (Writing and Representing)	C9 use writing and representing to extend thinking, by: – developing explanations; – expressing alternative viewpoints; – creating new understandings			
LA (2006)	4	Writing and Representing	Thinking (Writing and Representing)	C10 reflect on and assess their writing and representing, by: – referring to class-generated criteria; – setting goals and creating a plan for improvement; – taking steps toward achieving goals			
LA (2006)	4	Writing and Representing	Features (Writing and Representing)	C11 use the features and conventions of language to express meaning in their writing and representing, including: – complete simple and compound sentences; – paragraphs to show the beginning of new ideas; – correct noun-pronoun agreement; – past, present, and future tenses; – capitalization to designate organizations and to indicate beginning of quotations; – commas after introductory words in sentences and when citing addresses; – capitalization and punctuation (e.g., commas, apostrophes, begin to use quotation marks and commas in dialogue); – spelling multi-syllable words by applying phonic knowledge and skills and visual memory; – conventional Canadian spelling for familiar and frequently used words; – spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus); – legible writing that demonstrates awareness of alignment, shape, and slant; – spacing words and sentences consistently on a line and page			
PE (2006)	4	Active Living	Knowledge	A1 describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends)			
PE (2006)	4	Active Living	Knowledge	A2 identify the major muscles of the body that are involved in physical activity			
PE (2006)	4	Active Living	Knowledge	A3 demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity)			
PE (2006)	4	Active Living	Knowledge	A4 describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development)			
PE (2006)	4	Active Living	Knowledge	A5 identify opportunities for physical activity in a variety of settings			
PE (2006)	4	Active Living	Participation	A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities			
PE (2006)	4	Movement Skills		B1 adjust speed, force, level, pathway, and direction in relation to people or moving objects			
PE (2006)	4	Movement Skills		B2 demonstrate proper technique to send and receive various objects with control, including but not limited to the following: one-handed catch underhand and overhand; strike a moving object with implement; strike an object with hand; one-handed throw overhand; dribble an object with feet			
PE (2006)	4	Movement Skills		B3 select non-locomotor, locomotor, and manipulative movements to create sequences			

PE (2006)	4	Safety, Fair Play, and Leadership		C1 demonstrate an ability to participate safely in specific physical activities			
PE (2006)	4	Safety, Fair Play, and Leadership		C2 describe fair play principles for participating in physical activity (e.g., respectful of differences, cooperative, accepting)			
PE (2006)	4	Safety, Fair Play, and Leadership		C3 demonstrate leadership in selected physical activities			
HCEK (2006)	4	GOALS AND DECISIONS		A1 identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)			
HCEK (2006)	4	CAREER DEVELOPMENT		B1 create an inventory of their own attributes, including skills, interests, and accomplishments			
HCEK (2006)	4	CAREER DEVELOPMENT		B2 demonstrate an understanding of the importance of developing effective work habits			
HCEK (2006)	4	HEALTH	Healthy Living	C1 describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)			
HCEK (2006)	4	HEALTH	Healthy Living	C2 describe choices they can make for healthy eating, based on Canada's Food Guide to Healthy Eating			
HCEK (2006)	4	HEALTH	Healthy Living	C3 describe the physical changes that occur during puberty (e.g., height, weight, muscle development, body shape, oily skin, body odour)			
HCEK (2006)	4	HEALTH	Healthy Living	C4 differentiate between communicable diseases and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person; non-communicable diseases cannot be "caught" from someone with the disease)			
HCEK (2006)	4	HEALTH	Healthy Relationships	C5 describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour)			
HCEK (2006)	4	HEALTH	Healthy Relationships	C6 demonstrate appropriate strategies for responding to bullying behaviour (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help)			
HCEK (2006)	4	HEALTH	Safety and Injury Prevention	C7 identify common lures or tricks used by potential abusers, face-to-face or on the Internet (e.g., offering special attention or compliments, saying they know your parents, using the Internet to get to know you)			
HCEK (2006)	4	HEALTH	Safety and Injury Prevention	C8 identify strategies for avoiding abusive or potentially abusive situations (e.g., knowing how to seek help, being prepared for lures or tricks, travelling in groups, withholding personal information)			
HCEK (2006)	4	HEALTH	Safety and Injury Prevention	C9 describe the potential risks for injury in a variety of settings, including on the road			
HCEK (2006)	4	HEALTH	Substance Misuse Prevention	C10 describe possible negative effects of substance misuse (e.g., altered judgment, reduced ability to recognize potentially risky situations, negative impact on emotional and physical health)			

HCEK (2006)	4	HEALTH	Substance Misuse Prevention	C11 propose strategies for preventing or avoiding substance misuse (e.g., developing refusal skills, avoiding high-risk situations, accessing accurate information)			
Math (2007)	5	Number		A4 apply mental mathematics strategies for multiplication, such as: *annexing then adding zero; *halving and doubling; *using the distributive property [C, ME, R]			
Math (2007)	5	Number		A5 demonstrate an understanding of multiplication (2-digit by 2-digit) to solve problems [C, CN, PS, V]			
Math (2007)	5	Number		A6 Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems [C, CN, PS]			
Math (2007)	5	Number		A7 demonstrate an understanding of fractions by using concrete and pictorial representations to: *create sets of equivalent fractions; *compare fractions with like and unlike denominators [C, CN, PS, R, V]			
Math (2007)	5	Number		A8 describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially, and symbolically [C, CN, R, V]			
Math (2007)	5	Number		A9 relate decimals to fractions (to thousandths) [CN, R, V]			
Math (2007)	5	Number		A10 compare and order decimals (to thousandths) by using: *benchmarks; *place value; *equivalent decimals [CN, R, V]			
Math (2007)	5	Number		A11 demonstrate an understanding of addition and subtraction of decimals (limited to thousandths) [C, CN, PS, R, V]			
Math (2007)	5	Patterns and Relations	Patterns	B1 determine the pattern rule to make predictions about subsequent elements [C, CN, PS, R, V]			
Math (2007)	5	Patterns and Relations	Variables and Equations	B2 solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions [C, CN, PS, R]			
Math (2007)	5	Shape and Space	Measurement	C1 design and construct different rectangles given either perimeter or area, or both (whole numbers) and draw conclusions [C, CN, PS, R, V]			
Math (2007)	5	Shape and Space	Measurement	C2 demonstrate an understanding of measuring length (mm) by: *selecting and justifying referents for the unit mm; *modelling and describing the relationship between mm and cm units, and between mm and m units [C, CN, ME, PS, R, V]			
Math (2007)	5	Shape and Space	Measurement	C3 demonstrate an understanding of volume by: *selecting and justifying referents for cm ³ or m ³ units; *estimating volume by using referents for cm ³ or m ³ ; *measuring and recording volume (cm ³ or m ³); *constructing rectangular prisms for a given volume [C, CN, ME, PS, R, V]			
Math (2007)	5	Shape and Space	Measurement	C4 demonstrate an understanding of capacity by: *describing the relationship between mL and L; *selecting and justifying referents for mL or L units; *estimating capacity by using referents for mL or L; *measuring and recording capacity (mL or L) [C, CN, ME, PS, R, V]			
Math (2007)	5	Shape and Space	3-D Objects and 2-D Shapes	C5 describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are: *parallel; *intersecting; *perpendicular; *vertical; *horizontal [C, CN, R, T, V]			

Math (2007)	5	Shape and Space		C6 identify and sort quadrilaterals, including: *rectangles; *squares; *trapezoids; *parallelograms; *rhombuses, according to their attributes [C, R, V]			
Math (2007)	5	Shape and Space	Transformations	C7 perform a single transformation (translation, rotation, or reflection) of a 2-D shape (with and without technology) and draw and describe the image [C, CN, T, V]			
Math (2007)	5	Shape and Space	Transformations	C8 identify a single transformation, including a translation, rotation, and reflection of 2-D shapes [C, T, V]			
Math (2007)	5	Statistics and Probability	Data Analysis	D1 differentiate between first-hand and second-hand data [C, R, T, V]			
Math (2007)	5	Statistics and Probability	Data Analysis	D2 construct and interpret double bar graphs to draw conclusions [C, PS, R, T, V]			
Math (2007)	5	Statistics and Probability	Chance and Uncertainty	D3 describe the likelihood of a single outcome occurring using words such as: *impossible; *possible; *certain [C, CN, PS, R]			
Math (2007)	5	Statistics and Probability	Chance and Uncertainty	D4 compare the likelihood of two possible outcomes occurring using words such as: *less likely; *equally likely; *more likely [C, CN, PS, R]			
Math (2007)	5	Number		A1 represent and describe whole numbers to 1 000 000 [C, CN, V, T]			
Math (2007)	5	Number		A2 use estimation strategies including: *front-end rounding; *compensation; *compatible numbers, in problem-solving contexts [C, CN, ME, PS, R, V]			
Math (2007)	5	Number		A3 apply mental mathematics strategies and number properties, such as: *skip counting from a known fact; *using doubling or halving; *using patterns in the 9s facts; *using repeated doubling or halving, to determine answers for basic multiplication facts to 81 and related division facts [C, CN, ME, R, V]			
FSL	5	Communicating		ask and respond to simple questions			
FSL	5	Communicating		identify greetings and expressions of politeness			
FSL	5	Communicating		communicate likes, dislikes, wants, and needs			
FSL	5	Communicating		respond to classroom instructions			
FSL	5	Acquiring Information		identify specific information from French-language resources to complete authentic tasks			
FSL	5	Acquiring Information		express acquired information in oral and visual forms			
FSL	5	Experiencing Creative Works		respond to creative works from the Francophone world			
FSL	5	Understanding Cultural Influences		identify elements of their own cultural backgrounds			
FSL	5	Understanding Cultural Influences		identify elements of Francophone culture in Canada			

Dance	5	Exploring and Creating		move in response to a variety of sounds, music, images, and feelings			
Dance	5	Exploring and Creating		create movement sequences based on choreographic forms			
Dance	5	Exploring and Creating		apply the creative process - with emphasis on selecting and combining - to create dance compositions			
Dance	5	Elements (skills and strategies)		use the elements of movement in combination			
Dance	5	Elements (skills and strategies)		compare techniques associated with particular dance styles			
Dance	5	Elements (skills and strategies)		demonstrate the principles of movement - alignment, balance, flexibility, strength, and breathing - in dance			
Dance	5	Elements (skills and strategies)		identify ways in which health and safety affect dance			
Dance	5	Context		identify distinguishing features of dances from a variety of historical, cultural contexts			
Dance	5	Context		identify personal opportunities for dance in the local community			
Dance	5	Presenting and Performing		rehearse dance for presentation			
Dance	5	Presenting and Performing		demonstrate performance skills appropriate to a given dance performance situation			
Dance	5	Presenting and Performing		apply established criteria to analyse their own and others' work			
Drama	5	Exploring and Creating		apply a range of drama strategies to express a variety of ideas and perspectives through drama work			
Drama	5	Exploring and Creating		demonstrate collaboration skills during drama			
Drama	5	Elements (skills and strategies)		use a variety of vocal and movement elements to communicate meaning			
Drama	5	Elements (skills and strategies)		participate in a variety of drama forms			
Drama	5	Elements (skills and strategies)		participate safely in drama activities			
Drama	5	Context		assess how drama can affect beliefs and attitudes			
Drama	5	Context		describe personal opportunities for drama in the local community			
Drama	5	Presenting and Performing		participate in drama presentations			
Drama	5	Presenting and Performing		apply established criteria to reflect on their own and others' work			
Music	5	Exploring and Creating		apply elements of rhythm, melody, and expression through singing and playing of classroom repertoire			
Music	5	Exploring and Creating		explain thoughts, images, and feelings derived from a music experience			

Music	5	Exploring and Creating		apply elements of rhythm, melody, and expression in composition			
Music	5	Elements (skills and strategies)		sing and/or play rhythmic patterns from standard notation			
Music	5	Elements (skills and strategies)		sing and/or play from aural sources			
Music	5	Elements (skills and strategies)		maintain a melodic or harmonic part in textures			
Music	5	Elements (skills and strategies)		describe form in rhythmic and melodic structure			
Music	5	Elements (skills and strategies)		use standard and/or invented notations to represent melodic phrases, rhythmic patterns, and elements of expression			
Music	5	Elements (skills and strategies)		demonstrate appropriate use of classroom instruments			
Music	5	Context		participate in music from diverse historical, cultural, and social contexts			
Music	5	Context		identify music opportunities in the local community			
Music	5	Presenting and Performing		apply skills and attitudes appropriate to a range of music experiences, demonstrating: - performance skills and etiquette - audience engagement - respect for the contributions of others			
Music	5	Presenting and Performing		apply established criteria to reflect on their own and others' work			
Visual Arts	5	Creative Processes		draft ideas for images using feelings, observation, memory, and imagination			
Visual Arts	5	Creative Processes		create images using the image-development strategies of rotation and reversal			
Visual Arts	5	Creative Processes		create images using particular visual elements and principles of design - including tone, value, and movement - to produce a variety of effects			
Visual Arts	5	Creative Processes		create images using a range of materials, technologies and processes			
Visual Arts	5	Creative Processes		create 2-D and 3-D images - to communicate ideas - that express personal identity - that reflect aspects of art from a variety of historical and cultural contexts			
Visual Arts	5	Skills and Strategies		analyse and apply image-development strategies, including rotation and reversal			
Visual Arts	5	Skills and Strategies		analyse and apply visual elements and principles of design, including - value - tone - movement			
Visual Arts	5	Skills and Strategies		analyse and apply a variety of materials, technologies, and processes to create images			
Visual Arts	5	Skills and Strategies		demonstrate safe and environmentally responsible use of materials, technologies, and processes			

