

# Learning

# Outcomes

# Framework

April 20, 2012

*Grades 7–9*

Due to the nature of curriculum development, this document is regularly under revision. For the most up-to-date content, please refer to our Document Depot web page under the General heading at <https://sapps.ednet.ns.ca/Cart/index.php?UID=20111027105339142.227.51.61>

  
NOVA SCOTIA



# **Learning Outcomes Framework**

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# Introduction

The learning outcomes framework comprises a series of curriculum outcomes statements describing what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences in the primary–graduation continuum. Through an ongoing process, the Department of Education is developing a learning outcomes framework for each area of the public school program.

This document provides an overview of the learning outcomes framework organized by grade level and subject area. It is intended to serve as a brief survey of expected learning outcomes and as a tool to assist teachers in program planning. The connections among learning outcomes reflect natural affinities among subject areas and facilitate the design of a balanced, integrated program.

In designing appropriate learning experiences that enable students to achieve the expected learning outcomes, teachers and administrators are expected to refer to foundation documents and related curriculum guides listed in *Public School Programs*. In planning the appropriate use of information technologies as tools for learning and teaching, teachers and administrators should also refer to *The Integration of Information and Communication Technology within the Curriculum* (2005). It is available online at [lrt.ednet.ns.ca](http://lrt.ednet.ns.ca).

Foundation documents provide the framework for general and key-stage curriculum outcomes, outline the focus and key features of the curriculum, and describe contexts for learning and teaching. Curriculum guides elaborate on specific curriculum outcomes and describe other aspects of curriculum, such as program design and components, assessment and instructional strategies, and resources.

General curriculum outcomes are statements that identify what students are expected to know and be able to do upon completion of study in a curriculum area. Key-stage curriculum outcomes are statements that identify what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12 as a result of their cumulative learning experiences in a curriculum area. Specific curriculum outcomes are statements that identify what students are expected to know and be able to do at a particular grade level.

The following overview of the learning outcomes framework notes general curriculum outcomes and specific curriculum outcomes. For some subject areas, key-stage curriculum outcomes statements are also included. It should be noted that specific curriculum outcomes for some courses are not yet available and that other curriculum outcomes are **draft** statements. While implementation of new curriculum in these subjects is not yet required, teachers may wish to consider these draft statements and the key-stage curriculum outcomes in planning their instructional programs.

## Junior High Program Components

Each school board is required to provide, in grades 7 to 9 inclusive, in each school under its jurisdiction, instruction in the prescribed courses in English language arts; French, Gaelic, or Mi'kmaq; mathematics; healthy living; physical education; science; social studies; and **two** of arts education, family studies, or technology education. Students in grades 7–9 are expected to take at least **one** of the following electives: art, family studies, music, or technology education. It is expected that information and communication technologies will be integrated within the prescribed courses; the junior high program does not include discrete computer-related studies. Each school is also required to provide programming and services for students with special needs.

## **Exploratory Options**

Exploratory options (sometimes called mini-courses) may be provided to extend the curriculum and provide enrichment opportunities for young adolescents. Exploratory options may be designed as a component of compulsory or elective courses but may not replace program requirements noted above.

Exploratory options should contribute to the students' achievement of specific curriculum outcomes in one or more subject areas and should reflect the developmental needs of the young adolescent.

Exploratories may be offered for short periods of time during the year.



**Grade 7**



# English Language Arts 7

## General Curriculum Outcomes

Students will be expected to

1. speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
2. communicate information and ideas effectively and clearly, and to respond personally and critically
3. interact with sensitivity and respect, considering the situation, audience, and purpose
4. select, read, and view with understanding a range of literature, information, media, and visual texts
5. interpret, select, and combine information using a variety of strategies, resources, and technologies
6. respond personally to a range of texts
7. respond critically to a range of texts, applying their understanding of language, form, and genre
8. use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination
9. create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
10. use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 recognize that contributions from many participants are needed to generate and sustain discussions
- 1.2 know how and when to ask questions that call for elaboration and clarification; give appropriate responses when asked for the same information
- 1.3 express clearly and with conviction, a personal point of view, and be able to support that position
- 1.4 listen attentively to grasp the essential elements of a message, and recognize and consider supporting details
  
- 2.1 participate in small-group conversation and whole-class discussion recognizing that there are a range of strategies that contribute to effective talk
- 2.2 recognize that different purposes and audiences influence communication choices such as vocabulary, sentence structure, rate of speech, and tone during talk; consider appropriate communication choices in various speaking contexts
- 2.3 follow instructions and respond to questions and directions
- 2.4 evaluate speakers and the effectiveness of their talk in particular contexts; identify the verbal and non-verbal language cues used by speakers (e.g., repetition, volume, and eye contact)
  
- 3.1 demonstrate active speaking and listening skills such as making eye contact, rephrasing when appropriate, clarifying comments, extending, refining, and/or summarizing points already made
- 3.2 demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others, including differences in culture and language
- 3.3 recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate

- 3.4 recognize that different situations (interviews, speeches, debates, conversation) require different speaking and listening conventions (questioning techniques, persuasive talk, formal language) appropriate to the situation
- 4.1 select texts that address their learning needs and range of special interests
- 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries
- 4.3 demonstrate an awareness of how authors use pictorial, typographical, and organizational devices such as photos, titles, headings, and bold print to achieve certain purposes in their writing, and use those devices more regularly to construct meaning and enhance understanding
- 4.4 develop some independence in recognizing and using various reading and viewing strategies (predicting, questioning, etc.) and in using cueing systems (graphophonic, contextual, syntactic, etc.) to construct meaning; apply and develop these strategies and systems while reading and viewing increasingly complex print and media texts
- 4.5 talk and write about the various processes and strategies readers and viewers apply when constructing meaning from various texts; recognize and articulate personal processes and strategies used when reading or viewing various texts
- 5.1 identify and articulate personal needs and personal learning needs with growing clarity and some independence
- 5.2 become increasingly aware of and use periodically the many print and non-print avenues and sources (Internet, documentaries, interviews) through which information can be accessed and selected
- 5.3 use research strategies like issue mapping and webbing to guide research
- 6.1 extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those texts
- 6.2 make evaluations or judgments about texts and express personal points of view
- 6.3 find evidence and examples in texts to support personal views about themes, issues, and situations
- 7.1 recognize that print and media texts can be biased and become aware of some of the ways that information is organized and structured to suit a particular point of view
- 7.2 recognize that print and media texts are constructed for particular readers and purposes; begin to identify the textual elements used by authors
- 7.3 develop an ability to respond critically to various texts in a variety of ways such as identifying, describing, and discussing the form, structure, and content of texts and how they might contribute to meaning construction and understanding
- recognize that personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts
  - become aware of how and when personal background influences meaning construction, understanding, and textual response
  - recognize that there are values inherent in a text, and begin to identify those values
  - explore how various cultures and realities are portrayed in media texts
- 8.1 experiment with a range of strategies (brainstorming, sketching, freewriting) to extend and explore learning, to reflect on their own and others' ideas, and to identify problems and consider solutions
- 8.2 become aware of and describe the writing strategies that help them learn; express an understanding of their personal growth as language learners and language users
- 8.3 understand that note-making is purposeful and has many purposes (e.g., personal use, gathering information for an assignment, recording what has happened and what others have said) and many forms, (e.g., lists, summaries, observations, and descriptions)

- 8.4 demonstrate an ability to integrate interesting effects in imaginative writing and other forms of representation
- consider thoughts and feelings in addition to external descriptions and activities
  - integrate detail that adds richness and density
  - identify and correct inconsistencies and avoid extraneous detail
  - make effective language choices relevant to style and purpose
  - select more elaborate and sophisticated vocabulary and phrasing
- 9.1 produce a range of writing forms, for example, stories, cartoons, journals, business and personal letters, speeches, reports, interviews, messages, poems, and advertisements
- 9.2 recognize that a writer’s choice of form is influenced by both the writing purpose (to entertain, inform, request, record, describe) and the reader for whom the text is intended (e.g., understand how and why a note to a friend differs from a letter requesting information)
- 9.3 demonstrate an understanding that ideas can be represented in more than one way and experiment with using other forms such as dialogue, posters, and advertisements
- 9.4 develop the awareness that content, writing style, tone of voice, language choice, and text organization need to fit the reader and suit the reason for writing
- 9.5 ask for reader feedback while writing and use this feedback when shaping subsequent drafts; consider self-generated drafts from a reader’s/viewer’s/listener’s point of view
- 10.1 understand and use conventions for spelling familiar words correctly; rely on knowledge of spelling conventions to attempt difficult words; check for correctness; demonstrate control over most punctuation and standard grammatical structures in writing most of the time; use a variety of sentence patterns, vocabulary, and paragraph structures to aid effective written communication
- 10.2 recognize and begin to use more often the specific prewriting, drafting, revising, editing, proofreading, and presentation strategies that most effectively help to produce various texts
- 10.3 acquire some exposure to the various technologies used for communicating to a variety of audiences for a range of purposes (videos, e-mail, word processing, audiotapes)
- 10.4 demonstrate a commitment to crafting pieces of writing and other representations
- 10.5 collect information from several sources (interviews, film, CD-ROMs, texts) and combine ideas in communication

# Explore Music 7 / Band Instruments 7

## General Curriculum Outcomes

Students will be expected to

### Creating, Making, and Presenting

1. explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes

### Understanding and Connecting Contexts of Time, Place, and Community

3. demonstrate critical awareness of and value the role of the arts in creating and reflecting culture
4. respect the contributions of individuals and cultural groups to the arts in local and global contexts and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments

### Perceiving and Responding

6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

## Specific Curriculum Outcomes

In some cases, the learning outcomes for Music 7–9 are the same for more than one grade level. In each of these situations, teachers at all grade levels should provide support and opportunity for students to explore the outcomes, with the intention that they will continue to develop and refine their skills.

Students will be expected to

- 7.1.1 using appropriate terminology, demonstrate an understanding of rhythm by creating and performing rhythmic compositions in a variety of meters
- 7.1.2 by performing repertoire in group music making, demonstrate an understanding of melody (e.g. melodic direction, tonal centre, contour)
- 7.1.3 use the elements of music to express and communicate meaning
- 7.1.4 interpret non-verbal gestures making connections to notation and musical expression
- 7.2.1 participate in group music making, demonstrating an ability to read musical scores
- 7.2.2 improvise and compose music, using appropriate notational systems, to express thoughts, ideas and feelings

- 7.2.3 demonstrate responsibility in individual and group music making
- 7.2.4 perform, alone and with others, music expressing a broad range of thoughts and feelings
- 7.3.1 demonstrate respect for, discuss and compare music from various historical and cultural contexts
- 7.3.2 articulate the importance of music in their daily lives, and place it in a context of the community in which they live
- 7.4.1 demonstrate an understanding of how music reflects societies, both past and present
- 7.4.2 compare music created for a variety of purposes
- 7.5.1 identify ways in which music influences and is influenced by the environment
- 7.5.2 articulate the relationships between music and other arts
- 7.6.1 justify decisions made to solve musical challenges in the repertoire they are performing
- 7.6.2 respond appropriately to music they hear, both their own and others, by analyzing and describing it using appropriate terminology
- 7.7.1 explore the mechanics of a range of instruments, and demonstrate an understanding of how they affect sound production
- 7.7.2 explore technology applications to creating, making and presenting their own and other's music
- 7.7.3 demonstrate a thorough understanding of a chosen software program for writing music and for ear training purposes
- 7.8.1 discuss the elements of expression in musical composition based on the composer's intent
- 7.8.2 demonstrate the ability to provide and accept feedback to their own work and that of others

# Français de base 7<sup>e</sup> à 9<sup>e</sup> année

Au fur et à mesure que les élèves progressent, tous les résultats d'apprentissages spécifiques seront accomplis avec moins de besoin de soutien pédagogique, c'est-à-dire de manière indépendante. Veuillez vous référer aux tableaux des pages 13 à 16 du guide pédagogique *Français de base au secondaire 1<sup>er</sup> cycle – 1999* pour un aperçu global des résultats d'apprentissage spécifiques pour le français de base 7<sup>e</sup> à 9<sup>e</sup> année.

**RAG Communication :** L'élève devrait être capable de communiquer en français de façon efficace et devrait être capable d'interagir de façon appropriée dans une variété de situations reliées à ses besoins et à ses intérêts.

- 1.1 écouter des communications de plus en plus longues
- 1.2 suivre des directives de plus en plus complexes
- 1.3 négocier pour comprendre
- 1.4 demander/donner des renseignements
- 1.5 initier et conclure une conversation
- 1.6 communiquer au téléphone
- 1.7 raconter un événement
- 1.8 faire un reportage
- 1.9 décrire des traits physiques et de la personnalité
- 1.10 donner des directives
- 1.11 discuter ses goûts
- 1.12 énoncer ses préférences
- 1.13 justifier ses choix
- 1.14 persuader
- 1.15 faire des appels téléphoniques, des entrevues
- 1.16 participer à un débat, dans des jeux, des tables rondes, des remue-méninges, des sondages, des jeux de rôle
- 1.17 trouver de l'information
- 1.18 clarifier et vérifier ses apprentissages
- 1.19 sélectionner de l'information pertinente
- 1.20 distinguer les caractéristiques de différents types de textes
- 1.21 identifier des idées principales d'un texte
- 1.22 inférer le déroulement, la conclusion d'une histoire
- 1.23 dessiner, mimer, dramatiser
- 1.24 planifier, organiser et évaluer un portfolio
- 1.25 composer des chansons, des poèmes
- 1.26 produire un journal personnel
- 1.27 produire des textes : *expressifs, informatifs, incitatifs, ludiques/poétiques*
- 1.28 réviser et corriger son texte

**RAG Culture :** L'élève devrait être capable de démontrer une appréciation des cultures francophones tout en les comparant à sa propre culture et devrait être capable de démontrer une compréhension des liens entre la culture, la langue et l'identité dans le contexte multiculturel du Canada.

- 2.1 nommer et situer certaines communautés francophones au Canada
- 2.2 identifier et décrire les différentes régions acadiennes de la Nouvelle-Écosse
- 2.3 identifier certains endroits dans le monde où le français est parlé



- 2.4 décrire les festivals de l'Acadie et le rôle important de la musique et de la danse
- 2.5 décrire quelques mets acadiens
- 2.6 identifier les festivals de la francophonie au Canada
- 2.7 identifier quelques coutumes des francophones au Canada
- 2.8 nommer quelques événements associés aux régions francophones sur le plan international
- 2.9 comparer la culture acadienne et sa propre culture
- 2.10 s'informer des contributions de quelques personnages renommés au Canada
- 2.11 décrire certaines contributions des personnages renommés en Acadie
- 2.12 reconnaître certains stéréotypes culturels
- 2.13 exprimer son opinion à propos des stéréotypes
- 2.14 démontrer un respect envers d'autres langues
- 2.15 s'informer des activités des médias
- 2.16 s'informer et se distraire en écoutant à la radio et en regardant la télévision et des films
- 2.17 démontrer un intérêt à utiliser la langue française
- 2.18 identifier des manifestations de bilinguisme dans notre société (*les carrières, les lois, etc.*)

**RAG Formation langagière générale :** L'élève devrait être capable de choisir et de mettre en pratique des stratégies pour faciliter ses communications en français et faciliter son apprentissage.

- 3.1 démontrer l'importance de la communication non-verbale; utiliser des gestes
- 3.2 utiliser les phrases partielles, la répétition, la paraphrase et la circonlocution
- 3.3 demander des précisions, des explications pour combler un manque de compréhension
- 3.4 planifier et organiser ses productions en se servant de ses propres expériences d'apprentissage; préparer un aide-mémoire, adapter le message selon les circonstances, planifier sa production écrite
- 3.5 se corriger
- 3.6 écrire un journal personnel
- 3.7 donner des conseils pour réussir un travail de groupe
- 3.8 prendre son tour
- 3.9 accepter des suggestions apportées par les autres
- 3.10 identifier comment les apprentissages dans la classe de français peuvent être utiles dans la vie de tous les jours

**RAG Langue :** L'élève devrait être capable de reconnaître et d'utiliser en contexte certains éléments du code linguistique pour faciliter ses communications en français.

- 4.1 fonctionner dans la salle de classe en se servant des expressions de l'unité « *comment survivre en français dans un cours de français* » et des consignes et des règles de la classe
- 4.2 participer à une conversation et s'engager dans une variété d'activités interactives en se servant du présent, du futur proche, du passé, des mots connecteurs comme *d'abord, ensuite, finalement, puis, et, mais*; l'interrogation et la négation
- 4.3 décrire et comparer en se servant du présent, du passé, du futur proche, des adjectifs, des adverbes, des formes comparatives et superlatives, des mots connecteurs
- 4.4 repérer des renseignements en se servant des formes des verbes, des mots connecteurs comme *d'abord, ensuite, finalement, puis, cependant, en plus, par contre*
- 4.5 produire une variété de textes en se servant du présent, du futur proche, du passé, de l'interrogation et de la négation, des mots connecteurs comme *puis, et, mais, en plus* afin de produire un discours qui est cohésif et cohérent

# Gaelic 3–9

## General Curriculum Outcomes

### ***Còmhradh agus Eisteachd / Speaking and Listening***

A: Students will be able to communicate effectively in Gaelic and will be able to interact appropriately in a variety of interactive situations linked to their needs and interests.

### ***Leughadh agus Sgrìobhadh / Reading and Writing***

B: Students will be able to make connections between the spoken and written word in Gaelic.

### ***Aire air Cultur / Cultural Awareness***

C: Students will be expected to demonstrate an appreciation for and understanding of, and make connections to, Gaelic culture through various contexts and expressions of Gaelic language.

