

ADST

Applied Design

- Understanding Context/Developing: Identify a user and their requirements, generate potential ideas and criteria for success.
- Ideating: Generate potential ideas with personal, social, environmental and ethical implications considered and choose an idea to pursue.
- Prototyping: Explore, construct, test and record results and gather feedback of the first version of a product.
- Making: Make a plan for production that includes key stages, and carry it out, making changes as needed.
- Sharing: Demonstrate, evaluate and reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient cooperative work space.

Applied Skills

- Identify and evaluate the skills and skill levels needed in relation to a specific task and demonstrate an awareness of precautionary and emergency safety procedures.
- Assess and evaluate healthy eating information and apply it to individual lifestyles

Applied Technology

- The ability to select appropriate tools and technology to complete a task.
- Select appropriate tools and technologies and identify unintended negative consequences of the choices they make about technology use.
- Identify how the land, natural resources, and culture influence the development and use of tools and technologies.

Fine Arts

Exploring and Creating

- The ability to create art using a variety of media and techniques, elements and principles of art and design.
- The ability to explore personal connections.
- The ability to create understanding of social, cultural and historical contexts.

Reasoning and Reflecting

- The ability to understand media and techniques used by others.
- The ability to improve through reflection.
- The ability to examine and interpret the intentions, knowledge and cultural context of others' artwork.

Communicating and Documenting

- The ability to demonstrate engagement and/or application of curricular competencies.
- The ability to document feelings, ideas and experiences through the arts.

Fine Arts - Drama 7 (stand alone course)

Exploring and Creating

- The ability to intentionally select and apply materials, movements, technologies, environments, tools, and techniques
- The ability to create dramatic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- The ability to demonstrate an understanding of and explore relationships and between identity, place, culture, society, and belonging through drama

Reasoning and Reflecting

- The ability to research, describe, interpret and evaluate how artists use processes, materials, movements, technologies, tools, techniques, and environments in the arts
- Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Reflect on and interpret works of art and creative processes to understand artists' intentions

Communicating and Documenting

- The ability to demonstrate engagement and/or application of curricular competencies.
- The ability to document feelings, ideas and experiences through the arts.

Français Langue - Grade 7

(Updated on October 8, 2021 by E. Isabelle)

Exploring and Reflecting

- I can identify verbal and non-verbal responses, as well as implicit information and adjust my communication accordingly, in order to be better understood.
- I can compare the cultural elements of different Francophone and Aboriginal texts.
- I can analyze the roles that characters play in the plot to understand the stages of plot development.
- I can identify the structure of a text and its elements to determine how it is organized, how the ideas are connected, and their effects on readers. (reading research)

Creating and Communicating

- I can spontaneously support and justify my viewpoints.
- I can summarize the main idea in a text in a clear, well-organized manner and respond to a text taking into consideration feelings and emotions.
- I can create a character portrayal including physical characteristics and psychological traits.
- I can organize ideas logically in order to write clear and coherent texts that follow a specific structure to improve my communications. (texte informatif)
- I can revise my ideas, grammar structures, and use the most appropriate revision strategies to improve my message. (proofreading, feedback from peers & perfectionnement de la langue - bonne copie).

2020-2021

Reading

- I can summarize the main ideas of a text: (1) Answering direct questions from the text (2) Answering questions using inferences
- I can elaborate on various parts of literacy text in Francophone and Aboriginal texts: (1) Characters (physical and psychological traits) (2) Plot development (conflict and resolution) (3) Poetic elements

Writing

- I can communicate my ideas clearly, with a specific structure and completely in FRENCH
- I use grammar tools consistently to help revise my texts
- I can use the most appropriate revision strategies to improve my work

Speaking

- I can communicate my ideas clearly, logically, spontaneously (or not) and completely in FRENCH

Français Langue - Grade 8

Exploring and Reflecting

- mastering at analyzing a text in order to determine its message.
- mastering at distinguishing between the explicit and implicit meaning of a text.
- mastering at identifying the role that non-verbal elements play in supporting verbal meaning.
- mastering at responding critically by preparing and presenting arguments and counter arguments to justify a viewpoint.
- mastering at selecting quotations that are relevant to one's argument and incorporating them in a text according to style conventions.
- mastering at summarizing a text by reformulating the main and secondary ideas.

Creating and Communicating

- mastering at creating a character profile based on explicit and implicit elements.
- mastering at organizing language and grammar structures to fluently and logically communicate orally.
- mastering at organizing ideas logically and fluently in order to write coherent texts that follow a specific structure, use language elements, style conventions and grammar structures.
- mastering at using the most appropriate revision strategies and style conventions.

Français Langue - Grade 9

Exploring and Reflecting

- mastering the ability to interpret and analyze French and Aboriginal texts, to gain a cultural awareness.
- mastering the ability to distinguish between literal meaning and figurative meaning.
- mastering the ability to identify and analyze the message to deepen understanding of characters or society.
- mastering the ability to demonstrate critical thinking.