Visual Arts	5	Context		compare the distinctive styles of artists and images from various cultures and historical periods			
Visual Arts	5	Context		describe ethical considerations involved in copying and appropriating images			
Visual Arts	5	Context		describe opportunities for visual arts in the local community			
Visual Arts	5	Exhibition and Response		describe their response to 2-D and 3-D images - created to communicate ideas, experiences, and stories - created to illustrate and decorate - that show the use of particular elements, principles, or image-development strategies			
Visual Arts	5	Exhibition and Response		interpret reasons for preferences in artworks			
Visual Arts	5	Exhibition and Response		collaborate to develop a group display for the school or community			
Dance	5	Elements of Movement		demonstrate the principles of movement in dance			
Visual Arts	5	Context	Creating/Communicating	demonstrate the ability to collaborate to develop a group display for the school or community			
LA (2006)	5	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A1 use speaking and listening to interact with others for the purposes of: – contributing to a class goal; – sharing and explaining ideas, viewpoints, and opinions (e.g., debating); – improving and deepening comprehension; – solving problems; – completing tasks			
LA (2006)	5	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by: – staying on topic in a focussed discussion; – recounting experiences in a logical order; – using an effective introduction and conclusion; – using effective details, evidence, or examples to enhance meaning; – explaining and supporting a viewpoint			
LA (2006)	5	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A3 listen purposefully to understand ideas and information, by: – summarizing and synthesizing main ideas and supporting details; – generating questions; – visualizing and sharing; – making inferences and drawing conclusions; – interpreting the speaker's verbal and nonverbal messages; – ignoring distractions			
LA (2006)	5	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A4 select and use strategies when interacting with others, including: – accessing prior knowledge; – making and sharing connections; – asking questions for clarification and understanding; – taking turns as speaker and listener; – paraphrasing to clarify			
LA (2006)	5	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A5 select and use strategies when expressing and presenting ideas, information, and feelings, including: – setting a purpose; – accessing prior knowledge; – generating ideas; – making and sharing connections; – asking questions to clarify and confirm meaning; – organizing information; – practising delivery; – self-monitoring and self-correcting in response to feedback			

LA (2006)	5	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A6 select and use strategies when listening to make and clarify meaning, including: – accessing prior knowledge; – making predictions about content before listening; – focussing on the speaker; – listening for specifics; – generating questions; – recalling, summarizing, and synthesizing; – drawing inferences and conclusions; – distinguishing between fact and opinion; – visualizing; – monitoring comprehension			
LA (2006)	5	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A7 demonstrate enhanced vocabulary knowledge and usage			
LA (2006)	5	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts			
LA (2006)	5	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A9 use speaking and listening to improve and extend thinking, by: – questioning and speculating; – acquiring new ideas; – analysing and evaluating ideas; – developing explanations; – considering alternative viewpoints; – problem solving			
LA (2006)	5	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A10 reflect on and assess their speaking and listening, by: – referring to class-generated criteria; – considering and incorporating peer and adult feedback; – setting goals and creating a plan for improvement; – taking steps toward achieving goals			
LA (2006)	5	Oral Language (Speaking and Listening)	Features (Oral Language)	A11 use the features of oral language to convey and derive meaning, including: – text structure; – a variety of sentence lengths, structures, and types; – smooth transitions; – syntax (i.e., grammar and usage); – enunciation; – nonverbal communication; – smooth transitions and connecting words; – syntax (i.e., grammar and usage); – diction; – nonverbal communication; – receptive listening posture			
LA (2006)	5	Oral Language (Speaking and Listening)	Features (Oral Language)	A12 recognize the structures and patterns of language in oral texts, including: – literary devices; – sound devices; – structural sequencing cues; – idiomatic expressions			
LA (2006)	5	Reading and Viewing	Purposes (Reading and Viewing)	B1 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including: – stories from various Aboriginal and other cultures; – literature from Canada and other countries; – stories from a variety of genres (e.g., myths, fantasy); – poems that make use of literary devices			
LA (2006)	5	Reading and Viewing	Purposes (Reading and Viewing)	B2 read fluently and demonstrate comprehension of grade-appropriate information texts, including: – non-fiction books; – textbooks and other instructional materials; – visual or graphic materials; – reports and articles from magazines; – newspapers; – reference material; – appropriate web sites; – instructions and procedures			
LA (2006)	5	Reading and Viewing	Purposes (Reading and Viewing)	B3 read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension			
LA (2006)	5	Reading and Viewing	Purposes (Reading and Viewing)	B4 view and demonstrate comprehension of visual texts (e.g., signs, cartoons, illustrations, newspapers, diagrams, posters, videos, advertising)			

LA (2006)	5	Reading and Viewing	Strategies (Reading and Viewing)	B5 select and use strategies before reading and viewing to develop understanding of text, including: – setting a purpose and considering personal reading; – accessing prior knowledge to make connections; – making predictions; – asking questions; – previewing texts			
LA (2006)	5	Reading and Viewing	Strategies (Reading and Viewing)	B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including: – predicting; – making connections; – visualizing; – asking and answering questions; – making inferences and drawing conclusions; – using ‘text features’; – self-monitoring and self-correcting; – figuring out unknown words; – reading selectively; – determining the importance of ideas/events; – summarizing and synthesizing			
LA (2006)	5	Reading and Viewing	Strategies (Reading and Viewing)	B7 select and use strategies after reading and viewing to confirm and extend meaning, including: – self-monitoring and self-correcting; – generating and responding to questions; – making inferences and drawing conclusions; – reflecting and responding; – visualizing; – using ‘text features’ to locate information; – using graphic organizers to record information; – summarizing and synthesizing			
LA (2006)	5	Reading and Viewing	Thinking (Reading and Viewing)	B8 respond to selections they read or view, by: – expressing an opinion with supporting evidence; – explaining connections (text-to-self, text-to-text, text-to-world); – identifying personally meaningful selections, passages, and images			
LA (2006)	5	Reading and Viewing	Thinking (Reading and Viewing)	B9 read and view to improve and extend thinking, by: – developing explanations; – visualizing; – distinguishing between fact and opinion; – analysing texts to consider alternatives; – drawing conclusions; – comparing various viewpoints; – summarizing and synthesizing			
LA (2006)	5	Reading and Viewing	Thinking (Reading and Viewing)	B10 reflect on and assess their reading and viewing, by: – referring to class-generated criteria; – setting goals and creating a plan for improvement; – taking steps toward achieving goals			
LA (2006)	5	Reading and Viewing	Features (Reading and Viewing)	B11 explain how structures and features of text work to develop meaning, including: – form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive); – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, pull-quotes); – literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion, resolution); – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea); – literary devices (e.g., imagery, sensory detail, simile, metaphor); – idiomatic expressions			

LA (2006)	5	Writing and Representing	Purposes (Writing and Representing)	C1 write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring: – clearly developed ideas by using effective supporting details, explanations, and comparisons; – sentence fluency through sentence variety and lengths, with increasing rhythm and flow; – effective word choice by using a greater number of new, powerful, and more precise words; – an emerging and honest voice; – an organization that is meaningful, logical, and effective, and showcases a central idea or theme			
LA (2006)	5	Writing and Representing	Purposes (Writing and Representing)	C2 write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring: – clearly developed ideas by using interesting supporting details and explanations; – sentence fluency through clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with an increasingly fluid style; – effective word choice through the use of new words, words selected for specificity, and powerful adverbs and verbs; – a voice demonstrating an appreciation of, and interest in, the topic; – an organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details			
LA (2006)	5	Writing and Representing	Purposes (Writing and Representing)	C3 write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring: – well-developed ideas through the use of supporting details especially interesting sensory detail; – sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity; – effective word choice by using engaging figurative and sensory language; – a voice demonstrating an emerging sense of individuality; – an organization that includes an engaging opening, followed by a sequence of effectively described ideas that leads to a satisfying conclusion			
LA (2006)	5	Writing and Representing	Purposes (Writing and Representing)	C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring: – development of ideas by making connections to personal feelings, experiences, opinions, and information; – an expressive voice; – an organization in which key ideas are evident			
LA (2006)	5	Writing and Representing	Strategies (Writing and Representing)	C5 select and use strategies before writing and representing, including: – setting a purpose; – identifying an audience; – selecting an audience, genre and form; – developing class-generated criteria based on analysis of the form of writing or representing; – generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics			

LA (2006)	5	Writing and Representing	Strategies (Writing and Representing)	C6 select and use strategies during writing and representing to express and refine thoughts, including: – referring to class-generated criteria; – analysing models of literature; – accessing multiple sources of information; – consulting reference material; – considering and applying feedback to revise ideas, organization, voice, word choice, and sentence fluency; – ongoing revising and editing			
LA (2006)	5	Writing and Representing	Strategies (Writing and Representing)	C7 select and use strategies after writing and representing to improve their work, including: – checking their work against established criteria; – revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization); – editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)			
LA (2006)	5	Writing and Representing	Thinking (Writing and Representing)	C8 use writing and representing to express personal responses and relevant opinions about experiences and texts			
LA (2006)	5	Writing and Representing	Thinking (Writing and Representing)	C9 use writing and representing to extend thinking, by: – developing explanations; – expressing alternative opinions or perspectives; – exploring new ideas (e.g., expressing an unfamiliar viewpoint)			
LA (2006)	5	Writing and Representing	Thinking (Writing and Representing)	C10 reflect on and assess their writing and representing, by: – referring to class-generated criteria; – setting goals and creating a plan for improvement; – taking steps toward achieving goals			
LA (2006)	5	Writing and Representing	Features (Writing and Representing)	C11 use the features and conventions of language to express meaning in their writing and representing, including: – complete simple and compound sentences and begin to use complex sentences; – effective paragraphing; – past, present, and future tenses; – capitalization in titles, headings, and subheadings; – passages of dialogue indicated with quotation marks and paragraphs; – appropriate uses of apostrophes; – conventional Canadian spelling for familiar and frequently used words; – spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus); – legible writing with alignment, shape, and slant			
PE (2006)	5	Active Living	Knowledge	A1 describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends)			
PE (2006)	5	Active Living	Knowledge	A2 define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility			
PE (2006)	5	Active Living	Knowledge	A3 analyse the relationship between nutrition and physical activity			
PE (2006)	5	Active Living	Knowledge	A4 set a personal goal for physical activity			
PE (2006)	5	Active Living	Participation	A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility			
PE (2006)	5	Movement Skills		B1 demonstrate preparation (ready position), movement, and follow-through phases of a selected activity			
PE (2006)	5	Movement Skills		B2 demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings			

PE (2006)	5	Movement Skills		B3 demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels			
PE (2006)	5	Movement Skills		B4 create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills			
PE (2006)	5	Safety, Fair Play, and Leadership		C1 demonstrate safe use of equipment and facilities to avoid putting self and others at risk			
PE (2006)	5	Safety, Fair Play, and Leadership		C2 describe the importance of warmup and cooldown routines for specific activities (e.g., safety, efficiency, focus)			
PE (2006)	5	Safety, Fair Play, and Leadership		C3 demonstrate fair play in physical activity			
PE (2006)	5	Safety, Fair Play, and Leadership		C4 demonstrate leadership in physical activity			
HCEK (2006)	5	GOALS AND DECISIONS		A1 describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making			
HCEK (2006)	5	GOALS AND DECISIONS		A2 demonstrate an understanding of the benefits of personal support networks (e.g., sources of accurate information and trusted guidance)			
HCEK (2006)	5	CAREER DEVELOPMENT		B1 identify types of work that interest them			
HCEK (2006)	5	CAREER DEVELOPMENT		B2 relate work habits to transferable skills (e.g., effective work habits learned in school can be used in situations outside of school)			
HCEK (2006)	5	HEALTH	Healthy Living	C1 identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media)			
HCEK (2006)	5	HEALTH	Healthy Living	C2 describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health			
HCEK (2006)	5	HEALTH	Healthy Living	C3 describe the physical, emotional, and social changes associated with puberty			
HCEK (2006)	5	HEALTH	Healthy Living	C4 describe practices that help to prevent: communicable diseases (e.g., washing hands frequently, covering mouth when coughing or sneezing, avoiding contact with the body fluids of others, getting adequate rest and nutrition); non-communicable diseases (e.g., regular physical activity, healthy eating, stress management)			
HCEK (2006)	5	HEALTH	Healthy Relationships	C5 assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends			
HCEK (2006)	5	HEALTH	Healthy Relationships	C6 analyse behaviours that contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity)			
HCEK (2006)	5	HEALTH	Safety and Injury Prevention	C7 describe safety guidelines to protect themselves and others from abuse and exploitation (e.g., knowing their right not to be abused, being assertive, avoiding potentially unsafe situations, practising safe Internet use, recognizing tricks and lures used by predators)			
HCEK (2006)	5	HEALTH	Safety and Injury Prevention	C8 describe how to remove or reduce hazards and risks for injury in a variety of settings, including on the road			