## Specific Curriculum Outcomes

### ***Còmhradh agus Eisteachd / Speaking and Listening***

*Stage 1: Toiseach Tòiseachaidh / Introduction*

#### **Self / Immediate Environment**

Students will be expected to

**KSCO 1:** demonstrate an understanding of and convey some basic everyday courtesy phrases; respond to simple questions about self

- 1.1 use courtesy greetings (e.g., *Ciamar a tha thu?*)
- 1.2 respond to expressions of praise and reinforcement (e.g., *Tha sin math!*)
- 1.3 demonstrate an understanding of and use questions and statements regarding name, age, and place of residence

**KSCO 2:** demonstrate an understanding of and convey basic information about common topics

- 2.1 demonstrate an understanding of and use words and phrases for classroom objects, phrases for numbers, colours, clothing, feelings, days of the week, weather, body, actions, and family

**KSCO 3:** demonstrate an understanding of and convey simple language for giving instructions and directions in a school setting

- 3.1 respond to classroom directives (e.g., *Suidh sìos!*)

*Stage 2: Ceum Air Adhart / Developing***Home and Community**

Students will be expected to

**KSCO 4:** demonstrate an understanding of and use a variety of everyday courtesy phrases; respond to questions about self

4.1 use a variety of question forms to investigate self, home, and environment both past and present (e.g., *Càit'an robh thu?*)

**KSCO 5:** demonstrate an understanding of and use information about common topics and past events

5.1 demonstrate an understanding of and use words and phrases for common objects from the home and community (e.g., family, food, animals, household objects, land and sea, community landmarks, place names, time, communication)

**KSCO 6:** demonstrate an understanding of and use language for giving instructions and directions and respond to same

6.1 follow and give directions in situations pertaining to the home and school (e.g., *Tòisich thusa!*)

**KSCO 7:** demonstrate an understanding of and use simple expressions of feelings and opinions

7.1 express likes and dislikes (e.g., *Is toigh leam Ceap Breatainn.*)

*Stage 3: Comas / Independent Use***Occupations and Pastimes**

Students will be expected to

**KSCO 8:** demonstrate an understanding of and use a wider range of courtesy expressions, questions, and answers; respond to questions about self and others

8.1 independently initiate and engage in conversation

**KSCO 9:** demonstrate an understanding of and use information about common topics, past events, future intentions

9.1 describe in more extended terms people, things, places, and experiences (e.g., hobbies, preferences, special occasions, occupations, travel, pastimes, seasonal activities)

**KSCO 10:** demonstrate an understanding of and use more complex language structures for giving instructions and directions and respond to same

10.1 give instructions and directions conveying several items of information related to school activities and situations

**KSCO 11:** demonstrate an understanding of and use a variety of expressions of feelings, opinions, and preferences

11.1 share information about personal experiences

11.2 share personal reflections

## ***Leughadh agus Sgrìobhadh / Reading and Writing***

*Stage 1: Toiseach Tòiseachaidh / Introduction*

### **Self / Immediate Environment**

Students will be expected to

**KSCO 12:** identify familiar words and expressions in print

12.1 recognize, from print, key words, labels, and signs

*Stage 2: Ceum Air Adhart / Developing*

### **Home/Community**

Students will be expected to

**KSCO 13:** read simple signs, phrases, and instructions and demonstrate comprehension

13.1 read common expressions and phrases associated with routine (e.g., *Suidh sìos, Fosgail do leabhar*)

**KSCO 14:** read and respond to texts consisting of language from a familiar context

14.1 compose more detailed sentences and questions (*Bha mise anns an sgoil an diugh.*)

14.2 revise and correct texts using a checklist

*Stage 3: Comas / Independent Use*

### **Occupations and Pastimes**

Students will be expected to

**KSCO 15:** read familiar texts to extract specific information

15.1 read to find information in newspapers, signs, short stories, songs, comics, advertisements, and electronic resources

15.2 demonstrate an understanding of the main ideas in a simple text

**KSCO 16:** read and write to respond to texts using more complex structures

16.1 provide a personal reflection to text

16.2 demonstrate comprehension through written response

**KSCO 17:** create Gaelic texts

17.1 produce a variety of more complex texts (e.g., character sketch, letter, short story, advertisements)

### ***Aire air Cultur / Cultural Awareness***

*Stage 1: Toiseach Tòiseachaidh / Introduction*

#### **Self / Immediate Environment**

Students will be expected to

**KSCO 18:** recognize the value of one's own culture, and the culture, lifestyle, and experiences of the Gaels

18.1 recognize and celebrate cultural diversity in the classroom/school

18.2 make personal connections to Gaelic (e.g., place names, surnames, nicknames, "*sloinneadh*.")

18.3 participate in song, music, dance, storytelling, and lore of the Gael

*Stage 2: Ceum Air Adhart / Developing*

#### **Home/Community**

Students will be expected to

**KSCO 19:** demonstrate respect for and understanding of the culture, lifestyle, and experiences of the Gael in Nova Scotia, and make connections to one's own culture

19.1 recognize and acknowledge cultural diversity in the broader Nova Scotia community (e.g., Acadian, Mi'kmaw, Gaelic, African Nova Scotian, Ukrainian, Irish)

19.2 research and examine the origins of the Gaels in Nova Scotia

19.3 compare and contrast the contemporary and traditional lifestyle of the Gaels in Nova Scotia

*Stage 3: Comas / Independent Use*

#### **Occupations and Pastimes**

Students will be expected to

**KSCO 20:** demonstrate a deeper awareness of the evolution and impact of Gaelic culture in the wider global community

20.1 recognize and acknowledge diversity in the global Gaelic community

20.2 research and examine the changing role of Gaelic in the twentieth and twenty-first centuries

20.3 express and interpret the culture of the Gaels through the fine arts

# Healthy Living 7

## General Curriculum Outcomes

Students will be expected to

- A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

## Specific Curriculum Outcomes

Students will be expected to

### Healthy Self

- 7.1 identify what they value and set personal goals that contribute to their health and value system
- 7.2 demonstrate an understanding of the aesthetic and ability factors that can influence one's body image and how it can affect participation in physical activity
- 7.3 demonstrate an understanding of the stages of pregnancy and prenatal development
- 7.4 examine influences that impact one's decision-making abilities about alcohol use
- 7.5 demonstrate an understanding of the risks associated with gambling, including no pay gambling sites and identify signs of concern among youth
- 7.6 differentiate between sexual orientation and gender identity
- 7.7 identify ways of maintaining sexual health
- 7.8 apply a series of decision-making steps to potential situations involving risk, including sexual decision making and decision making in relation to the use of alcohol
- 7.9 recognize the relationship between general health and oral health
- 7.10 differentiate between the warning of signs of major depressive disorder, anxiety disorder, attention deficit disorder, recognizing gender differences and the impact of delayed treatment
- 7.11 demonstrate an understanding that mental health is an integral component of health, that there is no shame in expressing a need for mental health support, and to recognize safe people in their lives whom they can trust to help them
- 7.12 identify relationships between their strength, skills, abilities, and interests and their educational plans
- 7.13 select items for and maintain a LifeWork Portfolio

### Healthy Relationships

- 7.14 describe different types of interpersonal relationships, the importance of respectful and non-violent relationships and examine the positive and negative reasons for starting and ending relationships
- 7.15 examine methods for contraception and the benefits/disadvantages of each method
- 7.16 distinguish between positive and negative peer influence and acquire skills for resisting/asserting oneself in negative peer influence

## Healthy Community

- 7.17 provide leadership among peers and younger school-aged children on active transportation
- 7.18 demonstrate an understanding that communities have resources that youth can access for help for a variety of health issues
- 7.19 recognize there are potential harms arising from use of alcohol, caffeine, and gambling along a continuum of use
- 7.20 analyze positive and negative outcomes of social networking and use of mobile devices
- 7.21 research injuries most common among sport and recreation and identify strategies to protect themselves and others while involved in such experiences
- 7.22 recognize the characteristics of supportive environments within various community contexts for healthy eating, environmental sustainability, physical activity, and non-use of tobacco and alcohol
- 7.23 examine opportunities for physical activity at school, home, and within their community

# Information and Communication Technology Integration 7–9

## Outcome Components

*Students will demonstrate expected performance levels in five IT-based learning outcome areas within the context of essential graduation learnings and outcomes specified for the public school program as a whole.*

## Key-Stage Curriculum Outcomes

By the end of grade 9, in addition to the grade 6 outcomes, students will be expected to

### Basic Operations and Concepts (BOC)

- Concepts and skills associated with the safe, efficient operation of a range of information and communication technology.

BOC 9.1 (relates to 6.1) operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

BOC 9.2 (relates to 6.2) use and create information texts in a range of media, using specialized text features of those media to support the communication, with teacher assistance

BOC 9.3 (relates to 6.3) demonstrate comfort with keyboarding and manipulation of computer input and peripheral devices as they work

BOC 9.4 (relates to 6.4) manage their electronic files and correspondence efficiently

BOC 9.5 (relates to 6.1, 6.2, 6.3, 6.4) from a range of resource options, knowledgeably select, manage, and use technological resources to solve curriculum problems and enhance their learning, with teacher guidance

BOC 9.6 (relates to 6.6) understand and use a wide range of terminology related to the technology they use for learning

BOC 9.7 (relates to 6.7) work safely as they use ICT, applying basic troubleshooting techniques to assess equipment and software problems that affect their use of ICT; then provide anecdotal information which may be of help to maintenance technicians

### Social, Ethical, and Human Issues (SEHI)

- The understanding associated with the use of ITC, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning.

SEHI 9.1 (relates to 6.1, 6.2, 6.3) demonstrate understanding of the nature of technology and its impacts on different societies and environments; using technology, in local and global contexts, with due regard for the legal and human rights of others

SEHI 9.2 (relates to 6.3, 6.4, 6.5, 6.6) identify and demonstrate the values and techniques of mass media, popular culture, and electronic information environments, and evaluate the effects of these techniques



- SEHI 9.3 (relates to 6.7, 6.8) understand, model, and assume personal responsibility for the acceptable use of copyrighted and other information resources
- SEHI 9.4 (relates to 6.2, 6.7, 6.8) demonstrate an understanding of, and a commitment to, accuracy, ethical behaviour, and personal privacy and safety as they create and distribute information about themselves, others, and curriculum topics under study
- SEHI 9.5 (relates to 6.2, 6.7, 6.8) identify technology-related career opportunities of personal interest, and begin to assess their strengths and interests with respect to technology
- SEHI 9.6 (relates to 6.8) follow the Public School Program Network Access and Use Policy

### **Productivity (PTS)**

- The efficient selection and use of ITC to perform tasks such as
    - the exploration of ideas
    - data collection
    - data manipulation, including the discovery of patterns and relationships
    - problem solving
    - the representation of learning
- PTS 9.1 (relates to 6.3) use software to brainstorm, develop a thought web, outline, and map ideas under study with independence
- PTS 9.2 (relates to 6.1, 6.2, 6.4, 6.5) explore curriculum concepts under study using specialized software; measuring, sampling and recording equipment; and computer-based simulations, with teacher assistance
- PTS 9.3 (relates to 6.1, 6.2, 6.4, 6.5, 6.7) explore the curriculum through a wide range of print and electronic forms; accessing and processing information by means of the specialized techniques associated with the technology they select
- PTS 9.4 (relates to 6.5, 6.6) create and manipulate sound, images and video, using digital equipment and computer-based editing, to represent their learning for particular audiences and purposes, independently
- PTS 9.5 (relates to 6.4, 6.5, 6.6) develop multimedia presentations, based on sound principles of design, with increasing confidence, efficiency and independence
- PTS 9.6 use information and communication technology to explore increasingly complex numerical and spatial situations for the purpose of developing and testing conjectures

### **Communication (CT)**

- Specific, interactive technology use supports student collaboration and sharing through communication.
- CT 9.1 (relates to 6.3, 6.5) use language, in a range of aural, print, media, and electronic forms to explore and express their perceptions, feelings, ideas and attitudes; refine their thinking; and interact, negotiate, and collaborate with others in order to build their understanding "
- CT 9.2 (relates to 6.1) design and build intranet or Internet websites of student-produced pages about a curriculum topic, in small groups with teacher supervision
- CT 9.3 (relates to 6.1–6.5) critically evaluate how style, form, source, and medium influence the accessibility, validity and meaning of information with independence

## Research, Problem Solving, and Decision Making (RPSD)

- Students' organization, reasoning, and evaluation of their learning rationalize their use of information and communication technology.
- RPSD 9.1 (relates to 6.2) select appropriate measuring and recording devices and/or software to collect data, discover patterns of change over time, solve problems and make logical decisions based on their investigations; with teacher assistance
- RPSD 9.2 (relates to 6.1, 6.2) create and use electronic charts, maps, tables, graphs, spreadsheets, and databases to collect, analyse and display data independently
- RPSD 9.3 (relates to 6.1, 6.2) write and represent their research using the structures, features, conventions, and techniques of specialized publication and presentation formats with growing fluency
- RPSD 9.4 (relates to 6.3, 6.4) assess the quality, comprehensiveness, biases, and perspectives of print, media and electronic resources for use in their curricular studies, with teacher guidance
- RPSD 9.5 (relates to 6.1–6.4) critically evaluate how style, form, source, and medium influence the accessibility, validity, and meaning of information independently
- RPSD 9.6 (relates to 6.3, 6.4) select and refine a research topic, according to teacher-provided criteria, to fulfill a curriculum requirement, with teacher assistance
- RPSD 9.7 (relates to 6.1–6.4) assess the strengths and limitations of different approaches to research, then select those approaches which more efficiently meet their learning needs, with teacher assistance
- RPSD 9.8 (relates to 6.1–6.4) experience comfort, security and clarity that well-researched solutions and conclusions are valid and reliable, though uncommon or unexpected
- RPSD 9.9 (relates to 6.5) accurately and independently cite information sources

# Mathematics 7

## General Curriculum Outcomes

- A. Students will demonstrate number sense and apply number-theory concepts.
- B. Students will demonstrate operation sense and apply operation principles and procedures in both numeric and algebraic situations.
- C. Students will explore, recognize, represent, and apply patterns and relationships, both informally and informally.
- D. Students will demonstrate an understanding of and apply concepts and skills associated with measurement.
- E. Students will demonstrate spatial sense and apply geometric concepts, properties, and relationships.
- F. Students will solve problems involving the collection, display, and analysis of data.
- G. Students will represent and solve problems involving uncertainty.

## Specific Curriculum Outcomes

Students will be expected to

- A1 model and use power, base, and exponent to represent repeated multiplication
- A2 rename numbers among exponential, standard and expanded forms
- A3 rewrite large numbers from standard form to scientific notation and vice versa
- A4 solve and create problems involving common factors and greatest common factors (GCF)
- A5 solve and create problems involving common multiples and least common multiples (LCM)
- A6 develop and apply divisibility rules for 3, 4, 6, and 9
- A7 apply patterning in renaming numbers from fractions and mixed numbers to decimal numbers
- A8 rename single-digit and double-digit repeating decimals to fractions through the use of patterns, and use these patterns to make predictions
- A9 compare and order proper and improper fractions, mixed numbers, and decimal numbers
- A10 illustrate, explain, and express ratios, fractions, decimals, and percents in alternative forms
- A11 demonstrate number sense for percent
- A12 represent integers (including zero) concretely, pictorially, and symbolically, using a variety of models
- A13 compare and order integers
  
- B1 use estimation strategies to assess and justify the reasonableness of calculation results for integers and decimal numbers
- B2 use mental math strategies for calculations involving integers and decimal numbers
- B3 demonstrate understanding of the properties of operations with decimal numbers and integers
- B4 determine and use the most appropriate computational method in problem situations involving whole numbers and/or decimals
- B5 apply the order of operations for problems involving whole and decimal numbers
- B6 estimate sum or difference of fractions when appropriate
- B7 multiply mentally a fraction by whole numbers and vice versa
- B8 estimate and determine percent when given the part and the whole
- B9 estimate and determine the percent of a number

- B10 create and solve problems that involve the use of percent
- B11 add and subtract integers concretely, pictorially, and symbolically to solve problems
- B12 multiply integers concretely, pictorially, and symbolically to solve problems
- B13 divide integers concretely, pictorially, and symbolically to solve problems
- B14 solve and pose problems that utilize addition, subtraction, multiplication, and division of integers
- B15 apply the order of operations to integers
- B16 create and evaluate simple variable expressions by recognizing that the four operations apply in the same way as they do for numerical expressions
- B17 distinguish between like and unlike terms
- B18 add and subtract like terms by recognizing the parallel with numerical situations, using concrete and pictorial models
- C1 describe a pattern, using written and spoken language and tables and graphs
- C2 summarize simple patterns, using constants, variables, algebraic expressions, and equations, and use them in making predictions
- C3 explain the difference between algebraic expressions and algebraic equations
- C4 solve one- and two-step single-variable linear equations, using systematic trial
- C5 illustrate the solution for one- and two-step single-variable linear equations, using concrete materials and diagrams
- C6 graph linear equations, using a table of values
- C7 interpolate and extrapolate number values from a given graph
- C8 determine if an ordered pair is a solution to a linear equation
- C9 construct and analyze graphs to show how change in one quantity affects a related quantity
- D1 identify, use, and convert among the SI units to measure, estimate, and solve problems that relate to length, area, volume, mass, and capacity
- D2 apply concepts and skills related to time in problem situations
- D3 develop and use rate as a tool for solving indirect measurement problems in a variety of contexts
- D4 construct and analyze graphs of rates to show how change in one quantity affects a related quantity
- D5 demonstrate an understanding of the relationships among diameter, radii, and circumference of circles, and use the relationships to solve problems
- E1 recognize, name, describe, and construct polygons
- E2 predict and generate polygons that can be formed with a transformation or composition of transformations of a given polygon
- E3 make and apply generalizations about the properties of regular polygons
- E4 make and apply generalizations about tessellations of polygons
- E5 construct polyhedra using one type of regular polygonal face, and describe and name the resulting Platonic Solids
- E6 construct semi-regular polyhedra and describe and name the resulting solids, and demonstrate an understanding about their relationships to the Platonic Solids
- E7 make and apply generalizations about angle relationships
- E8 make and apply generalizations about the commutativity of transformations
- E9 make and apply informal deductions about the minimum and sufficient conditions to guarantee that a given triangle is of a particular type
- E10 make informal deductions about the minimum and sufficient conditions to guarantee that a given quadrilateral is of a particular type and to understand formal definitions of the various members of the quadrilateral family
- F1 communicate through example the distinction between biased and unbiased sampling, and first- and second-hand data

- F2 formulate questions for investigation from relevant contexts
- F3 select, defend, and use appropriate data collection methods and evaluate issues to be considered when collecting data
- F4 construct a histogram
- F5 construct appropriate data displays, grouping data where appropriate and taking into consideration the nature of the data
- F6 read and make inferences for grouped and ungrouped data displays
- F7 formulate statistics projects to explore current issues from within mathematics, other subject areas, or the world of students
- F8 determine measures of central tendency and how they are affected by data presentations and fluctuations
- F9 draw inferences and make predictions based on the variability of data sets, using range and the examination of outliers, gaps, and clusters
  
- G1 identify situations for which the probability would be near 0,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , and 1
- G2 solve probability problems, using simulations and by conducting experiments
- G3 identify all possible outcomes of two independent events, using tree diagrams and area models
- G4 create and solve problems, using the numerical definition of probability
- G5 compare experimental results with theoretical results
- G6 use fractions, decimals, and per cents as numerical expressions to describe probability

# Mi'kmaw Language 7

## General Curriculum Outcomes

Students will be expected to

1. express respect for the persons addressing them
2. communicate ideas and information in the Mi'kmaw/Miigmao language by exploring, extending, clarifying, and reflecting on their own and others' thoughts, ideas, feelings and experiences
3. select, read, and respond personally and critically to a range of Mi'kmaw/Miigmao texts using the Smith-Francis orthography
4. interpret, select, and combine information in Mi'kmaw/Miigmao using a variety of strategies, resources, and technologies
5. create text and oration collaboratively and independently using a variety of forms
6. use a range of strategies to develop effective listening, speaking, and writing for a range of audiences and purposes
7. articulate, examine, appreciate, and practise ways worldview is connected to language.
8. develop an understanding of Mi'kmaw/Miigmao values and culture through various contexts and experiences of Mi'kmaw/Miigmao language.