Creating and Communicating

- mastering the ability to communicate orally in an effective and spontaneous manner.
- mastering the ability to create effective, thought-provoking texts that follow structures.
- mastering the ability to understand the value of tenses and other grammar structures in order to use them appropriately in written and oral communications.
- mastering the ability to apply strategies to text to improve quality, flow and coherence.

Band - Music 9

Exploring and Creating

Reasoning and Reflecting

Communicating and Documenting

Connecting and Expanding

Career Education

Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills, and how these skills can lead to a career.

Demonstrate respect, collaboration, and inclusivity in working with others to solve problems

Recognize the impact of personal public identity in the world of work

Set and achieve realistic learning goals with perseverance and resilience

Recognize and explore diverse perspectives on how work contributes to our community and society

Demonstrate safety skills and appreciate the importance of workplace safety

Understand how various things affect career paths including curriculum choices, mentors, and family expectations.

Learn about career options through research and volunteer experiences.

Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations

Maths

Reasoning and Analyzing

- use logic, patterns, reasoning, estimation, and mental math strategies to explore (...with...content)

Understanding and Solving

- solve questions using symbolic form.
- solve questions using concrete and pictorial forms.

Communicating and Representing

- communicate ideas using mathematical vocabulary.
- justify my response by demonstrating the steps that lead to my answer.

Connecting and Reflecting

- reflect on mathematical thinking
- connect mathematical concepts to other math concepts, other areas of study, and personal choices

English - Grade 7

Comprehend and connect (reading, listening, viewing)

- Is able to use a variety of reading strategies to comprehend written, oral and visual texts.
- Is able to use listening and viewing skills to think critically, creatively and reflectively to understand information.
- Is able to use a range of texts to recognize, understand and empathize with First Nation's heritage.

Create and communicate (writing, speaking, representing)

- Is able to use a variety of strategies to convey meaning and extend thinking in written work.
- Is able to use the conventions of spelling, grammar and punctuation effectively.

English - Grade 8

Comprehend and connect (reading, listening, viewing)

- Demonstrating the ability to use strategies to comprehend, compare, and make connections to, a variety of texts.
- Demonstrating the ability to recognize and understand the relationships between language, identity and culture.
- Demonstrating an understanding and appreciation of First Peoples' texts, stories, values and protocols.
- Demonstrating the ability to accurately assess and synthesize ideas and information in order to build understanding
- Demonstrating an understanding of how text structures, features, literary elements and genres influence message and meaning.
- Demonstrating the ability to explore and respond to texts in personal, creative and critical ways.

Create and communicate (writing, speaking, representing)

- Demonstrating the ability to plan, develop and write engaging narrative and literary texts.
- Demonstrating the ability to plan, develop and write meaningful, informational texts.
- Demonstrating the ability to share ideas in order to express understanding, experiment with storytelling and extend thinking.
- Demonstrating the ability to use voice and conventions appropriately in order to refine texts for a variety of styles and purposes.

English - Grade 9

Comprehend and connect (reading, listening, viewing)

- Respond to text in personal, creative, and critical ways
- Express an opinion and support it with credible evidence
- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- Construct meaningful personal connections between, self, text, and world
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Explain how literary elements, techniques, and devices enhance and shape meaning
- Recognize a range of text structures and appreciate how distinct features, forms, and genres reflect different purposes, audiences, and messages
- Synthesize ideas from a variety of sources to build understanding
- Use strategies to access text and expand knowledge

Create and communicate (writing, speaking, representing)

- Recognize and appreciate the role of diversity within and across story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, influence, and points of view
- Recognize how language constructs personal, social, and cultural contexts and identity and identify the role of values and perspectives in texts
- Use writing and design processes to transform ideas, plan, develop, and create meaningful literary texts for a variety of purposes
- Uses appropriate features, forms, and genres to assess and refine texts for clarity, effectiveness, and impact according to purpose, audience, and message
- Exchange ideas and viewpoints to build shared understanding and extend thinking

Languages

Thinking and communicating

- The ability to recognize the relationships between French letter patterns and pronunciation
- The ability to use texts to comprehend key information and supporting details and retell stories
- The ability to use various strategies to support communication including seeking clarification of meaning
- The ability to exchange ideas and information using complete sentences, both orally and in writing

Personal and social awareness

Grade 7 & 8:

- The ability to explore and share information about Francophone communities across Canada and around the world

Grade 9:

- The ability to analyze similarities and differences between their own cultural practices and traditions and those of Francophone communities.

Leadership - Grade 7

Communication

- sharing ideas and participating in class
- sharing ideas formally
- using voice, eyes, body and strengths to get others excited about ideas
- asking questions to seek deeper understanding
- responding to questions thoughtfully

Collaboration

- contributing and working with others to create
- encouraging others to participate, contribute
- building on other's ideas
- making connections between ideas
- demonstrating respect and value of other's ideas and work

Self-Direction

- setting goals
- following through on ideas, plans, goals
- polishing up ideas
- using feedback to grow
- reflecting

PHE

Physical Literacy

- Develop, refine, and apply fundamental movement skills, concepts and strategies in a variety of physical activities
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Apply methods of monitoring and adjusting exertion levels in physical activities.