HCEK (2006)	5	HEALTH	Safety and Injury Prevention	C9 demonstrate strategies for responding to social pressures that can contribute to risk taking (e.g., state an opinion assertively, make an excuse to leave)			
HCEK (2006)	5	HEALTH	Substance Misuse Prevention	C10 analyse factors that contribute to the use of alcohol, tobacco, and other drugs (e.g., social influences, curiosity, feeling alienated or awkward, stress, media, dealing with emotions such as sadness and grief)			
Math (2007)	6	Number		A1 demonstrate an understanding of place value for numbers: *greater than one million; *less than one thousandth [C, CN, R, T			
Math (2007)	6	Number		A2 solve problems involving large numbers, using technology [ME, PS, T]			
Math (2007)	6	Number		A3 demonstrate an understanding of factors and multiples by: *determining multiples and factors of numbers less than 100; *identifying prime and composite numbers; *solving problems involving multiples [PS, R, V]			
Math (2007)	6	Number		A4 relate improper fractions to mixed numbers [CN, ME, R, V]			
Math (2007)	6	Number		A5 demonstrate an understanding of ratio, concretely, pictorially, and symbolically [C, CN, PS, R, V]			
Math (2007)	6	Number		A6 demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially, and symbolically [C, CN, PS, R, V]			
Math (2007)	6	Number		A7 demonstrate an understanding of integers, concretely, pictorially, and symbolically [C, CN, R, V]			
Math (2007)	6	Number		A8 demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors) [C, CN, ME ,PS, R, V]			
Math (2007)	6	Number		A9 explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers) [CN, ME, PS, T]			
Math (2007)	6	Patterns and Relations	Patterns	B1 demonstrate an understanding of the relationships within tables of values to solve problems [C, CN, PS, R]			
Math (2007)	6	Patterns and Relations	Patterns	B2 represent and describe patterns and relationships using graphs and tables [C, CN, ME, PS, R, V]			
Math (2007)	6	Patterns and Relations	Variables and Equations	B3 represent generalizations arising from number relationships using equations with letter variables. [C, CN, PS, R, V]			
Math (2007)	6	Patterns and Relations	Variables and Equations	B4 demonstrate and explain the meaning of preservation of equality concretely, pictorially, and symbolically [C, CN, PS, R, V]			
Math (2007)	6	Shape and Space	Measurement	C1 demonstrate an understanding of angles by: *identifying examples of angles in the environment; *classifying angles according to their measure; *estimating the measure of angles using 45°, 90°, and 180° as reference angles; *determining angle measures in degrees; *drawing and labelling angles when the measure is specified [C, CN, ME, V]			
Math (2007)	6	Shape and Space	Measurement	C2 demonstrate that the sum of interior angles is: 180° in a triangle; *360° in a quadrilateral [C, R]			

Math (2007)	6	Shape and Space	Measurement	C3 develop and apply a formula for determining the: *perimeter of polygons; *area of rectangles; *volume of right rectangular prisms [C, CN, PS, R, V]			
Math (2007)	6	Shape and Space	3-D Objects and 2-D Shapes	C4 construct and compare triangles, including: *scalene; *isosceles; *equilateral; *right; *obtuse; *acute, in different orientations [C, PS, R, V]			
Math (2007)	6	Shape and Space	3-D Objects and 2-D Shapes	C5 describe and compare the sides and angles of regular and irregular polygons [C, PS, R, V]			
Math (2007)	6	Shape and Space	Transformations	C6 perform a combination of translation(s), rotation(s) and/or reflection(s) on a single 2-D shape, with and without technology, and draw and describe the image [C, CN, PS, T, V]			
Math (2007)	6	Shape and Space	Transformations	C7 perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations [C, CN, T, V]			
Math (2007)	6	Shape and Space	Transformations	C8 identify and plot points in the first quadrant of a Cartesian plane using whole number ordered pairs [C, CN, V]			
Math (2007)	6	Shape and Space	Transformations	C9 perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole number vertices) [C, CN, PS, T, V]			
Math (2007)	6	Statistics and Probability	Data Analysis	D1 create, label, and interpret line graphs to draw conclusions [C, CN, PS, R, V]			
Math (2007)	6	Statistics and Probability	Data Analysis	D2 select, justify, and use appropriate methods of collecting data, including: *questionnaires; *experiments; *databases; *electronic media [C, PS, T]			
Math (2007)	6	Statistics and Probability	Data Analysis	D3 graph collected data and analyze the graph to solve problems [C, CN, PS]			
Math (2007)	6	Statistics and Probability	Chance and Uncertainty	D4 demonstrate an understanding of probability by: *identifying all possible outcomes of a probability experiment; *differentiating between experimental and theoretical probability; *determining the theoretical probability of outcomes in a probability experiment; *determining the experimental probability of outcomes in a probability experiment; *comparing experimental results with the theoretical probability for an experiment [C, ME, PS, T]			
FSL	6	Communicating		make and respond to simple requests			
FSL	6	Communicating		use greetings and expressions of politeness			
FSL	6	Communicating		recognize and use formal and informal forms of address			
FSL	6	Communicating		express preferences and interests			
FSL	6	Communicating		participate in known and predictable classroom situations			
FSL	6	Acquiring Information		extract specific information from French-language resources to complete authentic tasks			
FSL	6	Acquiring Information		express acquired information in oral and visual forms			
FSL	6	Experiencing Creative Works		respond to creative works from the Francophone world			

FSL	6	Understanding Cultural Influences		identify elements of Francophone cultures that are different from or similar to their own			
FSL	6	Understanding Cultural Influences		give examples of the presence of Francophone cultures in their community			
Dance	6	Exploring and Creating		move in response to a variety of sounds, music, images, and feelings			
Dance	6	Exploring and Creating		create movement sequences using choreographic forms, individually and with others			
Dance	6	Exploring and Creating		apply the creative process - with emphasis on combining and refining - to create dance compositions			
Dance	6	Elements (skills and strategies)		use the elements of movement in combination			
Dance	6	Elements (skills and strategies)		demonstrate techniques associated with particular dance styles			
Dance	6	Elements (skills and strategies)		apply the principles of movement - alignment, balance, flexibility, strength, and breathing - to dance			
Dance	6	Elements (skills and strategies)		apply health and safety considerations to dance			
Dance	6	Context		compare dances from a variety of historical, cultural and social contexts			
Dance	6	Context		assess personal opportunities for lifelong participation in dance			
Dance	6	Presenting and Performing		rehearse dance for presentation			
Dance	6	Presenting and Performing		demonstrate performance skills appropriate to specific dance situations			
Dance	6	Presenting and Performing		apply established criteria to analyse their own and others' work			
Drama	6	Exploring and Creating		use the creative process to explore a range of issues and possible responses			
Drama	6	Exploring and Creating		create roles that are true to the context			
Drama	6	Exploring and Creating		use a variety of drama strategies and forms to make meaning through drama			
Drama	6	Exploring and Creating		demonstrate collaboration skills during drama			
Drama	6	Elements (skills and strategies)		use voice and movement to interpret and communicate meaning			
Drama	6	Elements (skills and strategies)		participate in a variety of drama forms			
Drama	6	Elements (skills and strategies)		participate safely in drama activities			
Drama	6	Context		compare themes and traditions from a range of cultural and historical contexts through drama			
Drama	6	Context		identify various opportunities related to drama			

Drama	6	Presenting and Performing		participate in drama presentations and performances			
Drama	6	Presenting and Performing		apply established criteria to analyse their own and others' performances			
Music	6	Exploring and Creating		apply rhythm, melody, and elements of expression in performance repertoire to interpret a range of thoughts, images, and feelings			
Music	6	Exploring and Creating		analyse thoughts, images, and feelings derived from a variety of music media sources			
Music	6	Exploring and Creating		apply rhythm, melody, and elements of expression in their compositions			
Music	6	Elements (skills and strategies)		sing and/or play rhythmic patterns from standard notation			
Music	6	Elements (skills and strategies)		sing and/or play from aural sources			
Music	6	Elements (skills and strategies)		maintain a melodic or harmonic part in textures			
Music	6	Elements (skills and strategies)		use standard notation to represent melodic and rhythmic phrases			
Music	6	Elements (skills and strategies)		describe form in rhythmic and melodic structure			
Music	6	Elements (skills and strategies)		demonstrate appropriate use of classroom instruments			
Music	6	Context		participate in music from a range of historical, cultural, and social contexts			
Music	6	Context		identify personal opportunities in music			
Music	6	Presenting and Performing		apply skills and attitudes appropriate to a range of music experiences, demonstrating: - performance skills and etiquette - audience engagement and response - respect for the contributions of others			
Music	6	Presenting and Performing		apply established criteria to analyse their own and others' performances			
Visual Arts	6	Creative Processes		compile a collection of ideas for images using feelings, observation, memory, and imagination			
Visual Arts	6	Creative Processes		create images using the image-development strategies of point of view, magnification and minification			
Visual Arts	6	Creative Processes		create images using particular visual elements and principles of design - including rhythm, asymmetrical balance, and space - to produce a variety of effects			
Visual Arts	6	Creative Processes		manipulate selected materials, technologies, and processes to create images			
Visual Arts	6	Creative Processes		create 2-D and 3-D images - that express beliefs and values - that reflect art styles from a variety of social, historical, and cultural contexts - to solve specific design problems			

Visual Arts	6	Skills and Strategies		analyse and apply image-development strategies, including - point of view - magnification - minification			
Visual Arts	6	Skills and Strategies		analyse and apply space, rhythm, and asymmetrical balance to create effects and to convey mood			
Visual Arts	6	Skills and Strategies		analyse and use a variety of materials, technologies, and processes to create images			
Visual Arts	6	Skills and Strategies		demonstrate safe and environmentally responsible use of materials, technologies, and processes			
Visual Arts	6	Context		identify the historical and cultural contexts of a variety of images			
Visual Arts	6	Context		demonstrate an awareness of the ethical considerations involved in copying and appropriating images			
Visual Arts	6	Context		identify personal opportunities in visual arts			
Visual Arts	6	Exhibition and Response		interpret their response to artworks or exhibitions			
Visual Arts	6	Exhibition and Response		collaborate to develop a group display for a particular audience or purpose			
LA (2006)	6	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A1 use speaking and listening to interact with others for the purposes of: – contributing to group success; – discussing and comparing ideas and opinions (e.g., debating); – improving and deepening comprehension; – discussing concerns and resolving problems; – completing a variety of tasks			
LA (2006)	6	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by: – using prior knowledge and/or other sources of evidence; – staying on topic in focussed discussions; – presenting in a clear, focussed, organized, and effective manner; – explaining and effectively supporting a viewpoint			
LA (2006)	6	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A3 listen purposefully to understand and analyse ideas and information, by: – summarizing and synthesizing; – generating questions; – visualizing and sharing; – making inferences and drawing conclusions; – interpreting the speaker's verbal and nonverbal messages, purposes, and perspectives; – analysing; – ignoring distractions			
LA (2006)	6	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A4 select and use strategies when interacting with others, including: – accessing prior knowledge; – making and sharing connections; – asking questions for clarification and understanding; – taking turns as speaker and listener; – paraphrasing to clarify meaning			
LA (2006)	6	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A5 select and use strategies when expressing and presenting ideas, information, and feelings, including: – setting a purpose; – accessing prior knowledge; – generating ideas; – making and sharing connections; – asking questions to clarify and confirm meaning; – organizing information; – organizing information; – practising delivery; – self-monitoring and self-correcting in response to feedback			

LA (2006)	6	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A6 select and use strategies when listening to make and clarify meaning, including: – accessing prior knowledge; – making predictions about content before listening; – focussing on the speaker; – listening for specifics; – generating questions; – recalling, summarizing, and synthesizing; – drawing inferences and conclusions; – distinguishing between fact and opinion; – visualizing; – monitoring comprehension			
LA (2006)	6	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A7 demonstrate enhanced vocabulary knowledge and usage			
LA (2006)	6	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts			
LA (2006)	6	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A9 use speaking and listening to improve and extend thinking, by: – questioning and speculating; – acquiring new ideas; – analysing and evaluating ideas; – developing explanations; – considering alternative viewpoints; – problem solving; – summarizing and synthesizing			
LA (2006)	6	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A10 reflect on and assess their speaking and listening, by: – referring to class-generated criteria; – considering and incorporating peer and adult feedback; – setting goals and creating a plan for improvement; – taking steps toward achieving goals			
LA (2006)	6	Oral Language (Speaking and Listening)	Features (Oral Language)	A11 recognize and apply the features of oral language to convey and derive meaning, including: – context (e.g., audience, purpose, situation); – text structure; – a variety of sentence lengths, structures, and types; – smooth transitions and connecting words; – syntax (i.e., grammar and usage); – diction; – nonverbal communication; – receptive listening posture			
LA (2006)	6	Oral Language (Speaking and Listening)	Features (Oral Language)	A12 recognize the structures and patterns of language in oral texts, including: – literary devices; – sound devices; – structural sequencing cues; – idiomatic expressions			
LA (2006)	6	Reading and Viewing	Purposes (Reading and Viewing)	B1 read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques, including: – stories from Aboriginal and other cultures; – literature from Canada and other countries; – short stories and novels exposing students to unfamiliar contexts; – short plays that are straightforward in form and content; – poetry in a variety of forms			
LA (2006)	6	Reading and Viewing	Purposes (Reading and Viewing)	B2 read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language, including: – non-fiction books; – textbooks and other instructional materials; – visual or graphic materials; – reports and articles from magazines and journals; – reference materials; – appropriate web sites; – instructions and procedures; – advertising and promotional materials			
LA (2006)	6	Reading and Viewing	Purposes (Reading and Viewing)	B3 read and reread just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension;			

LA (2006)	6	Reading and Viewing	Purposes (Reading and Viewing)	B4 demonstrate comprehension of visual texts with specialized features (e.g., visual components of media such as magazines, newspapers, web sites, comic books, broadcast media, videos, advertising, and promotional materials)			
LA (2006)	6	Reading and Viewing	Strategies (Reading and Viewing)	B5 select and use strategies before reading and viewing to develop understanding of text, including: – setting a purpose and considering personal reading goals; – accessing prior knowledge to make connections; – making predictions; – asking questions; – previewing texts			
LA (2006)	6	Reading and Viewing	Strategies (Reading and Viewing)	B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including: – predicting; – making connections; – visualizing; – asking and answering questions; – making inferences and drawing conclusions; – using ‘text features’; – self-monitoring and self-correcting; – figuring out unknown words; – reading selectively; – determining the importance of ideas/events; – summarizing and synthesizing			
LA (2006)	6	Reading and Viewing	Strategies (Reading and Viewing)	B7 select and use strategies after reading and viewing to confirm and extend meaning, including: – self-monitoring and self-correcting; – generating and responding to questions; – making inferences and drawing conclusions; – reflecting and responding; – visualizing; – using ‘text features’ to locate information; – using graphic organizers to record information; – summarizing and synthesizing			
LA (2006)	6	Reading and Viewing	Thinking (Reading and Viewing)	B8 respond to selections they read or view, by: – expressing opinions and making judgments supported by explanations and evidence; – explaining connections (text-to-self, text-to-text, and text-to-world); – identifying personally meaningful selections, passages, and images			
LA (2006)	6	Reading and Viewing	Thinking (Reading and Viewing)	B9 read and view to improve and extend thinking, by: – analysing texts and developing explanations; – comparing various viewpoints; – summarizing and synthesizing to create new ideas			
LA (2006)	6	Reading and Viewing	Thinking (Reading and Viewing)	B10 reflect on and assess their reading and viewing, by – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals			
LA (2006)	6	Reading and Viewing	Features (Reading and Viewing)	B11 explain how structures and features of text work to develop meaning, including: – form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive); – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, pull-quotes); – literary elements (e.g., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme); – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea); – literary devices (e.g., imagery, onomatopoeia, simile, metaphor); – idiomatic expressions			