## Specific Curriculum Outcomes

### Listening and Speaking

By the end of grade 7, students will be expected to

- 1.1 address others with respect, refrain from inappropriate language, and attend to the speakers with appropriate body language
- 1.2 use protocol within the classroom and outside with peers, teachers, and elders
- 1.3 perform a talking circle using proper Mi'kmaw protocol
- 2.1 participate in small-group and large-group discussions
- 2.2 converse in informal settings such as the playground, hallways and cultural centres

### Reading and Writing

- 3.1 spell approaching standard spelling
- 3.2 use the 14 tenses and be aware of their importance in Mi'kmaw
- 3.3 interpret symbols, sounds, and intonations of words through reading and conversing
- 3.4 complete dictation
- 3.5 take notes in some subjects

### Writing and Other Ways of Representing

- 5.1 retell stories to younger classes
- 5.2 write and produce plays
- 5.3 express increasingly more advanced ideas, thoughts, and feelings for self and others through writing

- 5.4 participate in storytelling circles by telling short oral stories with basic abstraction
- 5.5 peer edit

### **Mi'kmaq Consciousness and Identity**

- 7.1 analyze Mi'kmaq traditions and modern government processes such as the Grand Council and the Band Chief and Council
- 7.2 discuss current events
- 7.3 examine court cases in a critical analytic manner
  
- 8.1 participate in creating a healthy, holistic identity
- 8.2 be aware of and respect the range of cultures, human behaviours, experiences, emotions, and ideas conveyed through oral communication
- 8.3 use drama, role playing, play, puppetry, sculpting, woodworking, pottery, and songs to express Mi'kmaq identity and world view

# Physical Education 7

## General Curriculum Outcomes

Students will be expected to

### Knowing

- A. demonstrate an understanding of the concepts that support human movement
- B. demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

### Doing

- C. demonstrate motor skills in all movement categories using efficient and effective body mechanics
- D. participate regularly in a variety of activities that develop and maintain personal physical fitness
- E. demonstrate creativity in all movement categories

### Valuing

- F. demonstrate positive personal and social behaviours and interpersonal relationships
- G. demonstrate positive attitudes toward and an appreciation of physical activity through participation
- H. demonstrate awareness of career and occupational opportunities related to physical activities

## Specific Curriculum Outcomes

Students will be expected to

### Active Living

- 1.1 set and modify goals to develop personal fitness to maintain a healthy lifestyle
- 1.2 categorize activities and exercises according to cardiovascular benefits
- 1.3 describe and practise relaxation techniques for stress management
- 1.4 describe the relationship between nutrition and activity
- 1.5 explain the benefits of and demonstrate warm-up and cool-down activities
- 1.6 participate in activities that enhance cardiovascular fitness, muscular strength, endurance, and flexibility
- 1.7 identify resources in the community that contribute to active living

### Outdoor Activities

- 2.1 know and practise safety procedures and routines in a variety of outdoor activities
- 2.2 find a desired direction of travel by taking a compass bearing
- 2.3 know and understand the concept of reading a map



- 2.4 participate in activities or games that demonstrate sensitivity towards the environment (e.g., school grounds clean-up)
- 2.5 participate in at least one land-based (e.g., hiking, orienteering) and one water-based (e.g., swimming, canoeing) seasonal activity that practises environmental safety

### **Dance**

- 3.1 perform a variety of individual novelty dances (e.g., Y.M.C.A., Macarena, line dance, limbo)
- 3.2 perform an aerobic dance sequence to music
- 3.3 demonstrate the use a variety of objects (e.g., fans, drums, hats) to create dances
- 3.4 perform a variety of line, circle, and square dances learned in elementary school
- 3.5 create and perform movement sequences to a variety of music and rhythmic forms

### **Educational Gymnastics**

- 4.1 demonstrate safety procedures and practices to avoid unnecessary risks
- 4.2 perform correct techniques for basic gymnastics skills (e.g., rolls, cartwheels, handstands)
- 4.3 demonstrate travel, balance, and weight transfers on the floor and on small and/or large equipment

### **Sport Experience**

- 5.1 demonstrate sport-specific skills and be able to break them down into their components: preparation, action, follow-through
- 5.2 participate in a wide variety of sports and games
- 5.3 demonstrate an understanding of rules with regard to safety
- 5.4 demonstrate an understanding of rules in game situations
- 5.5 demonstrate positive personal and social behaviours that emphasize fair play

# Science 7

## General Curriculum Outcomes

### STSE

1. Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology.

### Skills

2. Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

### Knowledge

3. Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge.

### Attitudes

4. Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

## Specific Curriculum Outcomes

Students will be expected to

### Earth and Space Science: Earth's Crust (25%)

#### Geological Plate Tectonics and Time Scale

- analyze and compare data to determine patterns and trends on some catastrophic events that occur on or near Earth's surface (210-6, 311-1, 311-4, 311-5)
- describe theories from the past to present plate tectonics, including Canadian examples (110-1, 110-4, 112-12)
- organize and develop a chronological model or geological time scale of major events in Earth's history (209-4, 311-6)

### **Rocks and Minerals**

- classify minerals and rocks on the basis of their characteristics and method of formation, and compare with classification keys (210-1, 310-2)
- collaboratively plan and construct a geological land mass profile using simulated core sampling (211-3, 211-4, 210-12)
- explore and describe the composition of Earth's crust, using common samples, scientific studies, and society's needs (109-7, 111-2, 310-1)

### **Weathering, Soil, and the Rock Cycle**

- investigate and explain various ways in which rocks can be weathered and explain the rock cycle (311-2, 208-2)
- relate various meteorological, geological, and biological processes to the formation of soils (311-3)
- investigate and discuss procedures and expenditures for enriching soils, providing science and technology examples (112-7, 113-7)

## **Physical Science: Mixtures and Solutions (25%)**

### **Mixtures**

- examine and separate the components of a variety of mixtures, safely using materials in a laboratory (209-6, 307-2)

### **Solutions**

- distinguish between pure substances and mixtures, using the particle theory of matter (307-1)
- apply criteria for evaluating evidence and describe, in a laboratory, the characteristics of solutions, using the particle model of matter (208-10, 307-3)
- demonstrate a knowledge of WHMIS standards by using proper techniques for handling and disposing of materials (209-7)

### **Concentration of Solutions**

- describe qualitatively and quantitatively the concentrations of solutions (307-4)
- perform and solve testable questions about solutions' concentrations (208-1, 210-9)
- design and carry out procedures to study the effect of temperature on solubility and explain the results (208-6, 209-1, 210-7)
- predict the solubility of a solute by interpolating or extrapolating from graphical data (210-4)
- identify questions and use a technology for collecting data (210-16-109-4)

### **Mixtures, Solutions, and the Environment**

- identify and explain examples of mixtures and solutions that have an impact on development in science, technology, and environment (112-7, 113-1)
- describe the science underlying particular technologies designed to explore natural phenomena, extend human capabilities, or solve practical problems (111-5)

## Physical Science: Heat (25%)

### Temperature and Matter

- construct, test, and produce data using an air thermometer (208-8, 210-13, 210-2)
- compare and demonstrate how to use and read various instruments used to measure temperature from the past to present technologies (308-1, 209-3, 110-7)
- explain how each state of matter, including changes of state, react to changes in temperature, using the particle model of matter (308-3, 308-4)
- explain temperature, using the concept of kinetic energy and the particle model of matter (308-2)

### Heat Transfer

- compare transmission of heat by conduction, convection, and radiation (308-5)
- differentiate between science and technology applications of how heat affects lives (111-5, 113-4)
- demonstrate and compare qualitatively, the heat capacities and heat absorption of common materials by investigating and evaluating how the surfaces absorb heat and what potential variables produce errors (308-7, 210-11, 210-12)
- investigate in a laboratory and describe in various formats how surfaces absorb radiant heat (308-6, 211-2)

### Technology, Temperature, and Heat

- identify examples of science- and technology-based careers that use heat and temperature (112-9)
- describe, with examples, our heat needs and insulating technologies from the past to present (112-1, 109-4)

## Life Science: Interactions Within Ecosystems (25%)

### Components of an Ecosystem

- identify the roles of producers, consumers, and decomposers in a local ecosystem and describe both their diversity and their interactions (304-2)
- identify questions, investigate, and record collected data on the ecosystem's components using materials effectively (208-2, 208-3, 210-1)
- describe interactions between biotic and abiotic factors in an ecosystem (306-3)
- distinguish and explain how biological classification reflects the diversity of life on Earth, using specific terms and characteristics (304-1, 109-1, 109-12)

### Food Chains, Food Webs, and Decomposers

- describe how matter is recycled in an ecosystem and evaluate potential applications of energy transformations (306-2, 210-2)
- describe how energy is supplied to, and how it flows through, the structures and interactions in a natural system, using charts, diagrams, and terminology (306-1, 111-6, 210-3)
- describe essential conditions to the growth and reproduction of plants and microorganisms in an ecosystem, providing examples related to aspects of the human food supply (304-3, 111-1)

**Ecological Succession**

- identify signs of ecological succession in a local ecosystem and predict its future based on characteristics and succession (306-4, 208-5)

**Action**

- defend a proposal to protect a habitat and provide examples of various issues that can be addressed in multiple ways (113-11, 211-5, 113-10)
- research individuals/groups in Canada that focus on the environment, using various print and electronic sources (112-4, 112-8, 209-5)

# Sciences humaines (Français intégré)

## 7<sup>e</sup> année

En sciences humaines, l'élève devra pouvoir :

- 7.1.1 explorer le concept général d'autonomisation
- 7.2.1 analyser en quoi les produits qui mènent à l'autonomisation économique ont changé
- 7.2.2 examiner les diverses façons dont les systèmes économiques favorisent ou entravent l'autonomisation des gens
- 7.2.3 analyser les tendances qui pourraient influencer sur l'autonomisation économique future
- 7.3.1 évaluer les conditions de vie de divers peuples vivant en Amérique du Nord britannique au milieu du XIX<sup>e</sup> siècle, notamment les peuples autochtones, les Afro-Canadiens et les Acadiens
- 7.3.2 analyser en quoi la lutte pour un gouvernement responsable était une question d'autonomisation ou d'affaiblissement politique
- 7.3.3 analyser les facteurs internes et externes ayant mené à la Confédération
- 7.3.4 examiner la structure politique du Canada à la suite de la Confédération
- 7.4.1 expliquer en quoi l'expansion et le développement du Canada durant les années 1870 et au début des années 1880 ont influé sur ses divers peuples et régions
- 7.4.2 analyser les événements de la Rébellion du Nord-Ouest afin de déterminer ses répercussions sur les relations internes au Canada
- 7.4.3 analyser dans quelle mesure l'autonomisation des peuples autochtones habitant la région correspondant au Canada atlantique d'aujourd'hui a été favorisée ou entravée durant cette période
- 7.4.4 analyser la lutte pour l'autonomisation des nouveaux groupes culturels qui ont immigré au Canada entre 1870 et 1914
- 7.5.1 évaluer les conditions de vie des peuples du Canada au début du XX<sup>e</sup> siècle
- 7.5.2 décrire les répercussions de la révolution industrielle sur le secteur industriel et les travailleurs à Terre-Neuve-et-Labrador, dans les Provinces maritimes et d'un bout à l'autre du pays
- 7.5.3 examiner comment le rôle des femmes dans les mouvements de réforme sociale de la fin du XIX<sup>e</sup> siècle et du début du XX<sup>e</sup> siècle a favorisé leur autonomisation
- 7.6.1 examiner en quoi les événements survenus au début du XX<sup>e</sup> siècle ont mené à l'indépendance du Canada
- 7.6.2 expliquer la participation du Canada à la Première Guerre mondiale
- 7.6.3 analyser les répercussions de la Première Guerre mondiale sur le Canada et sa population
- 7.7.1 faire preuve de sa compréhension de l'étendue de l'autonomisation à l'échelle individuelle, collective et nationale jusqu'en 1920

En français, l'élève devrait être capable :

Valorisation de la langue française et de la diversité culturelle

- 7.1.1 de démontrer une attitude positive envers la langue française et les communautés francophones au Canada et dans le monde
- 7.1.2 de reconnaître et de respecter les diversités culturelles

### Écoute et expression orale

- 7.2.1 de démontrer sa compréhension d'une gamme de textes oraux pour satisfaire ses besoins selon la situation de communication
- 7.2.2 de s'exprimer pour satisfaire ses besoins selon la situation de communication
- 7.2.3 de planifier et de gérer son écoute et son expression orale en appliquant des stratégies selon ses besoins et selon la situation de communication

### Lecture et visionnement

- 7.3.1 de démontrer sa compréhension d'une gamme de textes pour satisfaire ses besoins selon la situation de communication
- 7.3.2 de planifier et de gérer sa lecture et son visionnement en appliquant des stratégies selon ses besoins et selon la situation de communication

### Écriture et représentation

- 7.4.1 d'écrire et de représenter pour satisfaire ses besoins selon la situation de communication
- 7.4.2 de planifier et de gérer ses productions en appliquant des stratégies selon ses besoins et selon la situation de communication

# Social Studies 7

## General Curriculum Outcomes

Students will be expected to

### **Citizenship, Power, and Governance**

- A. demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance

### **Individuals, Societies, and Economic Decisions**

- B. demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives

### **People, Place, and Environment**

- C. demonstrate the ability to make responsible economic decisions as individuals and as members of society

### **Culture and Diversity**

- D. demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future

### **Interdependence**

- E. demonstrate an understanding of the interactions among people, places, and the environment

### **Time, Continuity, and Change**

- F. demonstrate an understanding of the past and how it affects the present and the future

## Specific Curriculum Outcomes

Students will be expected to

### **Unit One: Introduction**

- 7.1.1 explore the general concept of empowerment

### **Unit Two: Economic Empowerment**

- 7.2.1 analyze how commodities that lead to economic empowerment have changed
- 7.2.2 investigate the various ways economic systems empower or disempower people



7.2.3 analyze trends that could impact future economic empowerment

### **Unit Three: Political Empowerment**

7.3.1 evaluate the conditions of everyday life for diverse peoples living in British North America in the mid-1800s, including Aboriginal peoples, African-Canadians, and Acadians

7.3.2 analyze how the struggle for responsible government was an issue of political empowerment and disempowerment

7.3.3 analyze the internal and external factors that led to Confederation

7.3.4 examine the political structure of Canada as a result of Confederation

### **Unit Four: Cultural Empowerment**

7.4.1 explain how the expansion and development of Canada during the 1870s and early 1880s affected its various peoples and regions

7.4.2 analyze the events of the Northwest Rebellion to determine its impact on internal relations in Canada

7.4.3 analyze the degree of empowerment and disempowerment for Aboriginal peoples in present day Atlantic Canada during this period

7.4.4 analyze the struggle for empowerment by new cultural groups immigrating to Canada between 1870 and 1914

### **Unit Five: Societal Empowerment**

7.5.1 evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20th century

7.5.2 describe the impact of the Industrial Revolution on industry and workers in Newfoundland and Labrador, the Maritimes, and across Canada

7.5.3 examine how women became more empowered through their role in the social reform movements of the late 19th and early 20th centuries

### **Unit Six: National Empowerment**

7.6.1 examine how events in the early 20th century led Canada toward independence

7.6.2 explain Canada's participation in WWI

7.6.3 demonstrate an understanding of the impact of WWI on Canada and her people

### **Unit Seven: Reflection**

7.7.1 portray an understanding of the extent of empowerment of individuals, groups, and the nation up to 1920

# Technology Education 7

## General Curriculum Outcomes

1. Students will be expected to design, develop, evaluate, and articulate technological solutions.
2. Students will be expected to operate and manage technological systems.
3. Students will be expected to demonstrate an understanding of the history and evolution of technology, and of its social and cultural implications.
4. Students will be expected to demonstrate an understanding of the consequences of their technological choices.
5. Students will be expected to demonstrate an understanding of current and evolving careers and of the influence of technology on the nature of work.

## Specific Curriculum Outcomes

Students will be expected to

### Fundamentals of Technology Education

(Threading Outcomes, Grade 7, Grade 8, and Grade 9)

- 5.1 work independently, co-operatively, and collaboratively to solve technological problems
- 5.2 demonstrate an awareness of ethics and environmental responsibility in technological decision-making and work habits
- 5.3 demonstrate preparedness for technological problem solving
- 5.4 demonstrate safe and healthy practices with regard to materials, processes, and equipment
- 5.5 document the design process
- 5.6 independently demonstrate appropriate application of skills learned
- 5.7 demonstrate measuring skills with accuracy and precision
- 5.8 communicate ideas using 2-D and 3-D technical drawings and sketches
- 5.9 use appropriate language and terminology as applied to technology education
- 5.10 investigate connections between technology education, STEM (Science, Technology, Engineering, and Math), and careers

### Module 1: Communications Technology

- 1.1 follow a plan to solve communications technology problems
- 1.2 create solutions to communications technology problems using given media
- 1.3 evaluate their design solutions, redesigning as necessary
- 1.4 modify a variety of given communications technology media to solve a design problem
- 1.5 identify target audiences
- 1.6 identify elements and principles of design

### Module 2: Energy Engineering Technology

- 2.1 read and interpret a plan to solve energy engineering problems
- 2.2 construct an energy engineering solution by using a given plan
- 2.3 identify solutions to energy engineering problems

- 2.4 demonstrate mechanical advantage using a simple machine
- 2.5 identify devices that change motion in real-world technological solutions
- 2.6 identify mechanical advantage in real-world technological solutions
- 2.7 investigate the forces affecting structures or control systems

### **Module 3: Innovations and Inventions**

- 3.1 interpret a plan to develop a system
- 3.2 create a model or prototype of an existing invention
- 3.3 differentiate the components of simple technological systems
- 3.4 examine and communicate the importance and impact of invention and innovation
- 3.5 develop improvements to an existing product
- 3.6 investigate the manufacturing process of a product
- 3.7 engineer a prototype to solve a design challenge

### **Module 4: Production Technology**

- 4.1 demonstrate an understanding of all safety features of production technology machines and equipment used to solve design problems
- 4.2 demonstrate safe and effective use of a variety of production technology tools and processes
- 4.3 demonstrate an understanding of safe management of wood dust
- 4.4 interpret a plan to solve production technology problems
- 4.5 construct solutions to production technology problems
- 4.6 evaluate solutions to production problems
- 4.7 safely use basic hand tools, power tools, and equipment to create a product that solves a design problem
- 4.9 use fasteners to combine materials
- 4.10 use environmentally friendly finishing techniques to enhance the esthetics or functionality of a product

**Note:** There is no outcome 4.8 in grade 7.

# Textile Arts and Design 7

## Unit Outcomes

Students will be expected to

1. demonstrate the impact of textile art and design on our daily lives
2. use their knowledge of textiles to become more informed consumers
3. develop competency in the selection and use of technological applications in textiles

## Specific Curriculum Outcomes

Students will be expected to

### Unit 1: Textile Arts and Design

- 1.1 demonstrate an understanding of the relationship between clothing choices and personal expression
- 1.2 use an embellishment technique to add personal expression to a textile item
- 1.3 identify the potential of sewing and textile arts as a source of future income

### Unit 2: The Clothing Consumer

- 2.1 extend their knowledge of textiles to make informed decisions related to clothing selection and care
- 2.2 demonstrate an awareness of fibre and fabric construction techniques

### Unit 3: Textile Production Basics

- 3.1 develop skills in the use of technology for sewing
  - threading and operating a sewing machine, using an iron, using a serger
- 3.2 apply sewing skills to a project and articulate what they have learned using sewing terminology

# Visual Arts 7

## General Curriculum Outcomes

Students will be expected to

### Creating, Making, and Presenting

1. explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes

### Understanding and Connecting Contexts of Time, Place, and Community

3. demonstrate critical awareness of and value the role of the arts in creating and reflecting culture
4. respect the contributions of individuals and cultural groups to the arts in local and global contexts and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments

### Perceiving and Responding

6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

## Specific Curriculum Outcomes

In some cases, the learning outcomes for Visual Arts 7–9 are the same for more than one grade level. In each of these situations, teachers at all grade levels should provide support and opportunity for students to explore the outcomes, with the intention that they will continue to develop and refine their skills.