Healthy and Active Living

- Participate in many different physical activities.
- Analyze and reflect on factors that influence positive choices and create goals to maintain a healthy lifestyle.

Social and Community Health

- Identify and describe strategies for avoiding and/or responding to unsafe situations such as discrimination, stereotyping, and bullying.
- Describe and apply strategies for developing and maintaining healthy relationships and the well-being of the school and community

Mental Well Being

- Describe and assess strategies for promoting mental well-being and managing issues such as mental wellness, substance abuse and changes brought on by puberty

Sciences old version

Grade 9 in yellow???

Questioning and Predicting

- The ability to ask questions and show a sustained intellectual curiosity (about.... (a scientific topic))
- The ability to make predictions and generate (if..then) hypotheses (about...)
- Determine dependent and independent variables

Planning and Conducting

- The ability to safely and ethically plan and execute investigation/experiments (about...) and gather accurate and meaningful results.
- Accurately collect data by using appropriate tools to gather meaningful results and information

Processing and Analyzing Data and Information

- The ability to construct, analyze and interpret data (, such as graphs, models, and theories to seek connections and draw conclusions (about...))
- Use scientific knowledge to draw conclusions that are consistent with evidence
- Experience and interpret the local environment, including using Indigenous and other ways of knowing

Evaluating

- The ability to identify possible sources of error, and/or bias in scientific investigations / experiments, models and information.
- The ability to use informed skepticism to analyze the validity of information in secondary sources and to consider any ethical implications.

Applying and Innovating

- The ability to cooperatively design projects and innovate ideas with care for others
- The ability to apply learning or generate new or refined ideas when problem solving

Communicating

- The ability to communicate ideas, findings and solutions to problems, using scientific language, representations and digital technologies as appropriate

Sciences 2023

- Ask questions
- Formulate hypotheses (using independent and dependent variables) Grade 9
- Formulate hypotheses (using if / then statements) Grade 7/8

- Plan and use appropriate methods for labs and projects (grade 9)
- Plan labs and projects (individually and cooperatively) (grade 8)
- Safely and ethically follow the steps in an experiment to collect and record data (qualitative and quantitative)

- Make observations
- Construct, analyze, draw conclusions, and interpret information from graphs, models, or theories
- Consider First Peoples perspectives and other ways of knowing when experiencing the environment

- identify sources of error and ways to reduce or correct them
- use informed skepticism to determine if information is valid

- Transfer and apply learning to new situations
- Generate new or refined ideas when problem solving

- Communicate ideas using proper scientific language

Social Studies / Sciences humaines - Grade 7

Inquiry Process

- Demonstrating the ability to use inquiry skills and processes to ask questions, analyze and synthesise information, make predictions and communicate understanding.

Significance

- Demonstrating the ability to determine the significance and consequences of important events, people, places or developments.

Evidence

- Demonstrating the ability to accurately assess and synthesize evidence in order to justify sound conclusions and decisions.

Continuity and Change

- Demonstrating the ability to identify key turning points of growth and change over time throughout history and across societies.

Cause and Consequence

- Demonstrating the ability to characterize eras of progress and decline over time across societies and cultures.

Perspective

- Demonstrating the ability to examine multiple perspectives of present and past events.

Ethical Judgment

- Demonstrating the ability to make ethical judgements about complex issues and events.
-

Social Studies / Sciences humaines - Grade 8

Inquiry Process

- Demonstrating the ability to use inquiry skills and processes to ask questions, analyze and synthesize information, make predictions and communicate understanding

Significance

- Demonstrating the ability to determine the significance and consequences of important events, people, places or developments

Evidence

- Demonstrating the ability to accurately assess and synthesize evidence in order to justify sound conclusions and decisions

Continuity and Change

- Demonstrating the ability to identify key turning points of growth and change over time throughout history and across societies

Cause and Consequence

- Demonstrating the ability to characterize eras of progress and decline over time across societies and cultures

Perspective

- Demonstrating the ability to examine multiple perspectives of present and past events

Ethical Judgement

- Demonstrating the ability to make ethical judgements about complex issues and events

Social Studies / Sciences humaines - Grade 9

Inquiry Process

- Demonstrating the ability to use the inquiry process to ask questions, analyze ideas and communicate your findings.

Significance

- Demonstrating the ability to assess the significance of people, places, events, or developments.

Evidence

- Demonstrating the ability to assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence

Continuity and Change

- I can recognize and describe how life changes or stays the same for different groups of people during the same time period.

Cause and Consequence

- Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments

Perspective

- Demonstrating the ability to explain different perspectives on issues by considering people's values, worldviews, and beliefs.

Ethical Judgement

- Demonstrating the ability to make reasoned judgements about events in the past and determine appropriate ways to remember and respond to them