LA (2006)	6	Writing and Representing	Purposes (Writing and Representing)	C1 write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring: – clearly developed ideas by using effective supporting details, explanations, comparisons, and insights; – sentence fluency through sentence variety and lengths with increasing rhythm and flow; – effective word choice through the use of an increasing number of new, varied, and powerful words; – an honest voice; – an organization that is meaningful, logical, and effective, and showcases a central idea or theme			
LA (2006)	6	Writing and Representing	Purposes (Writing and Representing)	C2 write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring: – clearly developed ideas by using focussed and useful supporting details, analysis, and explanations; – sentence fluency through clear, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style; – effective word choice through the use of new vocabulary, words selected for their specificity, and powerful adverbs and verbs; – a voice demonstrating an appreciation and interest in the topic; – an organization with an inviting lead that clearly indicates the purpose, and flows smoothly with logically sequenced paragraphs or sections to a satisfying conclusion that summarizes the details			
LA (2006)	6	Writing and Representing	Purposes (Writing and Representing)	C3 write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring: – well-developed ideas through the use of interesting sensory detail; – sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity; – effective word choice by using engaging figurative and sensory language; – an authentic voice; – an organization that includes an enticing opening, followed by a sequence of effective detail which elaborates events, ideas, and images, that lead to an imaginative or interesting conclusion			
LA (2006)	6	Writing and Representing	Purposes (Writing and Representing)	C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring: – development of ideas using clear, focussed, and useful details, and by making connections to personal feelings, experiences, opinions, and information; – an expressive voice; – an organization in which key ideas are evident			
LA (2006)	6	Writing and Representing	Strategies (Writing and Representing)	C5 select and use strategies before writing and representing, including: – setting a purpose; – identifying an audience, genre, and form; – analysing examples of successful writing and representing in different forms and genres to identify key criteria; – developing class-generated criteria; – generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research			

LA (2006)	6	Writing and Representing	Strategies (Writing and Representing)	C6 select and use strategies during writing and representing to express and refine thoughts, including: – referring to class-generated criteria; – analysing models of literature; – accessing multiple sources of information; – consulting reference materials; – considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency; – ongoing revising and editing			
LA (2006)	6	Writing and Representing	Strategies (Writing and Representing)	C7 select and use strategies after writing and representing to improve their work, including: – checking their work against established criteria; – reading aloud and listening for fluency; – revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization); – editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)			
LA (2006)	6	Writing and Representing	Thinking (Writing and Representing)	C8 use writing and representing to express personal responses and relevant opinions about experiences and texts			
LA (2006)	6	Writing and Representing	Thinking (Writing and Representing)	C9 use writing and representing to extend thinking, by: – developing explanations; – analysing the relationships in ideas and information; – exploring new ideas (e.g., examining alternative viewpoints, transposing writing from one form to another)			
LA (2006)	6	Writing and Representing	Thinking (Writing and Representing)	C10 reflect on and assess their writing and representing, by: – referring to class-generated criteria; – setting goals and creating a plan for improvement; – taking steps toward achieving goals			
LA (2006)	6	Writing and Representing	Features (Writing and Representing)	C11 use the features and conventions of language to express meaning in their writing and representing, including: – complete simple, compound, and complex sentences; – subordinate (i.e., dependent) clauses; – comparative and superlative forms of adjectives; – past, present, and future tenses; – effective paragraphing; – effective use of punctuation and quotation marks; – conventional Canadian spelling for familiar and frequently used words; – spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus); – legible writing appropriate to context and purpose			
PE (2006)	6	Active Living	Knowledge	A1 relate personal physical and emotional health benefits to regular participation in physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)			
PE (2006)	6	Active Living	Knowledge	A2 relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities			
PE (2006)	6	Active Living	Knowledge	A3 analyse nutritional considerations for physical activity			
PE (2006)	6	Active Living	Knowledge	A4 monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)			
PE (2006)	6	Active Living	Knowledge	A5 set personal goals for attaining and maintaining a physically active lifestyle			
PE (2006)	6	Active Living	Participation	A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility			

PE (2006)	6	Movement Skills		B1 practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve			
PE (2006)	6	Movement Skills		B2 demonstrate offensive and defensive strategies in a variety of activity categories			
PE (2006)	6	Movement Skills		B3 demonstrate the proper technique to send and receive an object with or without an implement in predictable settings (e.g., kick a soccer ball against a wall, strike a tennis ball with a racquet, chest pass a basketball to a partner, throw a flying disk to a team-mate)			
PE (2006)	6	Movement Skills		B4 apply a combination of learned skills to create original sequences, drills, challenges, or games			
PE (2006)	6	Safety, Fair Play, and Leadership		C1 demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warmup and cooldown appropriate to the activity)			
PE (2006)	6	Safety, Fair Play, and Leadership		C2 model fair play when participating in physical activity			
PE (2006)	6	Safety, Fair Play, and Leadership		C3 demonstrate leadership in respecting individual differences and abilities during physical activity			
HCEK (2006)	6	GOALS AND DECISIONS		A1 describe planning techniques that can help to support goal attainment (e.g., time management, setting priorities, considering costs and resources)			
HCEK (2006)	6	GOALS AND DECISIONS		A2 identify influences on goal setting and decision making, including family, peer, and media influences			
HCEK (2006)	6	CAREER DEVELOPMENT		B1 relate personal attributes to various types of work			
HCEK (2006)	6	CAREER DEVELOPMENT		B2 describe transferable skills that are developed through school and recreational activities (e.g., teamwork, organization, creativity)			
HCEK (2006)	6	HEALTH	Healthy Living	C1 describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of: being physically active; healthy eating practices; an emotionally healthy lifestyle			
HCEK (2006)	6	HEALTH	Healthy Living	C2 describe the human reproductive system			
HCEK (2006)	6	HEALTH	Healthy Living	C3 demonstrate an understanding of the importance of respecting own and others' development rates during puberty and adolescence			
HCEK (2006)	6	HEALTH	Healthy Living	C4 identify practices that reduce the risk of contracting life-threatening communicable diseases, including HIV, hepatitis B and C, and meningococcal C			
HCEK (2006)	6	HEALTH	Healthy Relationships	C5 assess the influence that peers have on individuals' attitudes and behaviour			
HCEK (2006)	6	HEALTH	Healthy Relationships	C6 demonstrate an understanding of the harmful effects of stereotyping and discrimination			
HCEK (2006)	6	HEALTH	Healthy Relationships	C7 identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying			

HCEK (2006)	6	HEALTH	Healthy Relationships	C8 apply appropriate strategies for responding to discrimination, stereotyping, and bullying			
HCEK (2006)	6	HEALTH	Safety and Injury Prevention	C9 identify sources of support for people in abusive or exploitative situations (e.g., trusted adult, school and community services)			
HCEK (2006)	6	HEALTH	Safety and Injury Prevention	C10 identify personal safety strategies to avoid abusive or exploitative situations on the Internet			
HCEK (2006)	6	HEALTH	Safety and Injury Prevention	C11 describe responsible safety behaviours on the road and in the community			
HCEK (2006)	6	HEALTH	Safety and Injury Prevention	C12 identify basic principles for responding to emergencies (e.g., following safety guidelines, having an emergency response plan, knowing how to get help)			
HCEK (2006)	6	HEALTH	Substance Misuse Prevention	C13 demonstrate appropriate skills related to the prevention of the use of tobacco, alcohol, or other drugs (e.g., assertiveness, refusal skills, avoidance, choosing healthy alternatives)			
HCEK (2006)	6	HEALTH	Substance Misuse Prevention	C14 describe the potential consequences for themselves and others if they use tobacco, alcohol, or other drugs (e.g., altered judgment and decision making, addiction, potential harm to fetus)			
Math (2007)	7	Number		A1 determine and explain why a number is divisible by 2, 3, 4, 5, 6, 8, 9, or 10 and why a number cannot be divided by 0 [C, R]			
Math (2007)	7	Number		A2 demonstrate an understanding of the addition, subtraction, multiplication, and division of decimals (for more than 1-digit divisors or 2-digit multipliers, the use of technology is expected) to solve problems [ME, PS, T]			
Math (2007)	7	Number		A3 solve problems involving percents from 1% to 100% [C, CN, PS, R, T]			
Math (2007)	7	Number		A4 demonstrate an understanding of the relationship between positive repeating decimals and positive fractions, and positive terminating decimals and positive fractions [C, CN, R, T]			
Math (2007)	7	Number		A5 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) [C, CN, ME, PS, R, V]			
Math (2007)	7	Number		A6 demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically [C, CN, PS, R, V]			
Math (2007)	7	Number		A7 compare and order positive fractions, positive decimals (to thousandths) and whole numbers by using: *benchmarks; *place value; *equivalent fractions and/or decimals [CN, R, V]			
Math (2007)	7	Patterns and Relations	Patterns	B1 demonstrate an understanding of oral and written patterns and their equivalent linear relations [C, CN, R]			
Math (2007)	7	Patterns and Relations	Patterns	B2 create a table of values from a linear relation, graph the table of values, and analyze the graph to draw conclusions and solve problems [C, CN, R, V]			

Math (2007)	7	Patterns and Relations	Variables and Equations	B3 demonstrate an understanding of preservation of equality by: *modelling preservation of equality concretely, pictorially, and symbolically; *applying preservation of equality to solve equations [C, CN, PS, R, V]			
Math (2007)	7	Patterns and Relations	Variables and Equations	B4 explain the difference between an expression and an equation [C, CN]			
Math (2007)	7	Patterns and Relations	Variables and Equations	B5 evaluate an expression given the value of the variable(s) [CN, R]			
Math (2007)	7	Patterns and Relations	Variables and Equations	B6 model and solve problems that can be represented by one-step linear equations of the form $x + a = b$, concretely, pictorially, and symbolically, where x and a are integers [CN, PS, R, V]			
Math (2007)	7	Patterns and Relations	Variables and Equations	B7 model and solve problems that can be represented by linear equations of the form: $*ax + b = c$; $*ax = b$; $*x/a = b$, $a \neq 0$, concretely, pictorially, and symbolically, where a , b and c are whole numbers [CN, PS, R, V]			
Math (2007)	7	Shape and Space	Measurement	C1 demonstrate an understanding of circles by: *describing the relationships among radius, diameter, and circumference of circles; *relating circumference to pi; *determining the sum of the central angles; *constructing circles with a given radius or diameter; *solving problems involving the radii, diameters, and circumferences of circles [C, CN, R, V]			
Math (2007)	7	Shape and Space	Measurement	C2 develop and apply a formula for determining the area of: *triangles; *parallelograms; *circles [CN, PS, R, V]			
Math (2007)	7	Shape and Space	3-D Objects and 2-D Shapes	C3 perform geometric constructions, including: *perpendicular line segments; *parallel line segments; *perpendicular bisectors; *angle bisectors [CN, R, V]			
Math (2007)	7	Shape and Space	Transformations	C4 identify and plot points in the four quadrants of a Cartesian plane using integral ordered pairs [C, CN, V]			
Math (2007)	7	Shape and Space	Transformations	C5 perform and describe transformations (translations, rotations or reflections) of a 2-D shape in all four quadrants of a Cartesian plane (limited to integral number vertices) [CN, PS, T, V]			
Math (2007)	7	Statistics and Probability	Data Analysis	D1 demonstrate an understanding of central tendency and range by: *determining the measures of central tendency (mean, median, mode) and range; *determining the most appropriate measures of central tendency to report findings [C, PS, R, T]			
Math (2007)	7	Statistics and Probability	Data Analysis	D2 determine the effect on the mean, median, and mode when an outlier is included in a data set [C, CN, PS, R]			
Math (2007)	7	Statistics and Probability	Data Analysis	D3 construct, label, and interpret circle graphs to solve problems [C, CN, PS, R, T, V]			
Math (2007)	7	Statistics and Probability	Chance and Uncertainty	D4 express probabilities as ratios, fractions, and percents [C, CN, R, V, T]			
Math (2007)	7	Statistics and Probability	Chance and Uncertainty	D5 identify the sample space (where the combined sample space has 36 or fewer elements) for a probability experiment involving two independent events [C, ME, PS]			