Students will be expected to

- 7.1.1 select and apply design principles and the elements of art to achieve compositions
- 7.1.2 use a variety of art media to explore themes from experience, observation and imagination
- 7.1.3 explore a variety of image development techniques (e.g. distortion, metamorphosis, fragmentation)
- 7.1.4 demonstrate increasing complexity in art skills and techniques
- 7.1.5 explore how the elements of art affect meaning in their own artwork and the art of others
- 7.2.1 construct art that embodies meaning
- 7.2.2 incorporate visual, spatial and temporal concepts in creating art
- 7.2.3 reflect on their artwork, identifying strengths and areas for improvement
- 7.2.4 acknowledge and respect individual approaches to and opinions of art
- 7.2.5 work interactively, cooperatively, and collaboratively

- 7.3.1 explore how visual images influence their daily lives, including mass media and popular culture
- 7.3.2 examine and evaluate visual communication systems as part of their daily life
- 7.3.3 through their artmaking, develop concepts and imagery based on personal ideas and experiences
- 7.3.4 describe how art grows from and influences particular qualities of a given time, place and community
- 7.3.5 identify opportunities to participate in the visual arts in school, community and the world of work
  
- 7.4.1 develop an appreciation of diversity among individuals as reflected in their art
- 7.4.2 explore a variety of visual languages as reflected in artworks of various cultures
- 7.4.3 create personally meaningful imagery that reflects influence from a variety of historical and contemporary artists
- 7.4.4 identify and describe characteristics of artwork from different cultures and periods in history
  
- 7.5.1 respond to products or performance from other arts disciplines in the creation of their own artwork
- 7.5.2 use experiences from their personal, social, cultural and physical environments as a basis for visual expression
- 7.5.3 explore visual parallels between the structures of natural and built environments
- 7.5.4 recognize and respect the ethical and moral considerations involved in copying works
  
- 7.6.1 describe and analyze artwork as a foundation for making judgments about subject matter
- 7.6.2 constructively critique their own work and the work of others
- 7.6.3 use the elements of art and principles of design as tools to describe and analyze art
- 7.6.4 engage in critical reflective thinking as part of the decision-making and problem-solving process
  
- 7.7.1 practise safety associated with proper care of art materials and tools
- 7.7.2 explore the relationship of form and function when solving complex problems
- 7.7.3 explore the sensory qualities, their meaning and messages conveyed through the use of various media and technologies
- 7.7.4 realize the direct influence expanding technology has had and continues to have on the individual and society
  
- 7.8.1 analyze artwork and make conjectures as to the artist's intention
- 7.8.2 identify and discuss the source of ideas behind their own work and the work of others
- 7.8.3 consider feedback from others to examine their own works in light of their intention

**Grade 8**





# English Language Arts 8

## General Curriculum Outcomes

Students will be expected to

1. speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
2. communicate information and ideas effectively and clearly, and to respond personally and critically
3. interact with sensitivity and respect, considering the situation, audience, and purpose
4. select, read, and view with understanding a range of literature, information, media, and visual texts
5. interpret, select, and combine information using a variety of strategies, resources, and technologies
6. respond personally to a range of texts
7. respond critically to a range of texts, applying their understanding of language, form, and genre
8. use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination
9. create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
10. use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 consider and reflect upon the contribution of others' ideas during discussions
- 1.2 ask questions that probe for accuracy, relevancy, and validity; respond thoughtfully and appropriately to such questions
- 1.3 state a point of view in a convincing manner, offering relevant information to support that viewpoint
- 1.4 listen carefully to identify key points in oral presentations, and evaluate the relevancy of supporting details
  
- 2.1 contribute to small-group conversation and whole-group discussion, choosing appropriate strategies that contribute to effective talk
- 2.2 understand the importance of adapting communication choices such as vocabulary, sentence structure, rate of speech, and tone to meet the needs of different purposes and audiences; select suitable communication choices in various speaking contexts
- 2.3 give instructions and respond appropriately to instructions, directions, and questions
- 2.4 evaluate the effectiveness of their own and others' talk in a variety of contexts; employ and consider the effects of verbal and non-verbal language (e.g., summaries, examples, and body gestures)
  
- 3.1 demonstrate active speaking and listening skills such as making eye contact, rephrasing when appropriate, clarifying comments, extending, refining, and/or summarizing points already made
- 3.2 demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others including differences in culture and language

- 3.3 recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate
- 3.4 recognize that different situations (interviews, speeches, debates, conversation) require different speaking and listening conventions (questioning techniques, persuasive talk, formal language) appropriate to the situation
- 4.1 select texts that address their learning needs and range of special interests
- 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries
- 4.3 explain with some regularity how authors use pictorial, typographical, and other organizational devices such as tables and graphs to achieve certain purposes in their writing, and rely on those devices to construct meaning and enhance understanding
- 4.4 read with greater fluency, confidence, and comprehension by furthering personal understanding, recognition, and use of cueing systems and strategies to read and view increasingly complex texts
- 4.5 regularly identify the processes and strategies readers and viewers apply when constructing meaning; develop an understanding of the personal processes and strategies applied when reading and viewing; reflect on personal growth as readers and viewers of texts and use this awareness of personal development to push reading and viewing ability even further
- 5.1 access appropriate print and non-print sources with increasing independence and select information to meet specific needs with increasing speed, accuracy, and confidence
- 5.2 experiment with and rely upon a range of print and non-print (e-mail, CD-ROMs) sources for accessing and selecting information
- 5.3 employ various relevant research strategies like generating questions, drafting an outline, or interviewing peers to determine what questions they would like answered by their research
- 6.1 elaborate personal reactions to what is read and viewed by providing some extended explanations, examples, and supporting arguments
- 6.2 state personal points of view about what is read and viewed and justify views with increasing regularity
- 6.3 with increasing confidence and flexibility, find evidence in texts to support personal claims and viewpoints about issues, themes, and situations
- 7.1 recognize that texts need to be assessed for bias and broaden their understanding and awareness of the ways in which print and media texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries
- 7.2 identify the various features and elements writers use when writing for specific readers for specific purposes; describe how texts are organized to accommodate particular readers' needs and to contribute to meaning and effect
- 7.3 expand on earlier abilities to respond critically to a range of texts in various ways
- understand how personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts
  - recognize how and when personal background influences meaning construction, understanding, and textual response
  - describe how cultures and reality are portrayed in media texts
- 8.1 demonstrate competence in the frequent use of writing and representing strategies to extend learning; to explore their own thoughts and consider others' ideas, to reflect on their feelings, values, and attitudes; and to identify problems and describe logical solutions
- 8.2 identify and reflect upon strategies that are effective in helping them to learn; describe their personal growth as language learners and language users

- 8.3 begin to use various forms of note-making appropriate to various purposes and situations
- 8.4 demonstrate an awareness of how and when to integrate interesting effects in imaginative writing and other ways of representing; include thoughts and feelings in addition to external descriptions and activities; integrate detail that adds richness and density; identify and correct inconsistencies and avoid extraneous detail; make effective language choices relevant to style and purpose, and, when appropriate, select more elaborate and sophisticated vocabulary and phrasing
  
- 9.1 continue to develop writing forms previously introduced and expand this range to produce, for example, autobiographies, drama, surveys, graphs, literary responses, biographies, illustrations, and reviews
- 9.2 consider and choose writing forms that match both the writing purpose (to define, report, persuade, compare) and the reader for whom the text is intended (understand why language choice, organization, and voice used in an essay differs from that used in a media advertisement)
- 9.3 understand that ideas can be represented in more than one way and used with other forms of representing (speeches, demonstrations, plays)
- 9.4 keep the reader and purpose for writing in mind when choosing content, writing style, tone of voice, language choice, and text organization
- 9.5 know how and when to ask for reader feedback while writing and incorporate appropriate suggestions when revising subsequent drafts; assess self-generated drafts from a reader's/viewer's/listener's perspective
  
- 10.1 build and rely upon a broad knowledge base of how words are spelled and formed; use such knowledge to spell unfamiliar words and expand vocabulary; regularly use resource texts to verify spelling; use punctuation and grammatical structures capably and accurately; use a variety of sentence patterns, vocabulary choices, and paragraphing with flexibility and creativity to engage readers
- 10.2 choose, with increasing regularity, the prewriting, drafting, revising, editing, proofreading, and presentation strategies to aid in producing various texts
- 10.3 attempt to use various technologies for communicating to a variety of audiences for a range of purposes
- 10.4 demonstrate a commitment to crafting pieces of writing and other representations
- 10.5 gather information from a variety of sources (interviews, film, CD-ROMs, texts) and integrate ideas in communication

# Explore Music 8 / Band Instruments 8

## General Curriculum Outcomes

Students will be expected to

### Creating, Making, and Presenting

1. explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes

### Understanding and Connecting Contexts of Time, Place, and Community

3. demonstrate critical awareness of and value the role of the arts in creating and reflecting culture
4. respect the contributions of individuals and cultural groups to the arts in local and global contexts and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments

### Perceiving and Responding

6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

## Specific Curriculum Outcomes

In some cases, the learning outcomes for Music 7–9 are the same for more than one grade level. In each of these situations, teachers at all grade levels should provide support and opportunity for students to explore the outcomes, with the intention that they will continue to develop and refine their skills.

Students will be expected to

- 8.1.1 using appropriate terminology, demonstrate an understanding of rhythm by creating and performing rhythmic compositions in a variety of meters
- 8.1.2 by performing repertoire in group music making, demonstrate an understanding of melody (e.g. melodic direction, tonal centre, contour)
- 8.1.3 use the elements of music to express and communicate meaning
- 8.1.4 interpret non-verbal gestures making connections to notation and musical expression
- 8.2.1 participate in group music making, demonstrating an ability to read musical scores
- 8.2.2 create and perform melodic compositions for voice and/or instruments using appropriate notational systems

- 8.2.3 apply skills and attitudes appropriate to a range of group music making activities demonstrating audience etiquette, performance skills, and responsibility to the group
- 8.2.4 perform, alone and with others, music expressing a broad range of thoughts and feelings
- 8.3.1 demonstrate respect for, discuss and compare music from various historical and cultural contexts
- 8.3.2 demonstrate an understanding of the role of music in daily life, throughout the ages and in a context of world cultures
- 8.4.1 place music in a cultural context, and identify ways in which it enhances and expresses life's experiences
- 8.4.2 choose music for a variety of purposes, and justify their choices
- 8.5.1 demonstrate an understanding of the relationships of music and other subjects
- 8.5.2 apply skills that integrate music with other arts
- 8.6.1 demonstrate alternative solutions to challenges in repertoire they are performing
- 8.6.2 make informed judgments about the music they hear, and articulate ways to improve it using appropriate terminology
- 8.7.1 identify and describe instruments common to cultures and countries included in the social studies curriculum
- 8.7.2 explore technology applications to creating, making and presenting their own and other's music
- 8.7.3 demonstrate a thorough understanding of a chosen software program for writing music and for ear training purposes
- 8.8.1 evaluate choices of the elements of expression in musical compositions based on the composer's intent
- 8.8.2 make informed judgments about their own work and that of others

# Food and Nutrition 8

## Unit Outcomes

Students will be expected to

1. develop skills in food safety, preparation and handling while working in food lab groups
2. demonstrate an understanding of the relationship between nutrient intake and health
3. implement responsible food resource management practices
4. develop an understanding of the psychology of food
5. identify locally produced food products and their importance to the local economy

## Specific Curriculum Outcomes

Students will be expected to

### Unit 1: Food Preparation Basics

- 1.1 practise safe work habits in the kitchen
- 1.2 recognize and apply safe food handling practices
- 1.3 locate, identify and demonstrate the proper use of kitchen tools and equipment
- 1.4 identify equipment and demonstrate proper techniques for measuring liquid and dry ingredients
- 1.5 understand and follow recipes
- 1.6 practise teamwork while working in lab kitchen groups

### Unit 2: Food for Healthy Living

- 2.1 identify reliable sources of nutrition information
- 2.2 compare and contrast nutrient content of various foods
- 2.3 describe the essential components of a nutritionally adequate diet
- 2.4 explain how healthy food choices affect present and future health of individuals
- 2.5 use the information on food labels when selecting and buying foods

### Unit 3: The Food Consumer

- 3.1 critically analyze the effect of food marketing practices on consumer behaviour
- 3.2 identify decisions involved in food purchasing
- 3.3 identify environmental issues related to the production and consumption of food

### Unit 4: Power of Food

- 4.1 identify local and global food issues
- 4.2 identify food as a social/emotional/cultural experience

**Unit 5: Nova Scotia Food Products and Related Industry**

- 5.1 describe the Nova Scotia Agricultural Industry and identify various Nova Scotia food products
- 5.2 recognize the benefits of selecting locally grown/produced food
- 5.3 identify food related career choices

# Français de base 7<sup>e</sup> à 9<sup>e</sup> année

Au fur et à mesure que les élèves progressent, tous les résultats d'apprentissages spécifiques seront accomplis avec moins de besoin de soutien pédagogique, c'est-à-dire de manière indépendante. Veuillez vous référer aux tableaux des pages 13 à 16 du guide pédagogique *Français de base au secondaire 1<sup>er</sup> cycle – 1999* pour un aperçu global des résultats d'apprentissage spécifiques pour le français de base 7<sup>e</sup> à 9<sup>e</sup> année.

**RAG Communication :** L'élève devrait être capable de communiquer en français de façon efficace et devrait être capable d'interagir de façon appropriée dans une variété de situations reliées à ses besoins et à ses intérêts.

- 1.1 écouter des communications de plus en plus longues
- 1.2 suivre des directives de plus en plus complexes
- 1.3 négocier pour comprendre
- 1.4 demander/donner des renseignements
- 1.5 initier et conclure une conversation
- 1.6 communiquer au téléphone
- 1.7 raconter un événement
- 1.8 faire un reportage
- 1.9 décrire des traits physiques et de la personnalité
- 1.10 donner des directives
- 1.11 discuter ses goûts
- 1.12 énoncer ses préférences
- 1.13 justifier ses choix
- 1.14 persuader
- 1.15 faire des appels téléphoniques, des entrevues
- 1.16 participer à un débat, dans des jeux, des tables rondes, des remue-méninges, des sondages, des jeux de rôle
- 1.17 trouver de l'information
- 1.18 clarifier et vérifier ses apprentissages
- 1.19 sélectionner de l'information pertinente
- 1.20 distinguer les caractéristiques de différents types de textes
- 1.21 identifier des idées principales d'un texte
- 1.22 inférer le déroulement, la conclusion d'une histoire
- 1.23 dessiner, mimer, dramatiser
- 1.24 planifier, organiser et évaluer un portfolio
- 1.25 composer des chansons, des poèmes
- 1.26 produire un journal personnel
- 1.27 produire des textes : *expressifs, informatifs, incitatifs, ludiques/poétiques*
- 1.28 réviser et corriger son texte

**RAG Culture :** L'élève devrait être capable de démontrer une appréciation des cultures francophones tout en les comparant à sa propre culture et devrait être capable de démontrer une compréhension des liens entre la culture, la langue et l'identité dans le contexte multiculturel du Canada.

- 2.1 nommer et situer certaines communautés francophones au Canada
- 2.2 identifier et décrire les différentes régions acadiennes de la Nouvelle-Écosse
- 2.3 identifier certains endroits dans le monde où le français est parlé



- 2.4 décrire les festivals de l'Acadie et le rôle important de la musique et de la danse
- 2.5 décrire quelques mets acadiens
- 2.6 identifier les festivals de la francophonie au Canada
- 2.7 identifier quelques coutumes des francophones au Canada
- 2.8 nommer quelques événements associés aux régions francophones sur le plan international
- 2.9 comparer la culture acadienne et sa propre culture
- 2.10 s'informer des contributions de quelques personnages renommés au Canada
- 2.11 décrire certaines contributions des personnages renommés en Acadie
- 2.12 reconnaître certains stéréotypes culturels
- 2.13 exprimer son opinion à propos des stéréotypes
- 2.14 démontrer un respect envers d'autres langues
- 2.15 s'informer des activités des médias
- 2.16 s'informer et se distraire en écoutant à la radio et en regardant la télévision et des films
- 2.17 démontrer un intérêt à utiliser la langue française
- 2.18 identifier des manifestations de bilinguisme dans notre société (*les carrières, les lois, etc.*)

**RAG Formation langagière générale :** L'élève devrait être capable de choisir et de mettre en pratique des stratégies pour faciliter ses communications en français et faciliter son apprentissage.

- 3.1 démontrer l'importance de la communication non-verbale; utiliser des gestes
- 3.2 utiliser les phrases partielles, la répétition, la paraphrase et la circonlocution
- 3.3 demander des précisions, des explications pour combler un manque de compréhension
- 3.4 planifier et organiser ses productions en se servant de ses propres expériences d'apprentissage; préparer un aide-mémoire, adapter le message selon les circonstances, planifier sa production écrite
- 3.5 se corriger
- 3.6 écrire un journal personnel
- 3.7 donner des conseils pour réussir un travail de groupe
- 3.8 prendre son tour
- 3.9 accepter des suggestions apportées par les autres
- 3.10 identifier comment les apprentissages dans la classe de français peuvent être utiles dans la vie de tous les jours

**RAG Langue :** L'élève devrait être capable de reconnaître et d'utiliser en contexte certains éléments du code linguistique pour faciliter ses communications en français.

- 4.1 fonctionner dans la salle de classe en se servant des expressions de l'unité « *comment survivre en français dans un cours de français* » et des consignes et des règles de la classe
- 4.2 participer à une conversation et s'engager dans une variété d'activités interactives en se servant du présent, du futur proche, du passé, des mots connecteurs comme *d'abord, ensuite, finalement, puis, et, mais*; l'interrogation et la négation
- 4.3 décrire et comparer en se servant du présent, du passé, du futur proche, des adjectifs, des adverbes, des formes comparatives et superlatives, des mots connecteurs
- 4.4 repérer des renseignements en se servant des formes des verbes, des mots connecteurs comme *d'abord, ensuite, finalement, puis, cependant, en plus, par contre*
- 4.5 produire une variété de textes en se servant du présent, du futur proche, du passé, de l'interrogation et de la négation, des mots connecteurs comme *puis, et, mais, en plus* afin de produire un discours qui est cohésif et cohérent

# Gaelic 3–9

## General Curriculum Outcomes

### ***Còmhradh agus Eisteachd / Speaking and Listening***

A: Students will be able to communicate effectively in Gaelic and will be able to interact appropriately in a variety of interactive situations linked to their needs and interests.

### ***Leughadh agus Sgrìobhadh / Reading and Writing***

B: Students will be able to make connections between the spoken and written word in Gaelic.

### ***Aire air Cultur / Cultural Awareness***

C: Students will be expected to demonstrate an appreciation for and understanding of, and make connections to, Gaelic culture through various contexts and expressions of Gaelic language.

