Grade One Curriculum

Language
Transferable Skills: Communication, Critical Thinking and Problem Solving and Self-Directed Learning, Collaboration

Receptive and Expressive Communication
A1.1 identify how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Digital Media Literacy
Innovation and Design
A2.6 use digital and media tools to support stages of the design process and to develop creative solutions to authentic, real-world problems
Media, Audience, and Production
A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator

Developing Ideas and Organizing Content
Developing Ideas
D1.2 generate ideas about given and chosen topics, using simple strategies and drawing on various resources, including their own lived experiences, and learning from other subject areas
Organizing Content
D1.4 sort and sequence ideas and information, taking into account the text form and genre to be used

Science and Technology

Transferable skills: critical thinking and problem solving, Innovation, creativity and collaboration
Students will engage in the Engineering Design Process
A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems

Arts
Students will engage in the Creative Process
D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences
D1.2 demonstrate an understanding of composition, using principles of design to create narrative artworks or art works on a theme or topic
D1.4 use a variety of materials, tools, and techniques to respond to design challenges
D2.1 express their feelings and ideas about art works and art experiences
D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' artwork
D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art

Grade Two Curriculum

Language
Transferable Skills: Communication, Critical Thinking and Problem Solving and Self-Directed Learning, Collaboration

Receptive and Expressive Communication
A1.1 identify how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Digital Media Literacy
Innovation and Design
A2.6 use digital and media tools to support stages of the design process and to develop creative solutions to authentic, real-world problems
Media, Audience, and Production
A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator

Developing Ideas and Organizing Content
Developing Ideas
D1.2 generate ideas about given and chosen topics, using simple strategies and drawing on various resources, including their own lived experiences, and learning from other subject areas
Organizing Content
D1.4 sort and sequence ideas and information, taking into account the text form and genre to be used

Science and Technology

Transferable skills: critical thinking and problem solving, Innovation, creativity and collaboration
Students will engage in the Engineering Design Process
A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems

Arts
Students will engage in the Creative Process
D1.2 demonstrate an understanding of composition, using principles of design to create narrative artworks or art works on a theme or topic
D1.3 use elements of design in art works to communicate ideas, messages, and understandings
D1.4 use a variety of materials, tools, and techniques to respond to design challenges
D2.1 express their feelings and ideas about art works and art experiences
D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' artwork
D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art

Grade Three Curriculum

Language
Transferable Skills: Communication, Critical Thinking and Problem Solving and Self-Directed Learning, Collaboration

Receptive and Expressive Communication
A1.1 identify how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Digital Media Literacy
Innovation and Design
A2.6 use digital and media tools to support stages of the design process and to develop creative solutions to authentic, real-world problems
Media, Audience, and Production
A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator

Developing Ideas and Organizing Content
Developing Ideas
D1.2 generate ideas about given and chosen topics, using simple strategies and drawing on various resources, including their own lived experiences, and learning from other subject areas
Organizing Content
D1.4 sort and sequence ideas and information, taking into account the text form and genre to be used

Science and Technology

Transferable skills: critical thinking and problem solving, Innovation, creativity and collaboration
Students will engage in the Engineering Design Process
A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems

Arts
Students will engage in the Creative Process
D1.2 demonstrate an understanding of composition, using principles of design to create narrative artworks or art works on a theme or topic
D1.3 use elements of design in art works to communicate ideas, messages, and understandings
D1.4 use a variety of materials, tools, and techniques to respond to design challenges
D2.1 express their feelings and ideas about art works and art experiences
D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' artwork
D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art

Grade Four Curriculum

<u>Language</u> Transferable Skills: Communication, Critical Thinking and Problem Solving and Self-Directed Learning, Collaboration

Receptive and Expressive Communication

A1.1 identify how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Digital Media Literacy

Innovation and Design

A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions

Media, Audience, and Production

A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator

Publishing, Presenting and Reflecting

Organizing Content

D1.4 select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium

Producing Final Texts

D3.1 produce final texts using a variety of techniques and tools, including simple digital design and production tools, to achieve the intended effect