Math (2007)	7	Statistics and Probability	Chance and Uncertainty	D6 conduct a probability experiment to compare the theoretical probability (determined using a tree diagram, table or another graphic organizer) and experimental probability of two independent events [C, PS, R, T]			
FSL	7	Communicating		ask for and give simple information			
FSL	7	Communicating		exchange information about themselves			
FSL	7	Communicating		participate in classroom activities			
FSL	7	Communicating		begin to derive meaning in new language situations			
FSL	7	Acquiring Information		extract and retrieve specific information from French-language resources to complete authentic tasks			
FSL	7	Acquiring Information		express acquired information in oral and visual forms			
FSL	7	Experiencing Creative Works		respond to creative works from the Francophone world			
FSL	7	Understanding Cultural Influences		identify elements of Francophone cultures present in British Columbia and Canada			
FSL	7	Understanding Cultural Influences		compare the daily lives of students in Canadian Francophone communities to their own lives			
Dance	7	Elements of Movement		use the elements of movement in a variety of combinations			
Dance	7	Elements of Movement		demonstrate techniques associated with particular dance styles			
Dance	7	Elements of Movement		apply the principles of movement to dance			
Dance	7	Elements of Movement		apply fitness, health, and safety considerations to movement			
Dance	7	Elements of Movement		use appropriate terminology to describe technique			
Drama	7	Exploring and Creating		use the creative process to explore a range of issues and abstract concepts			
Drama	7	Exploring and Creating		create roles that are true to the context			
Drama	7	Exploring and Creating		demonstrate collaboration skills during drama, including: - respecting and encouraging others - contributing to a trusting environment - willingness to work with all others in group			
Drama	7	Elements (skills and strategies)		apply vocal and movement elements to communicate meaning			
Drama	7	Elements (skills and strategies)		demonstrate active engagement in a variety of drama forms			
Drama	7	Elements (skills and strategies)		participate safely in drama activities			
Drama	7	Context		analyse the role of drama in a variety of social, cultural, and historical contexts			

Drama	7	Context		demonstrate an understanding of how social values are communicated in drama			
Drama	7	Context		assess lifelong opportunities in drama			
Drama	7	Presenting and Performing		present drama for specific purpose and audience			
Drama	7	Presenting and Performing		apply established criteria to analyse their own and others' performances			
Music	7	Exploring and Creating		apply rhythm, melody, and elements of expression in performance repertoire to interpret a range of thoughts, images, and feelings			
Music	7	Exploring and Creating		assess how music evokes thoughts, images and feelings			
Music	7	Exploring and Creating		compose music for a specific purpose			
Music	7	Elements (skills and strategies)		sing and/or play rhythmic compositions in a variety of simple and compound metres			
Music	7	Elements (skills and strategies)		sing and/or play from aural sources			
Music	7	Elements (skills and strategies)		perform expressive phrasing of melodies			
Music	7	Elements (skills and strategies)		maintain a melodic or harmonic part in textures			
Music	7	Elements (skills and strategies)		use a standard notation to represent melody, rhythm, and elements of expression			
Music	7	Elements (skills and strategies)		describe form in rhythmic and melodic structure			
Music	7	Elements (skills and strategies)		demonstrate safe use of voices and instruments			
Music	7	Context		participate in music from a range of historical cultural, and social contexts			
Music	7	Context		assess personal opportunities in music			
Music	7	Presenting and Performing		apply skills and attitudes appropriate to a range of music experiences, demonstrating: - performance skills and etiquette - audience engagement and response - respect for the contributions of others			
Music	7	Presenting and Performing		apply established criteria to analyse their own and others' performances			
Music	7	Context	Historical and Cultural	demonstrate respect for music from various historical and cultural contexts			
Visual Arts	7	Creative Processes		use a variety of image sources to create images, including observation, emotions, ideas and concepts, imagination, memories, and sensory experiences			

Visual Arts	7	Creative Processes		create images using a range of image-development strategies, including - juxtaposition - metamorphosis - distortion - exaggeration			
Visual Arts	7	Creative Processes		create images using the principle of unity to produce a variety of effects			
Visual Arts	7	Creative Processes		create images using a variety of materials, technologies, and processes			
Visual Arts	7	Creative Processes		create 2-D and 3-D images - that convey personal or social beliefs and values - for specific purposes - that incorporate the styles of selected artists from a variety of social, historical, and cultural contexts			
Visual Arts	7	Skills and Strategies		analyse and apply a wide variety of image sources and image-development strategies			
Visual Arts	7	Skills and Strategies		analyse and apply unity as created by combining visual elements in a coherent way			
Visual Arts	7	Skills and Strategies		analyse and apply a variety of materials, technologies, and processes to create artworks			
Visual Arts	7	Skills and Strategies		demonstrate safe and environmentally responsible use of materials, technologies, and processes			
Visual Arts	7	Context		analyse visual arts styles from a variety of social, historical, and cultural contexts			
Visual Arts	7	Context		assess the relationship between selected artists and their social, historical, and cultural contexts			
Visual Arts	7	Context		describe ethical considerations associated with reproduction and appropriation of images			
Visual Arts	7	Context		assess personal opportunities in visual arts			
Visual Arts	7	Exhibition and Response		create a structured critical response to artworks and exhibitions			
Visual Arts	7	Exhibition and Response		develop group and individual exhibitions for particular audiences and purposes			
Visual Arts	7	Materials, Technologies, and Processes	Creating/Communicating	use and maintain materials, tools, equipment, and work space in a safe and an environmentally sensitive manner			
LA (2006)	7	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A1 use speaking and listening to interact with others for the purposes of: – contributing to group success; – discussing and comparing ideas and opinions (e.g., debating); – improving and deepening comprehension; – discussing concerns and resolving problems; – negotiating consensus or agreeing to differ; – completing a variety of tasks			

LA (2006)	7	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by: – using prior knowledge and/or other sources of evidence; – staying on topic in focussed discussions; – presenting in a clear, focussed, organized, and effective manner; – explaining and effectively supporting viewpoints			
LA (2006)	7	Oral Language (Speaking and Listening)	Purposes (Oral Language)	A3 listen critically to understand and analyse ideas and information, by: – summarizing and synthesizing; – generating questions; – visualizing and sharing; – making inferences and drawing conclusions; – interpreting the speaker’s verbal and nonverbal messages, purposes, and perspectives; – analysing and evaluating; – ignoring distractions			
LA (2006)	7	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A4 select and use various strategies when interacting with others, including: – accessing prior knowledge; – making and sharing connections; – asking questions for clarification and understanding; – taking turns as speaker and listener; – paraphrasing to clarify meaning			
LA (2006)	7	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A5 select and use various strategies when expressing and presenting ideas, information, and feelings, including: – setting a purpose; – accessing prior knowledge; – generating ideas; – making and sharing connections; – asking questions to clarify and confirm meaning; – organizing information; – practising delivery; – self-monitoring and self-correcting in response to feedback			
LA (2006)	7	Oral Language (Speaking and Listening)	Strategies (Oral Language)	A6 select and use various strategies when listening to make and clarify meaning, including: – accessing prior knowledge; – making predictions about content before listening; – focussing on the speaker; – listening for specifics; – generating questions; – recalling, summarizing, and synthesizing; – drawing inferences and conclusions; – distinguishing between fact and opinion; – visualizing; – monitoring comprehension			
LA (2006)	7	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A7 demonstrate enhanced vocabulary knowledge and usage			
LA (2006)	7	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts			
LA (2006)	7	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A9 use speaking and listening to improve and extend thinking, by: – questioning and speculating; – acquiring new ideas; – analysing and evaluating ideas; – developing explanations; – considering alternative viewpoints; – summarizing and synthesizing; – problem solving			
LA (2006)	7	Oral Language (Speaking and Listening)	Thinking (Oral Language)	A10 reflect on and assess their speaking and listening, by: – referring to class-generated criteria; – considering and incorporating peer and adult feedback; – setting goals and creating a plan for improvement; – taking steps toward achieving goals			

LA (2006)	7	Oral Language (Speaking and Listening)	Features (Oral Language)	A11 recognize and apply the features of oral language to convey and derive meaning, including: – context (e.g., audience, purpose, situation); – text structure; – a variety of sentence lengths, structures, and types; – smooth transitions and connecting words; – syntax (i.e., grammar and usage); – diction; – nonverbal communication; – receptive listening posture			
LA (2006)	7	Oral Language (Speaking and Listening)	Features (Oral Language)	A12 recognize the structures and patterns of language in oral texts, including: – literary devices; – sound devices; – structural sequencing cues; – idiomatic expressions			
LA (2006)	7	Reading and Viewing	Purposes (Reading and Viewing)	B1 read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including: – stories from Aboriginal and other cultures; – literature reflecting a variety of ancient and modern cultures; – short stories and novels exposing students to unfamiliar contexts; – short plays that are straightforward in form and content; – poetry in a variety of forms			
LA (2006)	7	Reading and Viewing	Purposes (Reading and Viewing)	B2 read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including: – non-fiction books; – textbooks and other instructional materials; – visual or graphic materials; – reports and articles; – reference materials; – appropriate web sites; – instructions and procedures; – advertising and promotional materials			
LA (2006)	7	Reading and Viewing	Purposes (Reading and Viewing)	B3 read and reread just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension;			
LA (2006)	7	Reading and Viewing	Purposes (Reading and Viewing)	B4 demonstrate comprehension of visual texts with specialized features and complex ideas (e.g., visual components of media such as magazines, newspapers, web sites, reference books, graphic novels, broadcast media, videos, advertising and promotional materials)			
LA (2006)	7	Reading and Viewing	Strategies (Reading and Viewing)	B5 select and use various strategies before reading and viewing to develop understanding of text, including: – setting a purpose and considering personal reading goals; – accessing prior knowledge to make and share connections; – making predictions; – asking questions; – previewing texts			
LA (2006)	7	Reading and Viewing	Strategies (Reading and Viewing)	B6 select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including: – predicting; – making connections; – visualizing; – asking and answering questions; – making inferences and drawing conclusions; – using ‘text features’; – self-monitoring and self-correcting; – figuring out unknown words; – reading selectively; – determining the importance of ideas/events; – summarizing and synthesizing			

LA (2006)	7	Reading and Viewing	Strategies (Reading and Viewing)	B7 select and use various strategies after reading and viewing to confirm and extend meaning, including: – self-monitoring and self-correcting; – generating and responding to questions; – making inferences and drawing conclusions; – reflecting and responding; – visualizing; – using ‘text features’ to locate information; – using graphic organizers to record information; – summarizing and synthesizing			
LA (2006)	7	Reading and Viewing	Thinking (Reading and Viewing)	B8 respond to selections they read or view, by: – expressing opinions and making judgments supported by reasons, explanations, and evidence; – explaining connections (text-to-self, text-to-text, and text-to-world); – identifying personally meaningful selections, passages, and images			
LA (2006)	7	Reading and Viewing	Thinking (Reading and Viewing)	B9 read and view to improve and extend thinking, by: – analysing and evaluating ideas and information; – comparing various viewpoints; – summarizing and synthesizing to create new ideas			
LA (2006)	7	Reading and Viewing	Thinking (Reading and Viewing)	B10 reflect on and assess their reading and viewing, by: – referring to class-generated criteria; – setting goals and creating a plan for improvement; – taking steps toward achieving goals			
LA (2006)	7	Reading and Viewing	Features (Reading and Viewing)	B11 explain how structures and features of text work to develop meaning, including: – form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive); – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlink, pull-quotes); – literary elements (e.g., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme); – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea); – literary devices (e.g., imagery, onomatopoeia, simile, metaphor, symbolism, personification); – idiomatic expressions			
LA (2006)	7	Writing and Representing	Purposes (Writing and Representing)	C1 write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring: – clearly developed ideas by using effective supporting details, explanations, analysis, and insights; – sentence fluency through sentence variety and patterns with increasingly natural rhythm and flow; – effective word choice through the use of precise nouns, and powerful verbs and modifiers; – an honest and engaging voice; – an organization that is meaningful, logical, and effective, and showcases a central idea or theme			

LA (2006)	7	Writing and Representing	Purposes (Writing and Representing)	C2 write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring: – clearly developed ideas by using focussed and useful supporting details, analysis, and explanations; – sentence fluency through strong, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style; – effective word choice by using content words, precise nouns, and powerful verbs and modifiers; – a voice demonstrating an appreciation and interest in the topic; – an organization that includes an inviting lead that clearly indicates the purpose, followed by a well-developed and clear sequence of paragraphs or sections that lead to a strong conclusion			
LA (2006)	7	Writing and Representing	Purposes (Writing and Representing)	C3 write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring: – strategically developed ideas by using interesting sensory detail; – sentence fluency by using a variety of sentence lengths and patterns, with increasing fluidity; – effective word choice by using purposeful figurative and sensory language with some sophistication and risk-taking; – an engaging and authentic voice; – an organization that includes an enticing opening, followed by a purposeful sequence of well-developed ideas that lead to an imaginative or interesting conclusion			
LA (2006)	7	Writing and Representing	Purposes (Writing and Representing)	C4 create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas relevant to the topic, featuring: – development of ideas by making connections to personal feelings, experiences, opinions, and information; – an expressive and individualistic voice; – an organization in which key ideas are evident			
LA (2006)	7	Writing and Representing	Strategies (Writing and Representing)	C5 select and use various strategies before writing and representing, including: – setting a purpose; – identifying an audience, genre, and form; – analysing examples of successful writing and representing in different forms and genres to identify key criteria; – developing class-generated criteria; – generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research			
LA (2006)	7	Writing and Representing	Strategies (Writing and Representing)	C6 select and use various strategies during writing and representing to express and refine thoughts, including: – referring to class-generated criteria; – analysing models of literature; – accessing multiple sources of information; – consulting reference materials; – considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency; – ongoing revising and editing			
LA (2006)	7	Writing and Representing	Strategies (Writing and Representing)	C7 select and use various strategies after writing and representing to improve their work, including: – checking their work against established criteria; – reading aloud and listening for fluency; – revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization); – editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)			