## Specific Curriculum Outcomes

### ***Còmhradh agus Eisteachd / Speaking and Listening***

*Stage 1: Toiseach Tòiseachaidh / Introduction*

#### **Self / Immediate Environment**

Students will be expected to

**KSCO 1:** demonstrate an understanding of and convey some basic everyday courtesy phrases; respond to simple questions about self

- 1.1 use courtesy greetings (e.g., *Ciamar a tha thu?*)
- 1.2 respond to expressions of praise and reinforcement (e.g., *Tha sin math!*)
- 1.3 demonstrate an understanding of and use questions and statements regarding name, age, and place of residence

**KSCO 2:** demonstrate an understanding of and convey basic information about common topics

- 2.1 demonstrate an understanding of and use words and phrases for classroom objects, phrases for numbers, colours, clothing, feelings, days of the week, weather, body, actions, and family

**KSCO 3:** demonstrate an understanding of and convey simple language for giving instructions and directions in a school setting

- 3.1 respond to classroom directives (e.g., *Suidh sìos!*)

*Stage 2: Ceum Air Adhart / Developing***Home and Community**

Students will be expected to

**KSCO 4:** demonstrate an understanding of and use a variety of everyday courtesy phrases; respond to questions about self

4.1 use a variety of question forms to investigate self, home, and environment both past and present (e.g., *Càit'an robh thu?*)

**KSCO 5:** demonstrate an understanding of and use information about common topics and past events

5.1 demonstrate an understanding of and use words and phrases for common objects from the home and community (e.g., family, food, animals, household objects, land and sea, community landmarks, place names, time, communication)

**KSCO 6:** demonstrate an understanding of and use language for giving instructions and directions and respond to same

6.1 follow and give directions in situations pertaining to the home and school (e.g., *Tòisich thusa!*)

**KSCO 7:** demonstrate an understanding of and use simple expressions of feelings and opinions

7.1 express likes and dislikes (e.g., *Is toigh leam Ceap Breatainn.*)

*Stage 3: Comas / Independent Use***Occupations and Pastimes**

Students will be expected to

**KSCO 8:** demonstrate an understanding of and use a wider range of courtesy expressions, questions, and answers; respond to questions about self and others

8.1 independently initiate and engage in conversation

**KSCO 9:** demonstrate an understanding of and use information about common topics, past events, future intentions

9.1 describe in more extended terms people, things, places, and experiences (e.g., hobbies, preferences, special occasions, occupations, travel, pastimes, seasonal activities)

**KSCO 10:** demonstrate an understanding of and use more complex language structures for giving instructions and directions and respond to same

10.1 give instructions and directions conveying several items of information related to school activities and situations

**KSCO 11:** demonstrate an understanding of and use a variety of expressions of feelings, opinions, and preferences

11.1 share information about personal experiences

11.2 share personal reflections

## ***Leughadh agus Sgrìobhadh / Reading and Writing***

*Stage 1: Toiseach Tòiseachaidh / Introduction*

### **Self / Immediate Environment**

Students will be expected to

**KSCO 12:** identify familiar words and expressions in print

12.1 recognize, from print, key words, labels, and signs

*Stage 2: Ceum Air Adhart / Developing*

### **Home/Community**

Students will be expected to

**KSCO 13:** read simple signs, phrases, and instructions and demonstrate comprehension

13.1 read common expressions and phrases associated with routine (e.g., *Suidh sìos, Fosgail do leabhar*)

**KSCO 14:** read and respond to texts consisting of language from a familiar context

14.1 compose more detailed sentences and questions (*Bha mise anns an sgoil an diugh.*)

14.2 revise and correct texts using a checklist

*Stage 3: Comas / Independent Use*

### **Occupations and Pastimes**

Students will be expected to

**KSCO 15:** read familiar texts to extract specific information

15.1 read to find information in newspapers, signs, short stories, songs, comics, advertisements, and electronic resources

15.2 demonstrate an understanding of the main ideas in a simple text

**KSCO 16:** read and write to respond to texts using more complex structures

16.1 provide a personal reflection to text

16.2 demonstrate comprehension through written response

**KSCO 17:** create Gaelic texts

17.1 produce a variety of more complex texts (e.g., character sketch, letter, short story, advertisements)

### ***Aire air Cultur / Cultural Awareness***

*Stage 1: Toiseach Tòiseachaidh / Introduction*

#### **Self / Immediate Environment**

Students will be expected to

**KSCO 18:** recognize the value of one's own culture, and the culture, lifestyle, and experiences of the Gaels

18.1 recognize and celebrate cultural diversity in the classroom/school

18.2 make personal connections to Gaelic (e.g., place names, surnames, nicknames, "*sloinneadh*.")

18.3 participate in song, music, dance, storytelling, and lore of the Gael

*Stage 2: Ceum Air Adhart / Developing*

#### **Home/Community**

Students will be expected to

**KSCO 19:** demonstrate respect for and understanding of the culture, lifestyle, and experiences of the Gael in Nova Scotia, and make connections to one's own culture

19.1 recognize and acknowledge cultural diversity in the broader Nova Scotia community (e.g., Acadian, Mi'kmaw, Gaelic, African Nova Scotian, Ukrainian, Irish)

19.2 research and examine the origins of the Gaels in Nova Scotia

19.3 compare and contrast the contemporary and traditional lifestyle of the Gaels in Nova Scotia

*Stage 3: Comas / Independent Use*

#### **Occupations and Pastimes**

Students will be expected to

**KSCO 20:** demonstrate a deeper awareness of the evolution and impact of Gaelic culture in the wider global community

20.1 recognize and acknowledge diversity in the global Gaelic community

20.2 research and examine the changing role of Gaelic in the twentieth and twenty-first centuries

20.3 express and interpret the culture of the Gaels through the fine arts

# Healthy Living 8

## General Curriculum Outcomes

Students will be expected to

- A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

## Specific Curriculum Outcomes

Students will be expected to

### Healthy Self

- 8.1 analyze the relationship between values and personal health practices
- 8.2 demonstrate an understanding of the short and long term outcomes of delayed treatments for major depressive disorder and attention deficit disorder and identify possible treatment for these disorders
- 8.3 evaluate time in their lives, and investigate ways to manage time
- 8.4 assess their strengths, skills, abilities, and interests in relation to employability skills
- 8.5 select items for and maintain a LifeWork Portfolio

### Healthy Relationships

- 8.6 identify healthy and unhealthy relationships and demonstrate assertiveness skills to communicate thoughts and feelings within primary relationships
- 8.7 examine the role of bystander in cases where a peer/friend is experiencing emotional, physical, psychological harm and practise scenarios that show support and help
- 8.8 practise the ability to listen to a peer to understand another's needs and circumstances, express understanding, and support them in getting help in relation to physical, mental, and social health concerns
- 8.9 recognize the signs of pregnancy and the importance of early prenatal care
- 8.10 evaluate the different options related to unintended pregnancy and explore the challenges related to each of these options, including the challenges of teen parenting

### Healthy Community

- 8.11 demonstrate an understanding that there are many factors that contribute to our health status
- 8.12 recognize misconceptions and realities with respect to sexual assault
- 8.13 assess the benefits and risks of online technology and make healthy and responsible decisions that reduce the risk of exploitation and victimization
- 8.14 examine the media portrayal of sexual orientation

- 8.15 critically analyze industry's impact on body image and healthy eating
- 8.16 examine the impacts of substance use and gambling, both legally sanctioned and illegal activities have on communities
- 8.17 examine a sampling of physical activities, identify one and set personal goals related to including it as part of a weekly activity/experience
- 8.18 research statistics related to injury prevalence among children and youth, ages 4–14 in Nova Scotia, and present topics to peers and/or younger children/students in their school

# Information and Communication Technology Integration 7–9

## Outcome Components

*Students will demonstrate expected performance levels in five IT-based learning outcome areas within the context of essential graduation learnings and outcomes specified for the public school program as a whole.*

## Key-Stage Curriculum Outcomes

By the end of grade 9, in addition to the grade 6 outcomes, students will be expected to

### Basic Operations and Concepts (BOC)

- Concepts and skills associated with the safe, efficient operation of a range of information and communication technology.

BOC 9.1 (relates to 6.1) operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

BOC 9.2 (relates to 6.2) use and create information texts in a range of media, using specialized text features of those media to support the communication, with teacher assistance

BOC 9.3 (relates to 6.3) demonstrate comfort with keyboarding and manipulation of computer input and peripheral devices as they work

BOC 9.4 (relates to 6.4) manage their electronic files and correspondence efficiently

BOC 9.5 (relates to 6.1, 6.2, 6.3, 6.4) from a range of resource options, knowledgeably select, manage, and use technological resources to solve curriculum problems and enhance their learning, with teacher guidance

BOC 9.6 (relates to 6.6) understand and use a wide range of terminology related to the technology they use for learning

BOC 9.7 (relates to 6.7) work safely as they use ICT, applying basic troubleshooting techniques to assess equipment and software problems that affect their use of ICT; then provide anecdotal information which may be of help to maintenance technicians

### Social, Ethical, and Human Issues (SEHI)

- The understanding associated with the use of ITC, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning.

SEHI 9.1 (relates to 6.1, 6.2, 6.3) demonstrate understanding of the nature of technology and its impacts on different societies and environments; using technology, in local and global contexts, with due regard for the legal and human rights of others

SEHI 9.2 (relates to 6.3, 6.4, 6.5, 6.6) identify and demonstrate the values and techniques of mass media, popular culture, and electronic information environments, and evaluate the effects of these techniques



- SEHI 9.3 (relates to 6.7, 6.8) understand, model, and assume personal responsibility for the acceptable use of copyrighted and other information resources
- SEHI 9.4 (relates to 6.2, 6.7, 6.8) demonstrate an understanding of, and a commitment to, accuracy, ethical behaviour, and personal privacy and safety as they create and distribute information about themselves, others, and curriculum topics under study
- SEHI 9.5 (relates to 6.2, 6.7, 6.8) identify technology-related career opportunities of personal interest, and begin to assess their strengths and interests with respect to technology
- SEHI 9.6 (relates to 6.8) follow the Public School Program Network Access and Use Policy

### **Productivity (PTS)**

- The efficient selection and use of ITC to perform tasks such as
    - the exploration of ideas
    - data collection
    - data manipulation, including the discovery of patterns and relationships
    - problem solving
    - the representation of learning
- PTS 9.1 (relates to 6.3) use software to brainstorm, develop a thought web, outline, and map ideas under study with independence
- PTS 9.2 (relates to 6.1, 6.2, 6.4, 6.5) explore curriculum concepts under study using specialized software; measuring, sampling and recording equipment; and computer-based simulations, with teacher assistance
- PTS 9.3 (relates to 6.1, 6.2, 6.4, 6.5, 6.7) explore the curriculum through a wide range of print and electronic forms; accessing and processing information by means of the specialized techniques associated with the technology they select
- PTS 9.4 (relates to 6.5, 6.6) create and manipulate sound, images and video, using digital equipment and computer-based editing, to represent their learning for particular audiences and purposes, independently
- PTS 9.5 (relates to 6.4, 6.5, 6.6) develop multimedia presentations, based on sound principles of design, with increasing confidence, efficiency and independence
- PTS 9.6 use information and communication technology to explore increasingly complex numerical and spatial situations for the purpose of developing and testing conjectures

### **Communication (CT)**

- Specific, interactive technology use supports student collaboration and sharing through communication.
- CT 9.1 (relates to 6.3, 6.5) use language, in a range of aural, print, media, and electronic forms to explore and express their perceptions, feelings, ideas and attitudes; refine their thinking; and interact, negotiate, and collaborate with others in order to build their understanding "
- CT 9.2 (relates to 6.1) design and build intranet or Internet websites of student-produced pages about a curriculum topic, in small groups with teacher supervision
- CT 9.3 (relates to 6.1–6.5) critically evaluate how style, form, source, and medium influence the accessibility, validity and meaning of information with independence

## Research, Problem Solving, and Decision Making (RPSD)

- Students' organization, reasoning, and evaluation of their learning rationalize their use of information and communication technology.
- RPSD 9.1 (relates to 6.2) select appropriate measuring and recording devices and/or software to collect data, discover patterns of change over time, solve problems and make logical decisions based on their investigations; with teacher assistance
- RPSD 9.2 (relates to 6.1, 6.2) create and use electronic charts, maps, tables, graphs, spreadsheets, and databases to collect, analyse and display data independently
- RPSD 9.3 (relates to 6.1, 6.2) write and represent their research using the structures, features, conventions, and techniques of specialized publication and presentation formats with growing fluency
- RPSD 9.4 (relates to 6.3, 6.4) assess the quality, comprehensiveness, biases, and perspectives of print, media and electronic resources for use in their curricular studies, with teacher guidance
- RPSD 9.5 (relates to 6.1–6.4) critically evaluate how style, form, source, and medium influence the accessibility, validity, and meaning of information independently
- RPSD 9.6 (relates to 6.3, 6.4) select and refine a research topic, according to teacher-provided criteria, to fulfill a curriculum requirement, with teacher assistance
- RPSD 9.7 (relates to 6.1–6.4) assess the strengths and limitations of different approaches to research, then select those approaches which more efficiently meet their learning needs, with teacher assistance
- RPSD 9.8 (relates to 6.1–6.4) experience comfort, security and clarity that well-researched solutions and conclusions are valid and reliable, though uncommon or unexpected
- RPSD 9.9 (relates to 6.5) accurately and independently cite information sources

# Mathematics 8

## General Curriculum Outcomes

- A. Students will demonstrate number sense and apply number-theory concepts.
- B. Students will demonstrate operation sense and apply operation principles and procedures in both numeric and algebraic situations.
- C. Students will explore, recognize, represent, and apply patterns and relationships, both informally and informally.
- D. Students will demonstrate an understanding of and apply concepts and skills associated with measurement.
- E. Students will demonstrate spatial sense and apply geometric concepts, properties, and relationships.
- F. Students will solve problems involving the collection, display, and analysis of data.
- G. Students will represent and solve problems involving uncertainty.

## Specific Curriculum Outcomes

Students will be expected to

- A1 model and link various representations of square root of a number
- A2 recognize perfect squares between 1 and 144 and apply patterns related to them
- A3 distinguish between an exact square root of a number and its decimal approximation
- A4 find the square root of any number, using an appropriate method
- A5 demonstrate and explain the meaning of negative exponents for base ten
- A6 represent any number written in scientific notation in standard form, and vice versa
- A7 compare and order integers and positive and negative rational numbers (in decimal and fractional forms)
- A8 represent and apply fractional per cents, and per cents greater than 100, in fraction or decimal form, and vice versa
- A9 solve proportion problems that involve equivalent ratios and rates
  
- B1 demonstrate an understanding of the properties of operations with integers and positive and negative rational numbers (in decimal and fractional forms)
- B2 solve problems involving proportions, using a variety of methods
- B3 create and solve problems which involve finding a, b, or c in the relationship  $a\%$  of  $b = c$ , using estimation and calculation
- B4 apply percentage increase and decrease in problem situations
- B5 add and subtract fractions concretely, pictorially, and symbolically
- B6 add and subtract fractions mentally, when appropriate
- B7 multiply fractions concretely, pictorially, and symbolically
- B8 divide fractions concretely, pictorially, and symbolically
- B9 estimate and mentally compute products and quotients involving fractions
- B10 apply the order of operations to fraction computations, using both pencil and paper and the calculator
- B11 model, solve, and create problems involving fractions in meaningful contexts

- B12 add, subtract, multiply, and divide positive and negative decimal numbers with and without the calculator
- B13 solve and create problems involving addition, subtraction, multiplication, and division of positive and negative decimal numbers
- B14 add and subtract algebraic terms concretely, pictorially, and symbolically to solve simple algebraic problems
- B15 explore addition and subtraction of polynomial expressions, concretely and pictorially
- B16 demonstrate an understanding of multiplication of a polynomial by a scalar, concretely, pictorially, and symbolically
- C1 represent patterns and relationships in a variety of formats and use these representations to predict unknown values
- C2 interpret graphs that represent linear and non-linear data
- C3 construct and analyze tables and graphs to describe how change in one quantity affects a related quantity
- C4 link visual characteristics of slope with its numerical value by comparing vertical change with horizontal change
- C5 solve problems involving the intersection of two lines on a graph
- C6 solve and verify simple linear equations algebraically
- C7 create and solve problems, using linear equations
- D1 solve indirect measurement problems, using proportions
- D2 solve measurement problems, using appropriate SI units
- D3 estimate areas of circles
- D4 develop and use the formula for the area of a circle
- D5 describe patterns and generalize the relationships between areas and perimeters of quadrilaterals, and areas and circumferences of circles
- D6 calculate the areas of composite figures
- D7 estimate and calculate volumes and surface areas of right prisms and cylinders
- D8 measure and calculate volumes and surface areas of composite 3-D shapes
- D9 demonstrate an understanding of the Pythagorean relationship, using models
- D10 apply the Pythagorean relationship in problem situations
- E1 make and apply informal deductions about the minimum and sufficient conditions to guarantee the uniqueness of a triangle and the congruency of two triangles
- E2 make and apply generalizations about the properties of rotations and dilatations, and use dilatations in perspective drawings of various 2-D shapes
- E3 make and apply generalizations about the properties of similar 2-D shapes
- E4 perform various 2-D constructions and apply the properties of transformations to these constructions
- E5 make and apply generalizations about the properties of regular polygons
- E6 recognize, name, describe and make and apply generalizations about the properties of prisms, pyramids, cylinders, and cones
- E7 draw isometric and orthographic views of 3-D shapes and construct 3-D models from these views
- F1 demonstrate an understanding of the variability of repeated samples of the same population
- F2 develop and apply the concept of randomness
- F3 construct and interpret circle graphs
- F4 construct and interpret scatter plots and determine a line of best fit by inspection
- F5 construct and interpret box-and-whisker plots
- F6 extrapolate and interpolate information from graphs

- F7 determine the effect of variations in data on the mean, median, and mode
- F8 develop and conduct statistics projects to solve problems
- F9 evaluate data interpretations that are based on graphs and tables
  
- G1 conduct experiments and simulations to find probabilities of single and complementary events
- G2 determine theoretical probabilities of single and complementary events
- G3 compare experimental and theoretical probabilities
- G4 demonstrate an understanding of how data is used to establish broad probability patterns

# Mi'kmaw Language 8

## Course Outcomes

Students will be expected to

- 8.1 express respect for the persons addressing them
- 8.2 explore, extend, clarify, and reflect in Mi'kmaq on the thoughts, ideas, feelings, and experiences of themselves and others
- 8.3 become aware of the Mi'kmaw orthographies in Nova Scotia such as Smith-Francis and hieroglyphics
- 8.4 interpret, select, and combine information in Mi'kmaq using a variety of strategies, resources, and technologies
- 8.5 create text and oration collaboratively and independently using a variety of forms for a range of audiences and purposes
- 8.6 express their understanding of worldview through a variety of media
- 8.7 articulate and practise ways that worldview is connected to language
- 8.8 develop an understanding of Mi'kmaw values and culture through various contexts and expressions of the Mi'kmaw language

## Specific Curriculum Outcomes

By the end of grade 8, students will be expected to

### Speaking and Listening

- 8.1.1 perform talking circles using proper Mi'kmaw protocol
- 8.1.2 address others with respect, use appropriate language, and respond to speakers with appropriate body language
- 8.1.3 use protocol within the classroom and outside with peers, teachers, and Elders
- 8.2.1 participate in small- and large-group discussions
- 8.2.2 converse in informal settings such as playgrounds, hallways, recess areas and cultural centres

### Reading and Viewing

- 8.3.1 complete dictation
- 8.3.2 take notes in some subjects
- 8.3.3 achieve standard spelling
- 8.3.4 interpret symbols, sounds, and intonations of words through reading and conversing
- 8.3.5 use 14 tenses and be aware of their importance in Mi'kmaq (only 3 tenses will be taught)
- 8.4.1 make presentations for science and heritage fairs
- 8.4.2 receive and send email
- 8.4.3 write reports and other texts using computer technology
- 8.4.4 create class, school, or community newsletters
- 8.4.5 translate written English text using computer technology

- 8.4.6 create oral book reports and engage in research projects
- 8.4.7 develop dictionaries of dialects, origin of words, and Miklish (English words with Mi'kmaw endings)