Publishing and Presenting Texts

D3.2 publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message

Voice

D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

Science and Technology

Transferable skills: critical thinking and problem solving, Innovation, creativity and collaboration
Students will engage in the Engineering Design Process
A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems

Arts

Students will engage in the Creative Process

D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences

D1.2 demonstrate an understanding of composition, using principles of design to create narrative artworks or art works on a theme or topic

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

D1.4 use a variety of materials, tools, and techniques to respond to design challenges

D2.1 express their feelings and ideas about art works and art experiences

D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' artwork

D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art

Grade Five Curriculum

Language **Transferable Skills: Communication, Critical Thinking and Problem Solving and Self-Directed Learning, Collaboration**

Receptive and Expressive Communication

A1.1 identify how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Digital Media Literacy

Innovation and Design

A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions

Media, Audience, and Production

A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator

Developing and Organizing Content

Developing Ideas

D1.2 generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

Organizing Content

D1.4 select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium

Publishing, Presenting and Reflecting

Producing Final Texts

D3.1 produce final texts using a variety of techniques and tools, including simple digital design and production tools, to achieve the intended effect

Publishing and Presenting Texts

D3.2 publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message

Voice

D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

Science and Technology

Transferable skills: critical thinking and problem solving, Innovation, creativity and collaboration Students will engage in the Engineering Design Process

A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems

Arts **Students will engage in the Creative Process**

D1.1 create two- and three-dimensional artworks that express feelings and ideas inspired by their own and others' points of view

D1.2 demonstrate an understanding of composition, using principles of design to create narrative artworks or art works on a theme or topic

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

D1.4 use a variety of materials, tools, and techniques to respond to design challenges

D2.1 express their feelings and ideas about art works and art experiences

D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' artwork

D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art

Grade Six Curriculum

Language **Transferable Skills: Communication, Critical Thinking and Problem Solving and Self-Directed Learning, Collaboration**

Receptive and Expressive Communication
A1.1 identify how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Digital Media Literacy
Innovation and Design

A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions

Media, Audience, and Production

A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator

Developing and Organizing Content
Developing Ideas

D1.2 generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

Organizing Content

D1.4 select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium

Publishing, Presenting and Reflecting
Producing Final Texts

D3.1 produce final texts using a variety of techniques and tools, including simple digital design and production tools, to achieve the intended effect

Publishing and Presenting Texts

D3.2 publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message

Voice

D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

Science and Technology

Transferable skills: critical thinking and problem solving, Innovation, creativity and collaboration
Students will engage in the Engineering Design Process

A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems

Arts _Students will engage in the Creative Process_

D1.1 create two-dimensional, three-dimensional, and multimedia artworks that explore feelings, ideas, and issues from a variety of points of view

D1.2 demonstrate an understanding of composition, using principles of design to create narrative artworks or art works on a theme or topic

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

D1.4 use a variety of materials, tools, and techniques to respond to design challenges

D2.1 express their feelings and ideas about art works and art experiences

D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' artwork

D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art

Grade Seven Curriculum

Language Transferable Skills: Communication, Critical Thinking and Problem Solving and Self-Directed Learning, Collaboration

Receptive and Expressive Communication

A1.1 analyze and explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Digital Media Literacy

Innovation and Design

A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing and proposing innovative solutions

Media, Audience, and Production

A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended and unintended audience, and the purpose for production

Developing and Organizing Content

Developing Ideas

D1.2 generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

Organizing Content

D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium

Publishing, Presenting and Reflecting

Producing Final Texts

D3.1 produce final texts, selecting a variety of suitable techniques and tools, including digital design and production tools, to achieve the intended effect

Publishing and Presenting Texts

D3.2 publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message

Voice

D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

Science and Technology

Transferable skills: critical thinking and problem solving, Innovation, creativity and collaboration
Students will engage in the Engineering Design Process

A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems

Arts Students will engage in the Creative Process

D1.1 create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view

D1.3 use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose

D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges

D2.2 explain how the elements and principles of design are used in their own and others' artwork to communicate meaning or understanding

D2.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art