LA (2006)	7	Writing and Representing	Thinking (Writing and Representing)	C8 use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts			
LA (2006)	7	Writing and Representing	Thinking (Writing and Representing)	C9 use writing and representing to extend thinking, by: – developing explanations; – analysing the relationships in ideas and information; – exploring new ideas (e.g., making generalizations, speculating about alternative viewpoints)			
LA (2006)	7	Writing and Representing	Thinking (Writing and Representing)	C10 reflect on and assess their writing and representing, by: – – relating their work to criteria; – setting goals and creating a plan for improvement; – taking steps toward achieving goals			
LA (2006)	7	Writing and Representing	Features (Writing and Representing)	C11 use the features and conventions of language to express meaning in their writing and representing, including: – complete simple, compound, and complex sentences; – subordinate (i.e., dependent) clauses; – correct subject-verb and pronoun agreement in sentences with compound subjects; – correct and effective use of punctuation; – conventional Canadian spelling for familiar and frequently used words; – spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus); – information taken from secondary sources with source citation; – legible writing appropriate to context and purpose			
PE (2006)	7	Active Living	Knowledge	A1 relate the effects of regular participation in a variety of types of physical activities to quality of life (e.g., stress reduction, prevents the onset of certain diseases, increased overall physical and emotional health)			
PE (2006)	7	Active Living	Knowledge	A2 analyse the relationship between personal nutrition choices and participation in physical activity			
PE (2006)	7	Active Living	Knowledge	A3 assess their heart rate during physical activity in relation to target heart rate zones			
PE (2006)	7	Active Living	Knowledge	A4 design a plan for achieving physical activity goals			
PE (2006)	7	Active Living	Participation	A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals			
PE (2006)	7	Movement Skills		B1 apply learned movement skills in new and unfamiliar physical activities			
PE (2006)	7	Movement Skills		B2 demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings (e.g., kick an object varying distances, intercept an object from an opponent, pass an object to a moving partner)			
PE (2006)	7	Movement Skills		B3 perform sequences using learned non-locomotor, locomotor, and manipulative movement skills, demonstrating effective use of qualities of movement (e.g., speed, force, flow)			
PE (2006)	7	Safety, Fair Play, and Leadership		C1 apply safe procedures for specific physical activities			
PE (2006)	7	Safety, Fair Play, and Leadership		C2 model fair play in all aspects of physical activity			

PE (2006)	7	Safety, Fair Play, and Leadership		C3 model leadership in creating a positive climate for physical activity (e.g., mentoring, organizing, coaching)			
HCEK (2006)	7	GOALS AND DECISIONS		A1 design a plan to achieve a specific goal			
HCEK (2006)	7	GOALS AND DECISIONS		A2 demonstrate an ability to apply a decision-making model to a specific situation			
HCEK (2006)	7	CAREER DEVELOPMENT		B1 classify jobs according to career clusters (e.g., by type of industry, type of work, personal interests)			
HCEK (2006)	7	CAREER DEVELOPMENT		B2 identify skills that are transferable to a range of school and recreational situations (e.g., time management, teamwork, problem solving, communication, adaptability)			
HCEK (2006)	7	HEALTH	Healthy Living	C1 analyse factors (including media and peer) that influence personal health decisions			
HCEK (2006)	7	HEALTH	Healthy Living	C2 describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence			
HCEK (2006)	7	HEALTH	Healthy Living	C3 demonstrate an ability to access community information and support services for a variety of health issues			
HCEK (2006)	7	HEALTH	Healthy Living	C4 demonstrate an understanding of the life-threatening nature of HIV/AIDS (e.g., HIV/AIDS damages the immune system, there is currently no known cure for HIV/AIDS)			
HCEK (2006)	7	HEALTH	Healthy Relationships	C5 identify characteristics of healthy relationships and unhealthy relationships (e.g., healthy relationships – respect, open communication; unhealthy relationships – jealousy, power imbalance, lack of empathy)			
HCEK (2006)	7	HEALTH	Healthy Relationships	C6 describe a variety of influences on relationships (e.g., peers, family, media, physical and emotional changes as a result of puberty)			
HCEK (2006)	7	HEALTH	Healthy Relationships	C7 demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying			
HCEK (2006)	7	HEALTH	Safety and Injury Prevention	C8 identify safety strategies that can be used to avoid potentially abusive or exploitative situations (e.g., personal safety rules and strategies for using the Internet, knowing and recognizing tricks and lures used by abusers, telling a trusted adult)			
HCEK (2006)	7	HEALTH	Safety and Injury Prevention	C9 propose strategies to avoid potentially unsafe situations on the road and in the community (e.g., recognize hazards and potential for injury, use assertive communication skills, use protective equipment, get relevant training and education)			
HCEK (2006)	7	HEALTH	Substance Misuse Prevention	C10 analyse media and social influences related to substance misuse			
HCEK (2006)	7	HEALTH	Substance Misuse Prevention	C11 describe healthy alternatives to substance misuse (e.g., stress management, substance-free social activities)			
FSL	8	Communicating		ask for information, permission, and clarification			
FSL	8	Communicating		share information about activities and interests			
FSL	8	Communicating		participate in familiar activities (real or simulated)			
FSL	8	Communicating		classify events as past, present, or future			
FSL	8	Communicating		derive meaning in new language situations			

FSL	8	Acquiring Information		extract, retrieve, and process specific information from French-language resources to complete authentic tasks			
FSL	8	Acquiring Information		express acquired information in oral, visual, and written forms			
FSL	8	Experiencing Creative Works		respond to authentic creative works from the Francophone world			
FSL	8	Understanding Cultural Influences		identify elements of Francophone cultures in Canada and the world			
FSL	8	Understanding Cultural Influences		identify and compare the activities and interests of young people in Francophone communities to their own			
Math (2007)	K	Number		A1 say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1 [C, CN, V]			
Math (2007)	K	Number		A2 recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots [C, CN, ME, V]			
Math (2007)	K	Number		A3 relate a numeral, 1 to 10, to its respective quantity [CN, R, V]			
Math (2007)	K	Number		A4 represent and describe numbers 2 to 10, concretely and pictorially [C, CN, ME, R, V]			
Math (2007)	K	Number		A5 compare quantities, 1 to 10, using one-to-one correspondence [C, CN, V]			
Math (2007)	K	Patterns and Relations	Patterns	B1 demonstrate an understanding of repeating patterns (two or three elements) by *identifying, *reproducing, *extending, *creating, patterns, using manipulatives, sounds, and actions [C, CN, PS, V]			
Math (2007)	K	Shape and Space	Measurement	C1 use direct comparison to compare two objects based on a single attribute such as length (height), mass (weight), and volume (capacity) [C, CN, PS, R, V]			
Math (2007)	K	Shape and Space	3-D Object and 2-D Shapes	C2 sort 3-D objects using a single attribute [C, CN, PS, R, V]			
Math (2007)	K	Shape and Space	3-D Object and 2-D Shapes	C3 build and describe 3-D objects [CN, PS, V]			
Dance	K	Exploring and Creating		move expressively to a variety of sounds and music			
Dance	K	Exploring and Creating		create movements that represent patterns, characters, themes and topics			
Dance	K	Elements (skills and strategies)		move safely in both personal and general space during dance activities			
Dance	K	Elements (skills and strategies)		move using a variety of levels, pathways, dynamics and directions, using a variety of body shapes			
Dance	K	Elements (skills and strategies)		move in time to a steady beat			
Dance	K	Context		participating in dance for a variety of purposes			
Dance	K	Presenting and Performing		demonstrate a willingness to perform dance			

Dance	K	Presenting and Performing		demonstrate appropriate performance skills in dance settings			
Drama	K	Exploring and Creating		demonstrate engagement in drama play			
Drama	K	Exploring and Creating		explore and imagine stories by taking on roles			
Drama	K	Exploring and Creating		demonstrate willingness to participate and co-operate in drama activities			
Drama	K	Elements (skills and strategies)		use voice in a variety of ways to explore ideas and feelings			
Drama	K	Elements (skills and strategies)		use movement and their bodies to explore ideas and feelings			
Drama	K	Elements (skills and strategies)		move safely in both personal and general space will creating drama			
Drama	K	Context		participate in drama from a variety of contexts			
Drama	K	Presenting and Performing		participate in and share drama			
Drama	K	Presenting and Performing		respond to a drama presentation			
Music	K	Exploring and Creating		sing and play classroom repertoire			
Music	K	Exploring and Creating		represent personal thoughts, images, and feelings experienced in classroom repertoire			
Music	K	Exploring and Creating		create sounds to accompany stories, nursery rhymes, or songs			
Music	K	Elements (skills and strategies)		respond to beat in music			
Music	K	Elements (skills and strategies)		demonstrate rhythmic patterns from classroom repertoire			
Music	K	Elements (skills and strategies)		sing short melodies			
Music	K	Elements (skills and strategies)		distinguish one melody from another			
Music	K	Elements (skills and strategies)		use voice or instruments to explore elements or expression			
Music	K	Context		participate in music activities from a variety of historical, cultural, and social contexts			
Music	K	Presenting and Performing		demonstrate appropriate performance skills in music settings			
Music	K	Presenting and Performing		respond to a music work			
Visual Arts	K	Creative Processes		use imagination, observation, and stories to create images			

Visual Arts	K	Creative Processes		create images: - using the image-development strategy of elaboration - that feature colour, line, or shape - that use the principle of pattern			
Visual Arts	K	Creative Processes		experiment with a variety of materials, technologies, and processes to make images			
Visual Arts	K	Creative Processes		create 2-D and 3-D images - that represent ideas and concepts - in response to experiences - in response to objects and other images			
Visual Arts	K	Skills and Strategies		identify and apply - the image-development strategy of elaboration - the visual elements of colour, shape, and line - the principle of pattern			
Visual Arts	K	Skills and Strategies		identify and apply a variety of materials, technologies, and processes to create images			
Visual Arts	K	Context		describe various purposes of visual arts			
Visual Arts	K	Exhibition and Response		respond to artwork			
LA (2006)	K	Speaking and Listening	Oral Language Learning and Extending Thinking	A1 use speaking and listening when engaging in exploratory and imaginative play to: – express themselves; – ask for assistance; – exchange ideas; – experiment with new ideas or materials			
LA (2006)	K	Speaking and Listening	Oral Language Learning and Extending Thinking	A2 engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences			
LA (2006)	K	Speaking and Listening	Oral Language Learning and Extending Thinking	A3 demonstrate use of social language to interact co-operatively with others and to solve problems			
LA (2006)	K	Speaking and Listening	Oral Language Learning and Extending Thinking	A4 demonstrate being a good listener for a sustained period of time			
LA (2006)	K	Speaking and Listening	Oral Language Learning and Extending Thinking	A5 demonstrate being a good speaker (including sustaining conversation on a familiar topic)			
LA (2006)	K	Speaking and Listening	Oral Language Learning and Extending Thinking	A6 use oral language to explain, inquire, and compare			
LA (2006)	K	Speaking and Listening	Oral Language Learning and Extending Thinking	A7 experiment with language and demonstrate enhanced vocabulary usage			
LA (2006)	K	Speaking and Listening	Strategies for Oral Language	A8 connect what is already known with new experiences during speaking and listening activities			
LA (2006)	K	Speaking and Listening	Strategies for Oral Language	A9 ask questions to construct and clarify meaning			

LA (2006)	K	Speaking and Listening	Features of Oral Language	A10 use meaningful syntax when speaking (e.g., include a subject and verb, and simple connecting words when needed)			
LA (2006)	K	Speaking and Listening	Features of Oral Language	A11 speak clearly enough to be understood by peers and adults			
LA (2006)	K	Speaking and Listening	Features of Oral Language	A12 demonstrate auditory discrimination and orally manipulate sounds in words (i.e., use phonological awareness)			
LA (2006)	K	Developing Reading and Viewing Abilities	Learning Reading (and Viewing) and Extending Thinking	B1 demonstrate awareness of the connection between reading, writing, and oral language			
LA (2006)	K	Developing Reading and Viewing Abilities	Learning Reading (and Viewing) and Extending Thinking	B2 respond to literature through a variety of activities (e.g., role playing, art, music, choral reading, talking)			
LA (2006)	K	Developing Reading and Viewing Abilities	Learning Reading (and Viewing) and Extending Thinking	B3 engage in reading or reading-like behaviour			
LA (2006)	K	Developing Reading and Viewing Abilities	Strategies for Learning to Read and View	B4 in discussions, use strategies before reading and viewing to enhance comprehension, including; – accessing prior knowledge; – predicting; – making connections; – asking questions			
LA (2006)	K	Developing Reading and Viewing Abilities	Strategies for Learning to Read and View	B5 in discussions, use strategies during reading and viewing to monitor comprehension, including: – predicting and confirming unknown words and events by using language patterns and pictures; – making pictures in their heads (visualizing); – asking the question, “Does that make sense?”			
LA (2006)	K	Developing Reading and Viewing Abilities	Strategies for Learning to Read and View	B6 engage in discussions and create representations after reading and viewing to reflect on the text to confirm meaning			
LA (2006)	K	Developing Reading and Viewing Abilities	Features of Reading and Viewing	B7 demonstrate understanding of concepts about print and concepts about books (e.g., there is a directionality to print; books are for reading)			
LA (2006)	K	Developing Reading and Viewing Abilities	Features of Reading and Viewing	B8 identify most of the letters of the alphabet and their sounds, and a few high-frequency words, including their name and names of significant others			
LA (2006)	K	Developing Writing and Representing Abilities	Learning Writing (and Representing) and Extending Thinking	C1 create simple messages using a combination of pictures, symbols, letters, and words to convey meaning			
LA (2006)	K	Developing Writing and Representing Abilities	Learning Writing (and Representing) and Extending Thinking	C2 recognize that writing can be “talk written down” and that print carries a constant message			
LA (2006)	K	Developing Writing and Representing Abilities	Learning Writing (and Representing) and Extending Thinking	C3 show an interest in, and a positive attitude toward, writing and representing			