### **Writing and Other Ways of Representing, Including Oration**

- 8.5.1 retell stories to younger classes
- 8.5.2 write and produce plays
- 8.5.3 participate in storytelling circles by telling short stories with basic abstraction
- 8.5.4 express increasingly more advanced ideas, thoughts, and feelings for themselves and others through writing

### **Mi'kmaw Consciousness and Identity**

- 8.6.1 use drama, role-playing, play, puppetry, sculpting, woodworking, pottery, and songs to express Mi'kmaw identity and worldview
- 8.6.2 demonstrate awareness of and respect for the range of cultures, human behaviours, experiences, emotions, and ideas conveyed through oral communication
- 8.6.3 participate in creating a healthy, holistic identity
  
- 8.7.1 analyze Mi'kmaw traditions and modern government processes such as the Grand Council and the Band Chief and Council
- 8.7.2 discuss current events
- 8.7.3 examine court cases in a critical, analytical manner
  
- 8.8.1 write reports on various speakers addressing key and current events and issues in Mi'kmaw history
- 8.8.2 respond in culturally appropriate ways to various audiences and situations
- 8.8.3 practise Mi'kmaw protocol in class

# Physical Education 8

## General Curriculum Outcomes

Students will be expected to

### Knowing

- A. demonstrate an understanding of the concepts that support human movement
- B. demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

### Doing

- C. demonstrate motor skills in all movement categories using efficient and effective body mechanics
- D. participate regularly in a variety of activities that develop and maintain personal physical fitness
- E. demonstrate creativity in all movement categories

### Valuing

- F. demonstrate positive personal and social behaviours and interpersonal relationships
- G. demonstrate positive attitudes toward and an appreciation of physical activity through participation
- H. demonstrate awareness of career and occupational opportunities related to physical activities

## Specific Curriculum Outcomes

Students will be expected to

### Active Living

- 1.1 use relaxation techniques for stress management
- 1.2 design and analyze a personal nutritional plan
- 1.3 analyze activities and exercises according to benefits to muscular strength, cardiovascular fitness, flexibility, and endurance
- 1.4 explain the benefits of and demonstrate warm-up and cool-down activities
- 1.5 participate in activities that enhance muscular strength, cardiovascular fitness, flexibility, and endurance
- 1.6 plan how to utilize community resources

### Outdoor Activities

- 2.1 practise the sport of orienteering in a controlled environment
- 2.2 know and understand the concept of reading a map
- 2.3 participate in activities or games that demonstrate sensitivity towards the environment



- 2.4 participate in at least one land-based (e.g., hiking, orienteering) and one water-based (e.g., swimming, canoeing) seasonal activity that practises environmental safety
- 2.5 review and practise the use of a compass

### **Dance**

- 3.1 demonstrate learned traditional, line, circle, and square dances from previous grades
- 3.2 practise new traditional, line, circle, and square dances
- 3.3 create, with a partner, an aerobic dance sequence to music
- 3.4 dramatize through dance such things as historical events, movie themes, poetry, or art
- 3.5 choreograph movement sequences using elements of movement and basic dance steps and patterns

### **Educational Gymnastics**

- 4.1 demonstrate safety procedures and practices to avoid unnecessary risks
- 4.2 experience individual, partner, and small-group balance and counterbalance
- 4.3 develop and perform, with a partner, a sequence containing basic gymnastic skills on the floor and on small and/or large equipment

### **Sport Experience**

- 5.1 refine sport-specific skills through practise and repetition
- 5.2 demonstrate the discipline and attitude required to master a skill
- 5.3 demonstrate an understanding of positioning in offensive and defensive situations
- 5.4 participate in sport and games using modified rules
- 5.5 maintain the safety of game play when rules are modified
- 5.6 demonstrate positive personal and social behaviours that emphasize fair play

# Science 8

## General Curriculum Outcomes

### STSE

1. Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology.

### Skills

2. Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

### Knowledge

3. Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge.

### Attitudes

4. Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

## Specific Curriculum Outcomes

Students will be expected to

### Earth and Space Science: Water Systems on Earth (25%)

#### Waves, Tides, and Shorelines

- explain how waves and tides are generated and how they interact with shorelines (311-10)
- investigate water currents using experimental data, procedures, and conclusions to formulate operational definitions (208-6, 209-5)
- describe processes of erosion and deposition that result from wave action and water flow (311-11)
- summarize and respond to shoreline's science and technology uses to handle damage due to waves and tides (113-2, 211-2)

### Oceans: Systems, Distribution, Species

- investigate and describe, with technological examples from various sources, processes that lead to the development of ocean basins and continental drainage systems (311-7)
- survey and generalize strengths and weaknesses of science and technologies, including Canadian, that have improved and that support research and development (110-8, 112-5, 210-3, 113-10)
- using data, including graphical, analyze and predict factors that affect productivity and species distribution in marine and fresh water environments (311-8, 210-4, 210-6)
- apply the concept of systems to describe the interactions of ocean currents, winds, and regional climates (111-6, 311-9)

### Glaciers and Polar Icecaps

- describe factors that affect glaciers and polar icecaps, and describe their consequent effects on the environment (311-12)
- identify and examine new questions and problems that arise from all water being connected (210-16)

## Physical Science: Fluids (25%)

### Forces in Fluids

- describe qualitatively the difference between mass and weight (309-1)
- explore and compare objects that describe movement in terms of balanced and unbalanced forces (210-13, 210-14, 309-2)
- describe and explain qualitatively the relationships among pressure, volume, and temperature of fluids when compressed or heated and quantitatively the relationships of force, area, and pressure (309-3, 309-4)
- provide examples and a course of action of how science and technology affect personal and community needs (111-1, 113-2)

### Density: Floating and Sinking

- question, investigate, and analyze qualitatively and quantitatively in a laboratory, the relationships among mass, volume, and density of solids, liquids, and gases using the particle model of matter (208-2, 211-3, 307-8)
- explain and describe situations where the density of substances are affected by changes in temperature, natural, or intentional (307-9, 307-10)
- perform and analyze quantitatively the density of various substances, demonstrating a knowledge of WHMIS standards by using proper techniques and instruments for collecting data in the laboratory (307-11, 209-7, 209-3)

### Viscosity of Liquids

- design and perform an experiment to test the viscosity of various fluids and identify major variables (208-6)
- compare the viscosity of various liquids and describe factors that can modify the viscosity (307-6, 307-7)
- relate personal activities and potential applications to fluids (109-10, 112-7, 210-12)

## Physical Science: Optics (25%)

### Properties of Light

- identify and describe properties of visible light, using tools and apparatus safely (308-8, 209-6)

### Reflection and Refraction

- estimate measurements and use tools and apparatus safely in the laboratory (209-2, 209-6)
- describe the laws of reflection of visible light and their applications in everyday life (308-9)
- state a conclusion, based on experimental data and evidence, of light and describe qualitatively how visible light is refracted (210-11, 308-10)
- describe how optical technologies have developed through systematic trial-and-error processes constrained by the optical properties of the materials and the laws of nature (109-5)
- provide examples of optical technologies that enable scientific research and relate personal activities associated with such technologies (109-10, 111-3)

### Electromagnetic Radiation

- describe different types of electromagnetic radiation, including infrared, ultraviolet, x-rays, microwaves, and radio waves (308-11)
- explain the importance of choosing words that are scientifically or technologically appropriate (109-13)
- compare properties of visible light to the properties of other types of electromagnetic radiation, including infrared, ultraviolet, x-rays, microwaves, and radio waves (308-12)
- describe, with examples, possible effects of science and technology associated with optics (112-8, 113-2)

## Life Science: Cells, Tissues, Organs, and Systems (25%)

### Cells

- illustrate and explain that the cell is a living system that exhibits the following characteristics of life (304-4)
- distinguish between plant and animal cells and use microscopes or microviewers to produce a clear image of cells (304-5, 209-3)
- using an operational question, explain that growth and reproduction depend on cell division (208-1, 304-6)

### Relationship among Cells, Tissues, Organs, and Systems

- distinguish and evaluate between ideas used in the past and theories used today to explain how cells and organs work (110-2, 211-4)
- relate the needs and functions of various cells and organs to the needs and functions of the human organism as a whole (304-8)
- explain structural and functional relationships between and among cells, tissues, organs, and systems in the human body (304-7)

**Body Systems**

- describe the basic factors that affect the functions and efficiency of the human respiratory, circulatory, digestive, excretory, and nervous systems (304-9)
- estimate measurements and organize data for an experiment and explain the results (209-2, 209-4, 210-7)
- describe examples of the interdependence of various systems of the human body (304-10)
- provide examples of careers and applications for informed decisions about science and technology associated with body systems (112-10, 113-8)

# Social Studies 8

## General Curriculum Outcomes

Students will be expected to

### **Citizenship, Power, and Governance**

- A. demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance

### **Individuals, Societies, and Economic Decisions**

- B. demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives

### **People, Place, and Environment**

- C. demonstrate the ability to make responsible economic decisions as individuals and as members of society

### **Culture and Diversity**

- D. demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future

### **Interdependence**

- E. demonstrate an understanding of the interactions among people, places, and the environment

### **Time, Continuity, and Change**

- F. demonstrate an understanding of the past and how it affects the present and the future

## Specific Curriculum Outcomes

Students will be expected to

### **Unit One: An Introduction to Canadian Identity**

- 8.1.1 investigate how artistic and literary expression reflects the following aspects of Canadian identity: landscape, climate, history, people-citizenship, and related challenges and opportunities

## **Unit Two: Geographic Influences**

- 8.2.1 demonstrate an understanding of the basic features of Canada's landscape and climate
- 8.2.2 analyze the effects of selected geographic factors on Canadian identity
- 8.2.3 demonstrate an understanding of the nature of migration and its impact on post-1920 Canada
- 8.2.4 analyze the effect of geographic features on the development of Canada and of a selected country with similar geographic features

## **Unit Three: Decades of Change**

- 8.3.1 analyze the impact of changing technology and socio-economic conditions on differing prosperities and lifestyles in Canada in the 1920s and 1930s
- 8.3.2 demonstrate an understanding of Canada's participation in WWII
- 8.3.3 analyze the effect of WWII on Canada and her people
- 8.3.4 evaluate Canada's role in the world since WWII
- 8.3.5 analyze the impact of changing technology and socio-economic conditions on Canada's prosperity and lifestyles in the 1950s and 1960s
- 8.3.6 compare the social and cultural trends in Canada in the 1950s, 1960s and 1970s
- 8.3.7 analyze how globalization has affected Canada and Canadians since 1980

## **Unit Four: Citizenship**

- 8.4.1 take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national, and global)
- 8.4.2 demonstrate an understanding of how citizenship has evolved over time
- 8.4.3 demonstrate an understanding of the structure and operation of government in Canada under a federal system

## **Unit Five: Challenges and Opportunities**

- 8.5.1 identify and analyze the economic challenges and opportunities that may affect Canada's future
- 8.5.2 analyze the political challenges and opportunities that may affect Canada's future
- 8.5.3 analyze the social and cultural challenges and opportunities that may affect Canada's future

## **Unit Six: Reflections on Canadian Identity**

- 8.6.1 portray their understanding of Canadian identity

# Technology Education 8

## General Curriculum Outcomes

1. Students will be expected to design, develop, evaluate, and articulate technological solutions.
2. Students will be expected to operate and manage technological systems.
3. Students will be expected to demonstrate an understanding of the history and evolution of technology, and of its social and cultural implications.
4. Students will be expected to demonstrate an understanding of the consequences of their technological choices.
5. Students will be expected to demonstrate an understanding of current and evolving careers and of the influence of technology on the nature of work.

## Specific Curriculum Outcomes

Students will be expected to

### Fundamentals of Technology Education

(Threading Outcomes, Grade 7, Grade 8, and Grade 9)

- 5.1 work independently, co-operatively, and collaboratively to solve technological problems
- 5.2 demonstrate an awareness of ethics and environmental responsibility in technological decision-making and work habits
- 5.3 demonstrate preparedness for technological problem solving
- 5.4 demonstrate safe and healthy practices with regard to materials, processes, and equipment
- 5.5 document the design process
- 5.6 independently demonstrate appropriate application of skills learned
- 5.7 demonstrate measuring skills with accuracy and precision
- 5.8 communicate ideas using 2-D and 3-D technical drawings and sketches
- 5.9 use appropriate language and terminology as applied to technology education
- 5.10 investigate connections between technology education, STEM (Science, Technology, Engineering, and Math), and careers

### Module 1: Communications Technology

- 1.1 modify a plan to solve communications technology problems
- 1.2 create solutions to communications technology problems using a variety of media
- 1.3 evaluate their design solutions, redesigning as necessary
- 1.4 demonstrate effective use of a variety of communications technology media
- 1.5 characterize target audiences and determine effective medium
- 1.6 apply elements and principles of design

### Module 2: Energy Engineering Technology

- 2.1 modify a plan to solve energy engineering problems
- 2.2 construct an energy engineering solution by using or creating a modified plan
- 2.3 examine solutions to energy engineering problems



- 2.4 demonstrate practical applications of mechanical advantage
- 2.5 operate and analyze devices that change motion
- 2.6 create and operate devices that use mechanical advantage
- 2.7 investigate the forces affecting structures or control systems

### **Module 3: Innovations and Inventions**

Students will be expected to

- 3.1 modify a plan to develop a system
- 3.2 create a model or prototype of an existing invention
- 3.3 explain a complex system in terms of its subsystems
- 3.4 examine and communicate the importance and impact of invention and innovation
- 3.5 develop improvements to an existing product
- 3.6 document the life cycle of a manufactured product
- 3.7 employ control systems to regulate processes
- 3.8 diagnose and repair malfunctioning systems

### **Module 4: Production Technology**

- 4.1 demonstrate an understanding of all safety features of production technology machines and equipment used to solve design problems
- 4.2 demonstrate safe and effective use of a variety of production technology tools and processes
- 4.3 demonstrate an understanding of safe management of wood dust
- 4.4 modify a plan to solve production technology problems
- 4.5 construct solutions to production technology problems
- 4.6 evaluate solutions to production problems
- 4.7 safely use a variety of hand tools, power tools, and equipment to prepare stock
- 4.8 construct an aesthetically pleasing finished product that solves a design problem
- 4.9 use a variety of fasteners to combine materials or assemble a product
- 4.10 use environmentally friendly finishing techniques to enhance the esthetics or functionality of a product

# Visual Arts 8

## General Curriculum Outcomes

Students will be expected to

### Creating, Making, and Presenting

1. explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes

### Understanding and Connecting Contexts of Time, Place, and Community

3. demonstrate critical awareness of and value the role of the arts in creating and reflecting culture
4. respect the contributions of individuals and cultural groups to the arts in local and global contexts and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments

### Perceiving and Responding

6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

## Specific Curriculum Outcomes

In some cases, the learning outcomes for Visual Arts 7–9 are the same for more than one grade level. In each of these situations, teachers at all grade levels should provide support and opportunity for students to explore the outcomes, with the intention that they will continue to develop and refine their skills.

- 8.1.1 select and apply design principles and the elements of art to achieve compositions
- 8.1.2 explore various art media and their ability to convey messages and meaning
- 8.1.3 explore a variety of image development techniques (e.g. distortion, metamorphosis, fragmentation)
- 8.1.4 demonstrate increasing complexity in art skills and techniques
- 8.1.5 describe their own artwork and the art of others in terms of the elements of art
- 8.2.1 discuss art in terms of the personal meaning that is portrayed
- 8.2.2 incorporate visual, spatial and temporal concepts in creating art
- 8.2.3 identify aesthetic strengths and the potential for growth in work from their own portfolios
- 8.2.4 acknowledge and respect individual approaches to and opinions of art
- 8.2.5 work interactively, cooperatively, and collaboratively

- 8.3.1 examine the role and influence of visual images in their daily lives, including mass media and popular culture
- 8.3.2 examine and evaluate visual communication systems as part of their daily life
- 8.3.3 through their artmaking, develop concepts and imagery based on personal ideas and experiences
- 8.3.4 describe how art grows from and influences particular qualities of a given time, place and community
- 8.3.5 identify opportunities to participate in the visual arts in school, community and the world of work
  
- 8.4.1 develop an appreciation of diversity among individuals as reflected in their art
- 8.4.2 explore a variety of visual languages as reflected in artworks of various cultures
- 8.4.3 create personally meaningful imagery that reflects influence from a variety of historical and contemporary artists
- 8.4.4 identify and describe characteristics of artwork from different cultures and periods in history
  
- 8.5.1 draw upon other arts disciplines as a resource in the creation of their own artworks
- 8.5.2 use experiences from their personal, social, cultural and physical environments as a basis for visual expression
- 8.5.3 describe visual parallels between the structures of natural and built environments
- 8.5.4 recognize and respect the ethical and moral considerations involved in copying works
  
- 8.6.1 describe and analyze artwork as a foundation for making judgments about subject matter
- 8.6.2 constructively critique their own work and the work of others
- 8.6.3 analyze the works of artists to determine how they have used the elements of art and principles of design to solve specific design problems
- 8.6.4 engage in critical reflective thinking as part of the decision-making and problem-solving process
  
- 8.7.1 practise safety associated with proper care of art materials and tools
- 8.7.2 demonstrate an understanding of the relationship of form and function when solving complex problems
- 8.7.3 explore the sensory qualities, their meaning and messages conveyed through the use of various media and technologies
- 8.7.4 realize the direct influence expanding technology has had and continues to have on the individual and society
  
- 8.8.1 analyze artwork and make conjectures as to the artist's intention
- 8.8.2 identify and discuss the source of ideas behind their own work and the work of others
- 8.8.3 consider feedback from others to examine their own works in light of their intention
- 8.8.4 discuss and analyze why images were created by artists



**Grade 9**



# Child Studies 9

## Unit Outcomes

Students will be expected to

1. integrate knowledge, skills and practise required by caregivers to influence the welfare of children
2. explain the importance of providing healthy food choices for children
3. explore how children develop and learn through daily experiences

## Specific Curriculum Outcomes

Students will be expected to

### Unit 1: Nurturing Growth and Development

- 1.1 identify various community roles and possible careers related to helping a child reach his/her full potential
- 1.2 demonstrate basic skills required when caring for infants and young children
- 1.3 recognize the rewards and the responsibilities of caregiving
- 1.4 recommend ways to ensure child safety
- 1.5 explain and, where appropriate, demonstrate how to handle emergencies involving children

### Unit 2: Nutrition for Children

- 2.1 describe and model positive food experiences for children
- 2.2 demonstrate and apply nutritional knowledge when selecting foods for children
- 2.3 model safe food preparation and selection when preparing food for young children

### Unit 3: Learning through Activity

- 3.1 relate the value of play to all areas of child development
- 3.2 assess the safety and appropriateness of purchased toys
- 3.3 practise ways caregivers can facilitate play for children
- 3.4 explore the role of music, art and drama in the development of young children
- 3.5 explain the importance of reading to a child and demonstrate basic reading strategies for engaging young children
- 3.6 investigate the impact of computer technology, television and other media on children's learning

# English Language Arts 9

## General Curriculum Outcomes

Students will be expected to

1. speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
2. communicate information and ideas effectively and clearly, and to respond personally and critically
3. interact with sensitivity and respect, considering the situation, audience, and purpose
4. select, read, and view with understanding a range of literature, information, media, and visual texts
5. interpret, select, and combine information using a variety of strategies, resources, and technologies
6. respond personally to a range of texts
7. respond critically to a range of texts, applying their understanding of language, form, and genre
8. use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination
9. create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
10. use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 examine others' ideas in discussion to extend their own understanding
- 1.2 ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions
- 1.3 articulate, advocate, and support points of view, presenting view points in a convincing manner
- 1.4 listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented
  
- 2.1 participate constructively in conversation, small-group and whole-group discussion, and debate, using a range of strategies that contribute to effective talk
- 2.2 adapt vocabulary, sentence structure, and rate of speech to the speaking occasion
- 2.3 give and follow instructions and respond to questions and directions of increasing complexity
- 2.4 evaluate their own and others' uses of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features
  
- 3.1 demonstrate active listening and respect for the needs, rights, and feelings of others
- 3.2 demonstrate an awareness of the power of spoken language to influence and manipulate, and to reveal ideas, values, and attitudes
- 3.3 demonstrate an awareness that spoken language has different conventions in different situations and cultures and use language appropriate to the situation



- 4.1 select texts that address their learning needs and range of special interests
- 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries
- 4.3 demonstrate an understanding that information texts are constructed for particular purposes
- 4.4 use cueing systems and a variety of strategies to construct meaning in reading and viewing increasingly complex print and media texts
- 4.5 articulate their own processes and strategies for reading and viewing texts of increasing complexity
  
- 5.1 independently access and select specific information to meet personal and learning needs
  - select, from a wide range, sources appropriate to their purposes
  - use the electronic network
  - develop approaches and strategies to conduct their research
  
- 6.1 respond to some of the material they read or view by questioning, connecting, evaluating, and extending
  - move beyond initial understanding to more thoughtful interpretations
- 6.2 express and support points of view about texts and about issues, themes, and situations within texts, citing appropriate evidence
  
- 7.1 critically evaluate information presented in print and media texts
  - assess relevance and reliability of available information to answer their questions
- 7.2 demonstrate that print and media texts are constructed for particular purposes and particular audiences
  - describe how specific text and genre characteristics contribute to meaning and effect
- 7.3 respond critically to texts of increasing complexity
  - analyze and evaluate a text in terms of its form, structure, and content
  - recognize how their own ideas and perceptions are framed by what they read and view
  - demonstrate an awareness that personal values and points of view influence both the creation of text and the reader's/viewer's interpretation and response
  - explore and reflect on culture and reality as portrayed in media texts
  - identify the values inherent in a text
  
- 8.1 use a range of strategies in writing and other ways of representing to
  - extend ideas and experiences
  - explore and reflect on their feelings, values, and attitudes
  - consider others' perspectives
  - reflect on problems and responses to problems
  - describe and evaluate their learning processes and strategies
  - reflect on their growth as language learners and language users
- 8.2 use note-making to reconstruct knowledge and select effective strategies appropriate to the task
- 8.3 make informed choices of language to create a range of interesting effects in imaginative writing and other ways of representing
  
- 9.1 demonstrate facility in using a variety of forms of writing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama) to achieve their purposes
- 9.2 demonstrate an awareness of the effect of context on writing and other forms of representing
  - make appropriate choices of form, style, and content for specific audiences and purposes
- 9.3 analyze and assess responses to their writing and media productions

- 10.1 demonstrate an awareness of what prewriting, drafting, revising, editing, proofreading, and presentation strategies work for them with various writing and other representations
- 10.2 consistently use the conventions of written language in final products
- 10.3 experiment with the use of technology in communicating for a range of purposes with a variety of audiences
- 10.4 demonstrate a commitment to crafting pieces of writing and other representations
- 10.5 integrate information from several sources to construct and communicate meaning

# Explore Music 9 / Band Instruments 9

## General Curriculum Outcomes

Students will be expected to

### Creating, Making, and Presenting

1. explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes

### Understanding and Connecting Contexts of Time, Place, and Community

3. demonstrate critical awareness of and value the role of the arts in creating and reflecting culture
4. respect the contributions of individuals and cultural groups to the arts in local and global contexts and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments

### Perceiving and Responding

6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

## Specific Curriculum Outcomes

In some cases, the learning outcomes for Music 7–9 are the same for more than one grade level. In each of these situations, teachers at all grade levels should provide support and opportunity for students to explore the outcomes, with the intention that they will continue to develop and refine their skills.

Students will be expected to

- 9.1.1 using appropriate terminology, demonstrate an understanding of rhythm by creating and performing rhythmic compositions in a variety of meters
- 9.1.2 by performing repertoire in group music making, demonstrate an understanding of melody (e.g. melodic direction, tonal centre, contour)
- 9.1.3 use the elements of music to express and communicate meaning
- 9.1.4 interpret non-verbal gestures making connections to notation and musical expression
- 9.2.1 maintain a part within a variety of textures and harmonies, using a range of musical structures and styles
- 9.2.2 use a variety of notational systems to represent musical thoughts and ideas

- 9.2.3 apply skills and attitudes appropriate to a range of group music making activities demonstrating audience etiquette, performance skills, and responsibility to the group
- 9.2.4 perform, alone and with others, music expressing a broad range of thoughts and feelings
  
- 9.3.1 demonstrate respect for, discuss and compare music from various historical and cultural contexts
- 9.3.2 examine and describe ways in which music influences and is influenced by local and global culture
  
- 9.4.1 examine ways in which music enhances and expresses life's experiences
- 9.4.2 choose music for a variety of purposes, and justify their choices
- 9.4.3 reflect on ways in which music expresses the history and cultural diversity of local, national, and international communities
  
- 9.5.1 define relationships among music, other arts and other subjects
- 9.5.2 examine the roles that music plays in local and global communities
  
- 9.6.1 examine and explore a range of possible solutions to musical challenges
- 9.6.2 use processes of description, analysis, interpretation, and evaluation to make and support informed responses to their own and others' music and musical performances
- 9.6.3 critically reflect on ideas and feelings in works of music, and identify patterns, trends and generalizations
  
- 9.7.1 identify and describe instruments common to cultures and countries included in the social studies curriculum
- 9.7.2 explore technology applications to creating, making and presenting their own and other's music
- 9.7.3 demonstrate a thorough understanding of a chosen software program for writing music and for ear training purposes
  
- 9.8.1 evaluate choices of the elements of expression in musical compositions based on the composer's intent
- 9.8.2 use feedback from others to examine their own musical works in light of the original intent
- 9.8.3 analyze performances and provide critical commentary on aspects of musical presentation in light of the performers' intent

# Français de base 7<sup>e</sup> à 9<sup>e</sup> année

Au fur et à mesure que les élèves progressent, tous les résultats d'apprentissages spécifiques seront accomplis avec moins de besoin de soutien pédagogique, c'est-à-dire de manière indépendante. Veuillez vous référer aux tableaux des pages 13 à 16 du guide pédagogique *Français de base au secondaire 1<sup>er</sup> cycle – 1999* pour un aperçu global des résultats d'apprentissage spécifiques pour le français de base 7<sup>e</sup> à 9<sup>e</sup> année.

**RAG Communication** : L'élève devrait être capable de communiquer en français de façon efficace et devrait être capable d'interagir de façon appropriée dans une variété de situations reliées à ses besoins et à ses intérêts.

- 1.1 écouter des communications de plus en plus longues
- 1.2 suivre des directives de plus en plus complexes
- 1.3 négocier pour comprendre
- 1.4 demander/donner des renseignements
- 1.5 initier et conclure une conversation
- 1.6 communiquer au téléphone
- 1.7 raconter un événement
- 1.8 faire un reportage
- 1.9 décrire des traits physiques et de la personnalité
- 1.10 donner des directives
- 1.11 discuter ses goûts
- 1.12 énoncer ses préférences
- 1.13 justifier ses choix
- 1.14 persuader
- 1.15 faire des appels téléphoniques, des entrevues
- 1.16 participer à un débat, dans des jeux, des tables rondes, des remue-méninges, des sondages, des jeux de rôle
- 1.17 trouver de l'information
- 1.18 clarifier et vérifier ses apprentissages
- 1.19 sélectionner de l'information pertinente
- 1.20 distinguer les caractéristiques de différents types de textes
- 1.21 identifier des idées principales d'un texte
- 1.22 inférer le déroulement, la conclusion d'une histoire
- 1.23 dessiner, mimer, dramatiser
- 1.24 planifier, organiser et évaluer un portfolio
- 1.25 composer des chansons, des poèmes
- 1.26 produire un journal personnel
- 1.27 produire des textes : *expressifs, informatifs, incitatifs, ludiques/poétiques*
- 1.28 réviser et corriger son texte

**RAG Culture** : L'élève devrait être capable de démontrer une appréciation des cultures francophones tout en les comparant à sa propre culture et devrait être capable de démontrer une compréhension des liens entre la culture, la langue et l'identité dans le contexte multiculturel du Canada.

- 2.1 nommer et situer certaines communautés francophones au Canada
- 2.2 identifier et décrire les différentes régions acadiennes de la Nouvelle-Écosse
- 2.3 identifier certains endroits dans le monde où le français est parlé

- 2.4 décrire les festivals de l'Acadie et le rôle important de la musique et de la danse
- 2.5 décrire quelques mets acadiens
- 2.6 identifier les festivals de la francophonie au Canada
- 2.7 identifier quelques coutumes des francophones au Canada
- 2.8 nommer quelques événements associés aux régions francophones sur le plan international
- 2.9 comparer la culture acadienne et sa propre culture
- 2.10 s'informer des contributions de quelques personnages renommés au Canada
- 2.11 décrire certaines contributions des personnages renommés en Acadie
- 2.12 reconnaître certains stéréotypes culturels
- 2.13 exprimer son opinion à propos des stéréotypes
- 2.14 démontrer un respect envers d'autres langues
- 2.15 s'informer des activités des médias
- 2.16 s'informer et se distraire en écoutant à la radio et en regardant la télévision et des films
- 2.17 démontrer un intérêt à utiliser la langue française
- 2.18 identifier des manifestations de bilinguisme dans notre société (*les carrières, les lois, etc.*)

**RAG Formation langagière générale :** L'élève devrait être capable de choisir et de mettre en pratique des stratégies pour faciliter ses communications en français et faciliter son apprentissage.

- 3.1 démontrer l'importance de la communication non-verbale; utiliser des gestes
- 3.2 utiliser les phrases partielles, la répétition, la paraphrase et la circonlocution
- 3.3 demander des précisions, des explications pour combler un manque de compréhension
- 3.4 planifier et organiser ses productions en se servant de ses propres expériences d'apprentissage; préparer un aide-mémoire, adapter le message selon les circonstances, planifier sa production écrite
- 3.5 se corriger
- 3.6 écrire un journal personnel
- 3.7 donner des conseils pour réussir un travail de groupe
- 3.8 prendre son tour
- 3.9 accepter des suggestions apportées par les autres
- 3.10 identifier comment les apprentissages dans la classe de français peuvent être utiles dans la vie de tous les jours

**RAG Langue :** L'élève devrait être capable de reconnaître et d'utiliser en contexte certains éléments du code linguistique pour faciliter ses communications en français.

- 4.1 fonctionner dans la salle de classe en se servant des expressions de l'unité « *comment survivre en français dans un cours de français* » et des consignes et des règles de la classe
- 4.2 participer à une conversation et s'engager dans une variété d'activités interactives en se servant du présent, du futur proche, du passé, des mots connecteurs comme *d'abord, ensuite, finalement, puis, et, mais*; l'interrogation et la négation
- 4.3 décrire et comparer en se servant du présent, du passé, du futur proche, des adjectifs, des adverbes, des formes comparatives et superlatives, des mots connecteurs
- 4.4 repérer des renseignements en se servant des formes des verbes, des mots connecteurs comme *d'abord, ensuite, finalement, puis, cependant, en plus, par contre*
- 4.5 produire une variété de textes en se servant du présent, du futur proche, du passé, de l'interrogation et de la négation, des mots connecteurs comme *puis, et, mais, en plus* afin de produire un discours qui est cohésif et cohérent

# Gaelic 3–9

## General Curriculum Outcomes

### *Còmhradh agus Eisteachd / Speaking and Listening*

A: Students will be able to communicate effectively in Gaelic and will be able to interact appropriately in a variety of interactive situations linked to their needs and interests.

### *Leughadh agus Sgrìobhadh / Reading and Writing*

B: Students will be able to make connections between the spoken and written word in Gaelic.

### *Aire air Cultur / Cultural Awareness*

C: Students will be expected to demonstrate an appreciation for and understanding of, and make connections to, Gaelic culture through various contexts and expressions of Gaelic language.

## Specific Curriculum Outcomes

### *Còmhradh agus Eisteachd / Speaking and Listening*

#### **Stage 1: Toiseach Tòiseachaidh / Introduction**

##### Self / Immediate Environment

Students will be expected to

**KSCO 1:** demonstrate an understanding of and convey some basic everyday courtesy phrases; respond to simple questions about self

- 1.1 use courtesy greetings (e.g., *Ciamar a tha thu?*)
- 1.2 respond to expressions of praise and reinforcement (e.g., *Tha sin math!*)
- 1.3 demonstrate an understanding of and use questions and statements regarding name, age, and place of residence

**KSCO 2:** demonstrate an understanding of and convey basic information about common topics

- 2.1 demonstrate an understanding of and use words and phrases for classroom objects, phrases for numbers, colours, clothing, feelings, days of the week, weather, body, actions, and family

**KSCO 3:** demonstrate an understanding of and convey simple language for giving instructions and directions in a school setting

- 3.1 respond to classroom directives (e.g., *Suidh sìos!*)

## Stage 2: Ceum Air Adhart / Developing

### Home and Community

Students will be expected to

**KSCO 4:** demonstrate an understanding of and use a variety of everyday courtesy phrases; respond to questions about self

4.1 use a variety of question forms to investigate self, home, and environment both past and present (e.g., *Càit' an robh thu?*)

**KSCO 5:** demonstrate an understanding of and use information about common topics and past events

5.1 demonstrate an understanding of and use words and phrases for common objects from the home and community (e.g., family, food, animals, household objects, land and sea, community landmarks, place names, time, communication)

**KSCO 6:** demonstrate an understanding of and use language for giving instructions and directions and respond to same

6.1 follow and give directions in situations pertaining to the home and school (e.g., *Tòisich thusa!*)

**KSCO 7:** demonstrate an understanding of and use simple expressions of feelings and opinions

7.1 express likes and dislikes (e.g., *Is toigh leam Ceap Breatainn.*)

## Stage 3: Comas / Independent Use

### Occupations and Pastimes

Students will be expected to

**KSCO 8:** demonstrate an understanding of and use a wider range of courtesy expressions, questions, and answers; respond to questions about self and others

8.1 independently initiate and engage in conversation

**KSCO 9:** demonstrate an understanding of and use information about common topics, past events, future intentions

9.1 describe in more extended terms people, things, places, and experiences (e.g., hobbies, preferences, special occasions, occupations, travel, pastimes, seasonal activities)

**KSCO 10:** demonstrate an understanding of and use more complex language structures for giving instructions and directions and respond to same

10.1 give instructions and directions conveying several items of information related to school activities and situations



**KSCO 11:** demonstrate an understanding of and use a variety of expressions of feelings, opinions, and preferences

11.1 share information about personal experiences

11.2 share personal reflections

## ***Leughadh agus Sgrìobhadh / Reading and Writing***

### **Stage 1: Toiseach Tòiseachaidh / Introduction**

#### **Self / Immediate Environment**

Students will be expected to

**KSCO 12:** identify familiar words and expressions in print

12.1 recognize, from print, key words, labels, and signs

### **Stage 2: Ceum Air Adhart / Developing**

#### **Home/Community**

Students will be expected to

**KSCO 13:** read simple signs, phrases, and instructions and demonstrate comprehension

13.1 read common expressions and phrases associated with routine (e.g., *Suidh sìos, Fosgail do leabhar*)

**KSCO 14:** read and respond to texts consisting of language from a familiar context

14.1 compose more detailed sentences and questions (*Bha mise anns an sgoil an diugh.*)

14.2 revise and correct texts using a checklist

### **Stage 3: Comas / Independent Use**

#### **Occupations and Pastimes**

Students will be expected to

**KSCO 15:** read familiar texts to extract specific information

15.1 read to find information in newspapers, signs, short stories, songs, comics, advertisements, and electronic resources

15.2 demonstrate an understanding of the main ideas in a simple text

**KSCO 16:** read and write to respond to texts using more complex structures

16.1 provide a personal reflection to text

16.2 demonstrate comprehension through written response

**KSCO 17:** create Gaelic texts

17.1 produce a variety of more complex texts (e.g., character sketch, letter, short story, advertisements)

## ***Aire air Cultur / Cultural Awareness***

### **Stage 1: Toiseach Tòiseachaidh / Introduction**

#### **Self / Immediate Environment**

Students will be expected to

**KSCO 18:** recognize the value of one's own culture, and the culture, lifestyle, and experiences of the Gaels

18.1 recognize and celebrate cultural diversity in the classroom/school

18.2 make personal connections to Gaelic (e.g., place names, surnames, nicknames, "*sloinneadh*.")

18.3 participate in song, music, dance, storytelling, and lore of the Gael

### **Stage 2: Ceum Air Adhart / Developing**

#### **Home/Community**

Students will be expected to

**KSCO 19:** demonstrate respect for and understanding of the culture, lifestyle, and experiences of the Gael in Nova Scotia, and make connections to one's own culture

19.1 recognize and acknowledge cultural diversity in the broader Nova Scotia community (e.g., Acadian, Mi'kmaw, Gaelic, African Nova Scotian, Ukrainian, Irish)

19.2 research and examine the origins of the Gaels in Nova Scotia

19.3 compare and contrast the contemporary and traditional lifestyle of the Gaels in Nova Scotia

### **Stage 3: Comas / Independent Use**

#### **Occupations and Pastimes**

Students will be expected to

**KSCO 20:** demonstrate a deeper awareness of the evolution and impact of Gaelic culture in the wider global community

20.1 recognize and acknowledge diversity in the global Gaelic community

20.2 research and examine the changing role of Gaelic in the twentieth and twenty-first centuries

20.3 express and interpret the culture of the Gaels through the fine arts

# Healthy Living 9

## General Curriculum Outcomes

Students will be expected to

- A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

## Specific Curriculum Outcomes

Students will be expected to

### Healthy Self

- 9.1 analyze their health needs in times of change and apply strategies that enhance their capacity to manage change in their lives
- 9.2 recognize the warning signs of depressive disorders and the importance of seeking help for these disorders
- 9.3 recognize the impact that substance use and gambling can have on mental health issues, including depression and anxiety
- 9.4 assess level of physical activity to determine whether they are active enough to achieve health benefits and identify time in the day to increase physical activity in 5- to 10-minute periods
- 9.5 create a plan that enhances their healthy eating practices, and reflect on supportive environments and challenges to achieve these healthy eating practices
- 9.6 identify ways of maintaining sexual health
- 9.7 synthesize the fundamentals of drug education related to use of alcohol, tobacco, caffeine, cannabis, and other substances, including the short- and long-term risks and signs of concern along the continuum of use
- 9.8 develop a plan to acquire the skills and credentials which will lead to their career goals
- 9.9 select items for and maintain a LifeWork Portfolio

### Healthy Relationships

- 9.10 apply communication and interpersonal skills to discuss reproductive and sexual health issues
- 9.11 examine the cause and effect of unhealthy relationships and practise communication and assertiveness skills to confront unhealthy relationships
- 9.12 identify and practise negotiation, assertiveness, and refusal skills, related to sexual activity, alcohol, tobacco, cannabis, and gambling
- 9.13 analyze the role of alcohol in the decision-making process related to increased risk of unintended pregnancies, STIs, impaired driving, and injury

- 9.14 practise speaking about concerns regarding substance use and gambling in self or others
- 9.15 examine the negative impact of stereotyping and stigma upon help-seeking behaviour

### **Healthy Community**

- 9.16 examine issues around hypersexualization of girls and sexualization of women and how these phenomena can contribute to violence, affect body image and self-esteem, and impact relationships
- 9.17 examine how people support healthy communities locally and globally, and take age-appropriate action to support a community health issue of interest to them
- 9.18 examine the social, legal, and financial impacts of alcohol, other substances, and gambling along a continuum of use
- 9.19 recognize and respond to physical health dangers and emergency situations related to alcohol and other substance use among their peers
- 9.20 identify school and community-based resources and health services available to assist themselves or a friend if help or information in the area of sexual health, mental health, alcohol, and other substance use or gambling is needed, and practise how to make initial contact with such a service/resource
- 9.21 identify and practise strategies for staying healthy and safe in the workplace
- 9.22 examine how design and infrastructure of the school community and surrounding community enhances or creates barriers for physical activity among youth
- 9.23 investigate principles of and beliefs around financial health and demonstrate an awareness of the capacity for financial health to positively or negatively affect ones' state of health

# Information and Communication Technology Integration 7–9

## Outcome Components

*Students will demonstrate expected performance levels in five IT-based learning outcome areas within the context of essential graduation learnings and outcomes specified for the public school program as a whole.*

## Key-Stage Curriculum Outcomes

By the end of grade 9, in addition to the grade 6 outcomes, students will be expected to

### Basic Operations and Concepts (BOC)

- Concepts and skills associated with the safe, efficient operation of a range of information and communication technology.