LA (2006)	K	Developing Writing and Representing Abilities	Strategies for Learning to Write and Represent	C4 engage in discussions before writing and representing to generate ideas when responding to text and classroom experiences (e.g., observing, listening, using the other senses, drawing, brainstorming, listing, webbing, partner-talk)			
LA (2006)	K	Developing Writing and Representing Abilities	Strategies for Learning to Write and Represent	C5 express meaning during writing and representing by using invented spelling and copying existing words/representations			
LA (2006)	K	Developing Writing and Representing Abilities	Strategies for Learning to Write and Represent	C6 engage in discussions after writing or representing about the experience of writing or representing and share work with others			
LA (2006)	K	Developing Writing and Representing Abilities	Features of Writing and Representing	C7 print most of the letters of the alphabet, own name, and a few simple words, and record a prominent sound in a word			
PE (2006)	K	Active Living	Knowledge	A1 identify benefits of regular participation in physical activity (e.g., it's fun, it helps them grow strong, it keeps the heart healthy)			
PE (2006)	K	Active Living	Knowledge	A2 identify physical activities they enjoy doing			
PE (2006)	K	Active Living	Knowledge	A3 identify the importance of food as fuel for physical activity			
PE (2006)	K	Active Living	Participation	A4 participate daily (e.g., five times a week) in moderate to vigorous physical activities			
PE (2006)	K	Movement Skills		B1 perform movements in personal space while maintaining control			
PE (2006)	K	Movement Skills		B2 use their bodies to create shapes (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting)			
PE (2006)	K	Movement Skills		B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following: walk; run; jump or hop; body roll (e.g., log roll, shoulder roll)			
PE (2006)	K	Movement Skills		B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: roll or slide an object toward a target; carry an object; two-handed throw of an object underhand toward a target			
PE (2006)	K	Safety, Fair Play, And Leadership		C1 identify safety guidelines for participating in physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision)			
PE (2006)	K	Safety, Fair Play, And Leadership		C2 follow rules and directions when participating in physical activities (e.g., stop on signal, listen to instructions before beginning activity)			
PE (2006)	K	Safety, Fair Play, And Leadership		C3 work co-operatively with peers during physical activity (e.g., respecting others' personal space, not pushing or shoving)			
HCEK (2006)	K	GOALS AND DECISIONS		A1 identify opportunities to make choices			
HCEK (2006)	K	GOALS AND DECISIONS		A2 identify sources of support and assistance for children at school			
HCEK (2006)	K	CAREER DEVELOPMENT		B1 identify their personal skills and interests (e.g., things they are good at, things they like to do)			
HCEK (2006)	K	CAREER DEVELOPMENT		B2 identify a variety of jobs and responsibilities they have at home and at school (e.g., clean up toys, obey playground rules)			

HCEK (2006)	K	HEALTH	Healthy Living	C1 identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices			
HCEK (2006)	K	HEALTH	Healthy Relationships	C2 identify thoughtful, caring behaviours in families (e.g., nurture, guidance, love)			
HCEK (2006)	K	HEALTH	Healthy Relationships	C3 demonstrate an understanding of appropriate ways to express feelings			
HCEK (2006)	K	HEALTH	Healthy Relationships	C4 differentiate between positive and negative behaviours in relationships			
HCEK (2006)	K	HEALTH	Safety and Injury Prevention	C5 use appropriate terminology to identify female and male private body parts			
HCEK (2006)	K	HEALTH	Safety and Injury Prevention	C6 differentiate between appropriate and inappropriate ways of being touched (e.g., appropriate – touches that feel welcome and safe, medical checkups; inappropriate – touches that hurt, touches to private parts)			
HCEK (2006)	K	HEALTH	Safety and Injury Prevention	C7 identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including: *saying “no” or “stop”; *calling out for help and getting away if possible; *telling a trusted adult and continuing to tell until someone listens and takes action; *not keeping a secret about the situation even if someone asks you to			
HCEK (2006)	K	HEALTH	Safety and Injury Prevention	C8 identify ways to avoid hazards and potentially dangerous situations in the home, at school, on the road, and in the community			
HCEK (2006)	K	HEALTH	Safety and Injury Prevention	C9 demonstrate an ability to access emergency services (e.g., fire, police, ambulance)			
HCEK (2006)	K	HEALTH	Substance Misuse Prevention	C10 differentiate between safe and unsafe substances in terms of their potential to benefit or harm the body (e.g., prescription medicine can benefit the body if used properly, any unknown substance can be dangerous)			
Science (2005)	K	Processes and Skills of Science		use the five senses to make observations			
Science (2005)	K	Processes and Skills of Science		share with others information obtained by observing			
Science (2005)	K	Life Science	Characteristics of Living Things	describe features of local plants and animals (e.g., colour, shape, size, texture)			
Science (2005)	K	Life Science	Characteristics of Living Things	compare local plants			
Science (2005)	K	Life Science	Characteristics of Living Things	compare common animals			
Science (2005)	K	Physical Science	Properties of Objects and Materials	describe properties of materials, including colour, shape, texture, size, and weight			
Science (2005)	K	Physical Science	Properties of Objects and Materials	identify materials that make up familiar objects			

Science (2005)	K	Physical Science	Properties of Objects and Materials	describe ways to rethink, refuse, reduce, reuse, and recycle			
Science (2005)	K	Earth and Space Science		demonstrate the ability to observe their surroundings			
Science (2005)	K	Earth and Space Science		describe features of their immediate environment			
Science (2005)	1	Processes and Skills of Science		communicate their observations, experiences, and thinking in a variety of ways (e.g., verbally, pictorially, graphically)			
Science (2005)	1	Processes and Skills of Science		classify objects, events, and organisms			
Science (2005)	1	Life Science	Needs of Living Things	classify living and non-living things			
Science (2005)	1	Life Science	Needs of Living Things	describe the basic needs of local plants and animals (e.g., food, water, light)			
Science (2005)	1	Life Science	Needs of Living Things	describe how the basic needs of plants and animals are met in their environment			
Science (2005)	1	Physical Science	Force and Motion	demonstrate how force can be applied to move an object			
Science (2005)	1	Physical Science	Force and Motion	compare the effect of friction on the movement of an object over a variety of surfaces			
Science (2005)	1	Physical Science	Force and Motion	demonstrate the effects of magnets on different materials			
Science (2005)	1	Earth and Space Science	Daily and Seasonal Changes	describe changes that occur in daily and seasonal cycles and their effects on living things			
Science (2005)	1	Earth and Space Science	Daily and Seasonal Changes	describe activities of Aboriginal peoples in BC in each seasonal cycle			
Science (2005)	2	Processes and Skills of Science		use their senses to interpret observations			
Science (2005)	2	Processes and Skills of Science		infer the probable outcome of an event or behaviour based on observations			
Science (2005)	2	Life Science	Animal Growth and Changes	classify familiar animals according to similarities and differences in appearance, behaviour, and life cycles			
Science (2005)	2	Life Science	Animal Growth and Changes	describe ways in which animals are important to other living things and the environment			
Science (2005)	2	Life Science	Animal Growth and Changes	describe some changes that affect animals (e.g., hibernation, migration, decline in population)			
Science (2005)	2	Life Science	Animal Growth and Changes	describe how animals are important in the lives of Aboriginal peoples in BC			
Science (2005)	2	Physical Science	Properties of Matter	identify the properties of solids, liquids, and gases			
Science (2005)	2	Physical Science	Properties of Matter	investigate changes to the properties of matter when it is heated or cooled			
Science (2005)	2	Physical Science	Properties of Matter	investigate the interactions of liquids and solids			

Science (2005)	2	Earth and Space Science	Air, Water, and Soil	describe physical properties of air, water, and soil			
Science (2005)	2	Earth and Space Science	Air, Water, and Soil	distinguish ways in which air, water, and soil interact			
Science (2005)	2	Earth and Space Science	Air, Water, and Soil	explain why air, water, and soil are important for living things			
Science (2005)	3	Processes and Skills of Science		ask questions that foster investigations and explorations relevant to the content			
Science (2005)	3	Processes and Skills of Science		measure objects and events			
Science (2005)	3	Life Science	Plant Growth and Change	compare familiar plants according to similarities and differences in appearance and life cycles			
Science (2005)	3	Life Science	Plant Growth and Change	describe ways in which plants are important to other living things and the environment			
Science (2005)	3	Life Science	Plant Growth and Change	describe how plants are harvested and used throughout the seasons			
Science (2005)	3	Physical Science	Materials and Structures	describe shapes that are part of natural and human-built structures (e.g., domes, arches, pyramids)			
Science (2005)	3	Physical Science	Materials and Structures	compare the effects of different materials, shapes, and forces on the strength and stability of different structures			
Science (2005)	3	Physical Science	Materials and Structures	conduct investigations into ways to improve the strength and stability of structures			
Science (2005)	3	Earth and Space Science	Stars and Planets	describe characteristics and movements of objects in our solar system			
Science (2005)	3	Earth and Space Science	Stars and Planets	compare familiar constellations in seasonal skies			
Science (2005)	3	Earth and Space Science	Stars and Planets	demonstrate awareness of the special significance of celestial objects for Aboriginal peoples			
Science (2005)	4	Processes and Skills of Science		make predictions, supported by reasons and relevant to the content			
Science (2005)	4	Processes and Skills of Science		use data from investigations to recognize patterns and relationships and reach conclusions			
Science (2005)	4	Life Science	Habitats and Communities	compare the structures and behaviours of local animals and plants in different habitats and communities			
Science (2005)	4	Life Science	Habitats and Communities	analyse simple food chains			
Science (2005)	4	Life Science	Habitats and Communities	determine how personal choices and actions have environmental consequences			
Science (2005)	4	Life Science	Habitats and Communities	demonstrate awareness of the Aboriginal concept of respect for the environment			
Science (2005)	4	Physical Science	Sound and Light	identify sources of light and sound			
Science (2005)	4	Physical Science	Sound and Light	explain properties of light (e.g., travels in a straight path, can be reflected)			

Science (2005)	4	Physical Science	Sound and Light	explain properties of sound (e.g., travels in waves, travels in all directions)			
Science (2005)	4	Earth and Space Science	Weather	measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction			
Science (2005)	4	Earth and Space Science	Weather	analyse impacts of weather conditions on living and non-living things			
Science (2005)	5	Processes and Skills of Science		identify variables that can be changed in an experiment			
Science (2005)	5	Processes and Skills of Science		evaluate the fairness of a given experiment			
Science (2005)	5	Processes and Skills of Science		describe the steps in designing an experiment			
Science (2005)	5	Life Science	Human Body	describe the basic structure and functions of the human respiratory, digestive, circulatory, skeletal, muscular, and nervous systems			
Science (2005)	5	Life Science	Human Body	explain how the different body systems are interconnected			
Science (2005)	5	Physical Science	Forces and Simple Machines	demonstrate how various forces can affect the movement of objects			
Science (2005)	5	Physical Science	Forces and Simple Machines	demonstrate mechanical advantage of simple machines, including lever, wedge, pulley, ramp, screw, and wheel			
Science (2005)	5	Physical Science	Forces and Simple Machines	design a compound machine			
Science (2005)	5	Physical Science	Forces and Simple Machines	describe applications of simple and compound machines used in daily life in BC communities			
Science (2005)	5	Earth and Space Science	Renewable and Non-Renewable Resources	analyse how BC's living and non-living resources are used			
Science (2005)	5	Earth and Space Science	Renewable and Non-Renewable Resources	identify methods of extracting or harvesting and processing BC's resources			
Science (2005)	5	Earth and Space Science	Renewable and Non-Renewable Resources	describe potential environmental impacts of using BC's living and non-living resources			
Science (2005)	5	Earth and Space Science	Renewable and Non-Renewable Resources	analyse how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources			
Science (2005)	6	Processes and Skills of Science		manipulate and control a number of variables in an experiment			
Science (2005)	6	Processes and Skills of Science		apply solutions to a technical problem (e.g., malfunctioning electrical circuit)			
Science (2005)	6	Life Science	Diversity of Life	demonstrate the appropriate use of tools to examine living things that cannot be seen with the naked eye			
Science (2005)	6	Life Science	Diversity of Life	analyse how different organisms adapt to their environments			

Science (2005)	6	Life Science	Diversity of Life	distinguish between life forms as single or multi-celled organisms and belonging to one of five kingdoms: Plantae, Animalia, Monera, Protista, Fungi			
Science (2005)	6	Physical Science	Electricity	evaluate various methods for producing small electric charges			
Science (2005)	6	Physical Science	Electricity	test a variety of electrical pathways using direct current circuits			
Science (2005)	6	Physical Science	Electricity	demonstrate that electricity can be transformed into light, heat, sound, motion, and magnetic effects			
Science (2005)	6	Physical Science	Electricity	differentiate between renewable and non-renewable methods of producing electrical energy			
Science (2005)	6	Earth and Space Science	Exploration of Extreme Environments	explain obstacles unique to exploration of a specific extreme environment			
Science (2005)	6	Earth and Space Science	Exploration of Extreme Environments	describe contributions of Canadians to exploration technologies			
Science (2005)	6	Earth and Space Science	Exploration of Extreme Environments	assess technologies used for extreme environments			
Science (2005)	7	Processes and Skills of Science		test a hypothesis by planning and conducting an experiment that controls for two or more variables			
Science (2005)	7	Processes and Skills of Science		create models that help to explain scientific concepts and hypotheses			
Science (2005)	7	Life Science	Ecosystems	analyse the roles of organisms as part of interconnected food webs, populations, communities, and ecosystems			
Science (2005)	7	Life Science	Ecosystems	assess survival needs and interactions between organisms and the environment			
Science (2005)	7	Life Science	Ecosystems	assess the requirements for sustaining healthy local ecosystems			
Science (2005)	7	Life Science	Ecosystems	evaluate human impacts on local ecosystems			
Science (2005)	7	Physical Science	Chemistry	classify substances as elements, compounds, and mixtures			
Science (2005)	7	Physical Science	Chemistry	measure substances and solutions according to pH, solubility, and concentration			
Science (2005)	7	Physical Science	Chemistry	conduct investigations into properties of matter			
Science (2005)	7	Earth and Space Science	Earth's Crust	compare the characteristics of the Earth's core, mantle, and crust, and describe the formation of rocks			
Science (2005)	7	Earth and Space Science	Earth's Crust	analyse the dynamics of tectonic plate movement and landmass formation			
Science (2005)	7	Earth and Space Science	Earth's Crust	explain how the Earth's surface changes over time			

SS (2006)	K	Skills and Processes of Social Studies		participate co-operatively in groups			
SS (2006)	K	Skills and Processes of Social Studies		gather information from personal experiences, oral sources, and visual representations			
SS (2006)	K	Skills and Processes of Social Studies		present information using oral or visual representations			
SS (2006)	K	Identity, Society, and Culture		demonstrate an awareness of the concept of change			
SS (2006)	K	Identity, Society, and Culture		identify groups and places that are part of their lives			
SS (2006)	K	Identity, Society, and Culture		identify similarities and differences among families			
SS (2006)	K	Governance		describe their roles and responsibilities as members of the classroom and school community			
SS (2006)	K	Governance		identify the purpose of classroom and school expectations			
SS (2006)	K	Economy and Technology		identify individual human needs			
SS (2006)	K	Economy and Technology		identify work done in their community			
SS (2006)	K	Economy and Technology		identify examples of technologies used in their lives			
SS (2006)	K	Human and Physical Environment		identify characteristics of different local environments			
SS (2006)	K	Human and Physical Environment		demonstrate responsible behaviour in caring for their immediate environment			
SS (2006)	1	Skills and Processes of Social Studies		use picture maps to identify familiar locations in the school or community			
SS (2006)	1	Skills and Processes of Social Studies		participate co-operatively and productively in groups			
SS (2006)	1	Skills and Processes of Social Studies		gather information from personal experiences, oral sources, and visual representations			
SS (2006)	1	Skills and Processes of Social Studies		present information using oral, written, or visual representations			

SS (2006)	1	Skills and Processes of Social Studies		identify strategies to address relevant school-based problems			
SS (2006)		Identity, Society, and Culture		describe changes that occur in their lives			
SS (2006)	1	Identity, Society, and Culture		explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members			
SS (2006)	1	Identity, Society, and Culture		identify a variety of social structures in which they live, learn, work, and play together			
SS (2006)	1	Identity, Society, and Culture		identify symbols of Canada			
SS (2006)	1	Governance		describe their roles, rights, and responsibilities at home and at school			
SS (2006)	1	Governance		explain the purpose of classroom and school expectations			
SS (2006)	1	Economy and Technology		describe basic human needs			
SS (2006)	1	Economy and Technology		identify types of work done by people in their community			
SS (2006)	1	Economy and Technology		demonstrate awareness of the purpose of money			
SS (2006)	1	Economy and Technology		describe ways they use technologies			
SS (2006)	1	Human and Physical Environment		recognize maps of Canada			
SS (2006)	1	Human and Physical Environment		identify characteristics of different environments			
SS (2006)	1	Human and Physical Environment		demonstrate responsible behaviour in caring for their immediate and school environments			
SS (2006)	2	Skills and Processes of Social Studies		interpret simple maps using cardinal directions, symbols, and simple legends			
SS (2006)	2	Skills and Processes of Social Studies		create simple maps representing familiar locations			
SS (2006)	2	Skills and Processes of Social Studies		gather information from a variety of sources for presentation			
SS (2006)	2	Skills and Processes of Social Studies		present information using oral, written, or visual representations			

SS (2006)	2	Skills and Processes of Social Studies		select a solution to a classroom or school problem			
SS (2006)	2	Identity, Society, and Culture		identify changes that occur in the school and community throughout the year			
SS (2006)	2	Identity, Society, and Culture		describe ways individuals contribute to a community			
SS (2006)	2	Identity, Society, and Culture		identify factors that influence who they are			
SS (2006)	2	Identity, Society, and Culture		identify significant language and cultural characteristics of Canadian society			
SS (2006)	2	Governance		distinguish their roles, rights, and responsibilities within the classroom and school			
SS (2006)	2	Governance		describe how decisions are made in groups, the classroom, and the school			
SS (2006)	2	Economy and Technology		describe work done in the school			
SS (2006)	2	Economy and Technology		describe the purpose of money			
SS (2006)	2	Economy and Technology		describe how technology affects individuals and schools			
SS (2006)	2	Human and Physical Environment		locate on a map landforms and bodies of water of local and national significance, including: -Pacific Ocean, -Atlantic Ocean, -Arctic Ocean, - Vancouver Island, - Rocky Mountains, -local relevant examples			
SS (2006)	2	Human and Physical Environment		describe their responsibility to the local environment			
SS (2006)	2	Human and Physical Environment		describe how the physical environment influences human activities			
SS (2006)	3	Skills and Processes of Social Studies		apply critical thinking skills – including questioning, predicting, imagining, comparing, classifying, and identifying patterns – to selected problems or issues			
SS (2006)	3	Skills and Processes of Social Studies		identify a variety of symbolic representations			
SS (2006)	3	Skills and Processes of Social Studies		use simple maps to interpret and present information			
SS (2006)	3	Skills and Processes of Social Studies		gather information from a variety of sources			

SS (2006)	3	Skills and Processes of Social Studies		organize information in chronological order			
SS (2006)	3	Skills and Processes of Social Studies		create a presentation on a selected topic			
SS (2006)	3	Skills and Processes of Social Studies		formulate a response to a relevant classroom, school, or community problem or issue			
SS (2006)	3	Identity, Society, and Culture		identify changes that can occur in communities over time			
SS (2006)	3	Identity, Society, and Culture		describe the importance of communities			
SS (2006)	3	Identity, Society, and Culture		identify cultural similarities and differences			
SS (2006)	3	Identity, Society, and Culture		identify characteristics of Canadian society			
SS (2006)	3	Governance		describe how an understanding of personal roles, rights, and responsibilities can affect the well-being of the school and community			
SS (2006)	3	Governance		summarize the roles and responsibilities of local governments			
SS (2006)	3	Economy and Technology		compare ways in which needs and wants are met in communities			
SS (2006)	3	Economy and Technology		assess how technology affects individuals and communities			
SS (2006)	3	Human and Physical Environment		locate major landforms and bodies of water in BC and Canada, including, -St. Lawrence Seaway, -Great Lakes, -Fraser River, -Queen Charlotte Islands, -Canadian Shield, -Hudson Bay, -locally relevant examples			
SS (2006)	3	Human and Physical Environment		identify characteristics of the provinces and territories of Canada			
SS (2006)	3	Human and Physical Environment		demonstrate a sense of responsibility for the local environment			
SS (2006)	3	Human and Physical Environment		describe how the physical environment influenced early settlement in their local community or another community studied			
SS (2006)	4	Skills and Processes of Social Studies		apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues			
SS (2006)	4	Skills and Processes of Social Studies		use maps and timelines to gather and represent information			

SS (2006)	4	Skills and Processes of Social Studies		gather information from a variety of sources			
SS (2006)	4	Skills and Processes of Social Studies		identify alternative perspectives on a selected event or issue			
SS (2006)	4	Skills and Processes of Social Studies		create a presentation on a selected historical event or topic			
SS (2006)	4	Skills and Processes of Social Studies		formulate strategies to address problems or issues			
SS (2006)	4	Identity, Society, and Culture		distinguish characteristics of various Aboriginal cultures in BC and Canada			
SS (2006)	4	Identity, Society, and Culture		demonstrate knowledge of early European exploration of BC and Canada			
SS (2006)	4	Identity, Society, and Culture		identify effects of early contact between Aboriginal societies and European explorers and settlers			
SS (2006)	4	Governance		compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada			
SS (2006)	4	Governance		identify the impact of Canadian governance on Aboriginal people's rights			
SS (2006)	4	Economy and Technology		compare bartering and monetary systems of exchange			
SS (2006)	4	Economy and Technology		describe technologies used by Aboriginal people in BC and Canada			
SS (2006)	4	Economy and Technology		analyse factors that influenced early European exploration of North America			
SS (2006)	4	Economy and Technology		describe technologies used in exploration, including, transportation, navigation, food preservation			
SS (2006)	4	Economy and Technology		describe economic and technological exchanges between explorers and Aboriginal people			
SS (2006)	4	Human and Physical Environment		use maps and globes to locate the world's hemispheres, the world's continents and oceans, Aboriginal groups studied			
SS (2006)	4	Human and Physical Environment		identify the significance of selected place names in BC and Canada			
SS (2006)	4	Human and Physical Environment		describe Aboriginal peoples' relationship with the land and natural resources			
SS (2006)	5	Skills and Processes of Social Studies		apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues			

SS (2006)	5	Skills and Processes of Social Studies		use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada			
SS (2006)	5	Skills and Processes of Social Studies		gather a body of information from a variety of primary and secondary sources			
SS (2006)	5	Skills and Processes of Social Studies		create a presentation on a selected topic			
SS (2006)	5	Skills and Processes of Social Studies		defend a position on a selected topic			
SS (2006)	5	Skills and Processes of Social Studies		implement a plan of action to address a selected school, community, or national problem or issue			
SS (2006)	5	Identity, Society, and Culture		describe the significance of key events and factors in the development of BC and Canada, including: the fur trade, the railroad, the Fraser/Cariboo gold rush			
SS (2006)	5	Identity, Society, and Culture		assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada			
SS (2006)	5	Identity, Society, and Culture		describe the contributions of significant individuals to the development of Canada's identity			
SS (2006)	5	Governance		demonstrate knowledge of how Confederation formed Canada as a nation			
SS (2006)	5	Governance		describe levels, responsibilities, and the election of government in Canada			
SS (2006)	5	Governance		identify the distinct governance structures of First Nations in Canada			
SS (2006)	5	Economy and Technology		analyse the relationship between the economic development of communities and their available resources			
SS (2006)	5	Economy and Technology		analyse the development of transportation systems in BC and Canada			
SS (2006)	5	Human and Physical Environment		describe the major physical regions of Canada			
SS (2006)	5	Human and Physical Environment		describe the location of natural resources within BC and Canada, including: fish and marine resources, forests, minerals, energy resources			
SS (2006)	5	Human and Physical Environment		explain why sustainability is important			
SS (2006)	5	Human and Physical Environment		analyse environmental effects of settlement in early BC and Canada			

SS (2006)	6	Skills and Processes of Social Studies		apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues			
SS (2006)	6	Skills and Processes of Social Studies		interpret graphs, tables, aerial photos, and various types of maps			
SS (2006)	6	Skills and Processes of Social Studies		evaluate the credibility and reliability of selected sources			
SS (2006)	6	Skills and Processes of Social Studies		deliver a formal presentation			
SS (2006)	6	Skills and Processes of Social Studies		implement a plan of action to address a selected local or global problem or issue			
SS (2006)	6	Identity, Society, and Culture		assess diverse concepts of Canadian identity			
SS (2006)	6	Identity, Society, and Culture		compare Canadian society with the society of another country			
SS (2006)	6	Identity, Society, and Culture		relate a society's artistic expression to its culture			
SS (2006)	6	Governance		compare the federal government in Canada with national governments of other countries			
SS (2006)	6	Governance		describe key characteristics of the justice system in Canada			
SS (2006)	6	Governance		assess equality and fairness in Canada with reference to the <i>Canadian Charter of Rights and Freedoms</i>			
SS (2006)	6	Governance		compare individual and collective rights and responsibilities in Canada with those in other countries			
SS (2006)	6	Governance		describe the role of Canada in the world			
SS (2006)	6	Economy and Technology		describe the importance of trade for BC and Canada			
SS (2006)	6	Economy and Technology		analyse the significance of communications technologies in Canada			
SS (2006)	6	Economy and Technology		evaluate effects of technology on lifestyles and environments			
SS (2006)	6	Economy and Technology		compare Canada's economy, technology, and quality of life with those in one or more selected countries			
SS (2006)	6	Human and Physical Environment		assess the relationship between cultures and their environments			
SS (2006)	6	Human and Physical Environment		describe factors that affect settlement patterns and population distribution in selected countries			

SS (2006)	7	Skills and Processes of Social Studies		apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues			
SS (2006)	7	Skills and Processes of Social Studies		use various types of graphs, tables, timelines, and maps to obtain or communicate information			
SS (2006)	7	Skills and Processes of Social Studies		compile a body of information from a range of sources			
SS (2006)	7	Skills and Processes of Social Studies		deliver a formal presentation on a selected issue or inquiry using two or more forms of representation			
SS (2006)	7	Skills and Processes of Social Studies		defend a position on a contemporary or historical issue			
SS (2006)	7	Identity, Society, and Culture		analyse the concept of <i>civilization</i> as it applies to selected ancient cultures			
SS (2006)	7	Identity, Society, and Culture		analyse social roles within one or more ancient civilizations			
SS (2006)	7	Identity, Society, and Culture		identify influences and contributions of ancient societies to present-day cultures			
SS (2006)	7	Governance		describe the evolution and purpose of rules, laws, and government in ancient civilizations			
SS (2006)	7	Governance		assess how ancient systems of laws and government have contributed to current Canadian political and legal systems			
SS (2006)	7	Economy and Technology		describe various ways ancient peoples exchanged goods and services			
SS (2006)	7	Economy and Technology		assess ways technological innovations enabled ancient peoples to adapt to and modify their environments satisfy their needs, increase exploration and trade, develop their cultures			
SS (2006)	7	Economy and Technology		compare ancient and modern communications media			
SS (2006)	7	Human and Physical Environment		assess how physical environments affected ancient civilizations			
SS (2006)	7	Human and Physical Environment		identify the impact of human activity on physical environments in ancient civilizations			