BOC 9.1 (relates to 6.1) operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

BOC 9.2 (relates to 6.2) use and create information texts in a range of media, using specialized text features of those media to support the communication, with teacher assistance

BOC 9.3 (relates to 6.3) demonstrate comfort with keyboarding and manipulation of computer input and peripheral devices as they work

BOC 9.4 (relates to 6.4) manage their electronic files and correspondence efficiently

BOC 9.5 (relates to 6.1, 6.2, 6.3, 6.4) from a range of resource options, knowledgeably select, manage, and use technological resources to solve curriculum problems and enhance their learning, with teacher guidance

BOC 9.6 (relates to 6.6) understand and use a wide range of terminology related to the technology they use for learning

BOC 9.7 (relates to 6.7) work safely as they use ICT, applying basic troubleshooting techniques to assess equipment and software problems that affect their use of ICT; then provide anecdotal information which may be of help to maintenance technicians

### Social, Ethical, and Human Issues (SEHI)

- The understanding associated with the use of ITC, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning.

SEHI 9.1 (relates to 6.1, 6.2, 6.3) demonstrate understanding of the nature of technology and its impacts on different societies and environments; using technology, in local and global contexts, with due regard for the legal and human rights of others

SEHI 9.2 (relates to 6.3, 6.4, 6.5, 6.6) identify and demonstrate the values and techniques of mass media, popular culture, and electronic information environments, and evaluate the effects of these techniques

- SEHI 9.3 (relates to 6.7, 6.8) understand, model, and assume personal responsibility for the acceptable use of copyrighted and other information resources
- SEHI 9.4 (relates to 6.2, 6.7, 6.8) demonstrate an understanding of, and a commitment to, accuracy, ethical behaviour, and personal privacy and safety as they create and distribute information about themselves, others, and curriculum topics under study
- SEHI 9.5 (relates to 6.2, 6.7, 6.8) identify technology-related career opportunities of personal interest, and begin to assess their strengths and interests with respect to technology
- SEHI 9.6 (relates to 6.8) follow the Public School Program Network Access and Use Policy

### **Productivity (PTS)**

- The efficient selection and use of ITC to perform tasks such as
    - the exploration of ideas
    - data collection
    - data manipulation, including the discovery of patterns and relationships
    - problem solving
    - the representation of learning
- PTS 9.1 (relates to 6.3) use software to brainstorm, develop a thought web, outline, and map ideas under study with independence
- PTS 9.2 (relates to 6.1, 6.2, 6.4, 6.5) explore curriculum concepts under study using specialized software; measuring, sampling and recording equipment; and computer-based simulations, with teacher assistance
- PTS 9.3 (relates to 6.1, 6.2, 6.4, 6.5, 6.7) explore the curriculum through a wide range of print and electronic forms; accessing and processing information by means of the specialized techniques associated with the technology they select
- PTS 9.4 (relates to 6.5, 6.6) create and manipulate sound, images and video, using digital equipment and computer-based editing, to represent their learning for particular audiences and purposes, independently
- PTS 9.5 (relates to 6.4, 6.5, 6.6) develop multimedia presentations, based on sound principles of design, with increasing confidence, efficiency and independence
- PTS 9.6 use information and communication technology to explore increasingly complex numerical and spatial situations for the purpose of developing and testing conjectures

### **Communication (CT)**

- Specific, interactive technology use supports student collaboration and sharing through communication.
- CT 9.1 (relates to 6.3, 6.5) use language, in a range of aural, print, media, and electronic forms to explore and express their perceptions, feelings, ideas and attitudes; refine their thinking; and interact, negotiate, and collaborate with others in order to build their understanding "
- CT 9.2 (relates to 6.1) design and build intranet or Internet websites of student-produced pages about a curriculum topic, in small groups with teacher supervision
- CT 9.3 (relates to 6.1–6.5) critically evaluate how style, form, source, and medium influence the accessibility, validity and meaning of information with independence

## Research, Problem Solving, and Decision Making (RPSD)

- Students' organization, reasoning, and evaluation of their learning rationalize their use of information and communication technology.
- RPSD 9.1 (relates to 6.2) select appropriate measuring and recording devices and/or software to collect data, discover patterns of change over time, solve problems and make logical decisions based on their investigations; with teacher assistance
- RPSD 9.2 (relates to 6.1, 6.2) create and use electronic charts, maps, tables, graphs, spreadsheets, and databases to collect, analyse and display data independently
- RPSD 9.3 (relates to 6.1, 6.2) write and represent their research using the structures, features, conventions, and techniques of specialized publication and presentation formats with growing fluency
- RPSD 9.4 (relates to 6.3, 6.4) assess the quality, comprehensiveness, biases, and perspectives of print, media and electronic resources for use in their curricular studies, with teacher guidance
- RPSD 9.5 (relates to 6.1–6.4) critically evaluate how style, form, source, and medium influence the accessibility, validity, and meaning of information independently
- RPSD 9.6 (relates to 6.3, 6.4) select and refine a research topic, according to teacher-provided criteria, to fulfill a curriculum requirement, with teacher assistance
- RPSD 9.7 (relates to 6.1–6.4) assess the strengths and limitations of different approaches to research, then select those approaches which more efficiently meet their learning needs, with teacher assistance
- RPSD 9.8 (relates to 6.1–6.4) experience comfort, security and clarity that well-researched solutions and conclusions are valid and reliable, though uncommon or unexpected
- RPSD 9.9 (relates to 6.5) accurately and independently cite information sources

# Mathematics 9

## General Curriculum Outcomes

- A. Students will demonstrate number sense and apply number-theory concepts.
- B. Students will demonstrate operation sense and apply operation principles and procedures in both numeric and algebraic situations.
- C. Students will explore, recognize, represent, and apply patterns and relationships, both informally and informally.
- D. Students will demonstrate an understanding of and apply concepts and skills associated with measurement.
- E. Students will demonstrate spatial sense and apply geometric concepts, properties, and relationships.
- F. Students will solve problems involving the collection, display, and analysis of data.
- G. Students will represent and solve problems involving uncertainty.

## Specific Curriculum Outcomes

Students will be expected to

- A1 investigate problems involving square root and principal square root
- A2 graph and write in symbols and in words the solution set for equations and inequations involving integers and other real numbers
- A3 demonstrate an understanding of the meaning and uses of irrational numbers
- A4 interrelate subsets of the set of real numbers
- A5 compare and order real numbers
- A6 represent problem situations using matrices
  
- B1 model, solve, and create problems involving real numbers
- B2 add, subtract, multiply, and divide rational numbers in fractional and decimal forms using the most appropriate methods
- B3 apply the order of operations in rational number computations
- B4 demonstrate an understanding of and apply the exponent laws for integral exponents
- B5 model, solve, and create problems involving numbers expressed in scientific notation
- B6 judge the reasonableness of results in problem situations involving square roots, rational numbers, and numbers written in scientific notation
- B7 model, solve, and create problems involving the matrix operations of addition, subtraction, and scalar multiplication
- B8 add and subtract polynomial expressions symbolically to solve problems
- B9 find products of two monomials, a monomial and a polynomial, and two binomials concretely, pictorially, and symbolically
- B10 find quotients of polynomials with monomial divisors
- B11 evaluate polynomial expressions
- B12 factor algebraic expressions with common monomial factors concretely, pictorially, and symbolically
- B13 demonstrate an understanding of the applicability of commutative, associative, distributive, identity, and inverse properties to operations involving algebraic expressions
- B14 select and use appropriate strategies in problem situations



- C1 represent patterns and relationships in a variety of formats and use these representations to predict and justify unknown values
- C2 interpret graphs that represent linear and non-linear data
- C3 construct and analyze tables and graphs to describe how changes in one quantity affect a related quantity
- C4 determine the equations of lines by obtaining their slopes and  $y$ -intercepts from graphs and sketch graphs of equations using  $y$ -intercepts and slopes
- C5 explain the connections among different representations of patterns and relationships
- C6 solve single-variable equations algebraically and verify the solutions
- C7 solve first-degree single-variable inequalities algebraically, verify the solutions, and display them on number lines
- C8 solve and create problems involving linear equations and inequalities
  
- D1 apply rates, other ratios, and proportions in indirect measurement problems with particular focus on slopes
- D2 solve measurement problems involving conversion among SI units
- D3 relate the volumes of pyramids and cones to the volumes of corresponding prisms and cylinders
- D4 estimate, measure, and calculate volumes and surface areas of pyramids, cones, and spheres and apply these measures
- D5 demonstrate understanding of and apply ratios within similar triangles
  
- E1 interpret, represent, and apply mapping notations for transformations on the co-ordinate plane
- E2 make and apply informal deductions about the minimum sufficient conditions to guarantee a translation, a reflection, and a 180-degree rotation
- E3 make and apply informal deductions about the minimum sufficient conditions to guarantee the similarity of two triangles
- E4 make and apply generalizations about the properties of Platonic Solids
- E5 solve problems involving 3-D shapes using visualization, reasoning, and geometric modelling
- E6 recognize, name, describe, and represent arcs, chords, tangents, central angles, inscribed angles and circumscribed angles, and make generalizations about their relationships in circles
  
- F1 determine the strength of the relationships in scatter plots
- F2 sketch lines of best fit and determine their equations
- F3 sketch curves of best fit for relationships that appear to be non-linear
- F4 select, defend, and use the most appropriate methods for displaying data
- F5 draw inferences and make predictions based on data analysis and data displays
- F6 demonstrate an understanding of the role of data management in society
- F7 evaluate arguments and interpretations that are based on data analysis
  
- G1 make predictions of, and conduct experiments and simulations to determine, probabilities involving dependent and independent events
- G2 determine theoretical probabilities of compound events
- G3 compare experimental and theoretical probabilities
- G4 recognize and explain why decisions based on probabilities may be combinations of theoretical calculations, experimental results, and subjective judgments

# Physical Education 9

## General Curriculum Outcomes

Students will be expected to

### Knowing

- A. demonstrate an understanding of the concepts that support human movement
- B. demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

### Doing

- C. demonstrate motor skills in all movement categories using efficient and effective body mechanics
- D. participate regularly in a variety of activities that develop and maintain personal physical fitness
- E. demonstrate creativity in all movement categories

### Valuing

- F. demonstrate positive personal and social behaviours and interpersonal relationships
- G. demonstrate positive attitudes toward and an appreciation of physical activity through participation
- H. demonstrate awareness of career and occupational opportunities related to physical activities

## Specific Curriculum Outcomes

Students will be expected to

### Active Living

- 1.1 use relaxation techniques for stress management
- 1.2 design a nutritional plan appropriate for a specific activity (e.g., cross-country skiing, weight lifting, aerobics)
- 1.3 participate in activities that develop personal fitness for active, healthy living
- 1.4 plan and participate in personal fitness and activity programs, using the principles of training
- 1.5 design a circuit that includes activities to develop muscular strength, cardiovascular fitness, flexibility, and endurance
- 1.6 set specific goals that use community resources or facilities to enhance his/her personal active-living goals

### Outdoor Activities

- 2.1 create a map and design an orienteering course on their school grounds or in a local park
- 2.2 demonstrate map-reading skills as an aid to navigation
- 2.3 demonstrate compass-reading skills as an aid to navigation

- 2.4 participate in at least one land-based (e.g., hiking, orienteering) and one water-based (e.g., swimming, canoeing) seasonal activity that practises environmental safety
- 2.5 know and practise safety procedures and routines in a variety of outdoor activities

### **Dance**

- 3.1 research and share with peers dances from other countries and/or cultures
- 3.2 create and teach an aerobic dance sequence to a small group or the class
- 3.3 integrate sports themes and music to create dances (e.g., “Sweet Georgia Brown” and basketball, victory dance and football, slow-motion replay and martial arts)
- 3.4 create, choreograph, and perform dances for themselves and others in a variety of dance forms
- 3.5 apply the principles of mechanics to improve performance in dance activities

### **Educational Gymnastics**

- 4.1 demonstrate safety procedures and practices to avoid risks
- 4.2 create and perform group sequences using basic gymnastics skills on the floor and on small and/or large equipment
- 4.3 demonstrate balance and body control as they relate to sport (e.g., snowboarding, heading a soccer ball, or catching balls in the air)

### **Sport Experience**

- 5.1 play a variety of games putting several sport-specific skills into practice
- 5.2 identify the relationship between body mechanics and performance
- 5.3 apply game strategies in a variety of sports and games
- 5.4 demonstrate an understanding of the role that leadership plays in sport experiences
- 5.5 modify rules of games for a variety of purposes
- 5.6 demonstrate an understanding of rules through officiating
- 5.7 demonstrate positive personal and social behaviours that emphasize fair play

# Science 9

## General Curriculum Outcomes

### STSE

1. Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology.

### Skills

2. Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

### Knowledge

3. Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge.

### Attitudes

4. Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

## Specific Curriculum Outcomes

Students will be expected to

### Atoms and Elements (25%)

#### Physical and Chemical Changes

- perform experiments, collect evidence, report findings, and demonstrate a knowledge of WHMIS standards in the laboratory (209-7, 111-6, 210-11)
- investigate materials and describe them in terms of their physical properties (307-12)
- describe changes in the properties of materials that result from some common chemical reactions (307-13)

#### Atomic Theory

- use models in describing the structure and components of atoms and molecules, and explain the appropriate operational definition (307-14, 208-7)

## Periodic Table

- identify examples of common elements, and compare their characteristics and atomic structure (307-15)
- use the periodic table as a classification system and compile data about its structure (210-1, 210-2)
- identify the elements and number of atoms, given a chemical formula (307-16)
- provide examples of scientific knowledge that have resulted in the development of technologies (111-1)
- provide examples of technologies that have enhanced, promoted, or made possible scientific research (111-4)
- explain and provide examples of how society's needs for chemistry incorporate science, technology, and environment (112-3, 112-8)

## Characteristics of Electricity (25%)

### Electric Current

- describe the flow of charge in an electrical circuit and explain the factors affecting the circuit (109-14, 308-16)
- investigate, in the laboratory, and compare qualitatively, static electricity and electric current (210-7, 308-15)

### Series and Parallel Circuits

- describe series and parallel circuits involving varying resistance, voltage, and current (308-17)
- rephrase questions in a testable form and clearly define practical problems (208-1)
- use instruments effectively and accurately for collecting data (209-3)
- identify and suggest explanations for discrepancies in data and identify potential sources of error and determine the amount of error in measurement (210-7, 210-10)

### Electricity, Energy, and the Environment

- relate electrical energy to domestic power consumption costs (308-18)
- determine quantitatively the efficiency of an electrical appliance that converts electrical energy to heat energy (308-19)
- describe the transfer and conversion of energy from a generating station to the home (308-20)
- make informed decisions and propose a course of action on science, technology, and social issues, including human and environmental needs for electricity and energy (113-9, 113-13)

## Space Exploration (25%)

### The Beginnings

- describe theories on the formation of the solar system (312-1)
- explain the need for new evidence in order to continually test existing theories about the composition and origin of our solar system and galaxies (110-6, 210-3)
- describe theories on the origin and evolution of the universe (312-3)

### The Universe

- describe and classify the major components of the universe (312-2)
- describe and explain the apparent motion of celestial bodies (312-4)
- provide and describe examples of how Canadian research projects and careers are supported through science and technology (112-6, 112-11)

### The Solar System

- describe the composition and characteristics of the components of the solar system (312-5)
- explain the need for new evidence in order to continually test existing theories and identify new questions that arise (210-16)
- describe the effects of solar phenomena on Earth (312-6)
- propose alternative solutions to space life, develop a plan and data, and defend, with a report, your group's position (208-4, 209-4, 211-1, 211-3, 211-5)

## Reproduction (25%)

### Cellular Processes

- illustrate and describe the basic processes of mitosis and meiosis (304-11)
- identify major shifts in scientific world views (110-3)
- compile and report data and predict values of variables by doing activities on cell populations (210-6, 210-4)

### Reproduction

- identify questions and investigate, in the laboratory, the reproduction of plants and communicate findings (208-2, 211-2)
- distinguish between sexual and asexual reproduction in representative organisms (305-2)
- compare sexual and asexual reproduction in terms of their advantages and disadvantages (305-3)

### Genetics

- provide examples that arise at home, in an industrial setting, or in the environment that cannot be solved using scientific and technological knowledge (113-10)
- discuss factors that may lead to changes in a cell's genetic information (305-5)
- select and integrate genetics information from various sources and apply criteria for evaluating evidence and sources of information (209-5, 210-8)
- provide examples of science and technology, including Canadian, that have contributed to and developed genetic knowledge (111-1, 112-12)

# Social Studies 9

## General Curriculum Outcomes

Students will be expected to

### **Citizenship, Power, and Governance**

- A. demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance

### **Individuals, Societies, and Economic Decisions**

- B. demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives

### **People, Place, and Environment**

- C. demonstrate the ability to make responsible economic decisions as individuals and as members of society

### **Culture and Diversity**

- D. demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future

### **Interdependence**

- E. demonstrate an understanding of the interactions among people, places, and the environment

### **Time, Continuity, and Change**

- F. demonstrate an understanding of the past and how it affects the present and the future

## Specific Curriculum Outcomes

Students will be expected to

### **Theme One: Physical Setting**

- 9.1.1 identify and locate the Atlantic region in the Canadian, North American, and global contexts
- 9.1.2 describe the area, size, and physical features of Atlantic Canada
- 9.1.3 identify the basic weather and climatic patterns of Atlantic Canada
- 9.1.4 link human activity to the natural resources of the Atlantic region
- 9.1.5 identify and trace population and settlement patterns affecting Atlantic Canadians from Aboriginal to early new-world migration to the present day

## Theme Two: Culture

- 9.2.1 examine and develop a general concept of culture
- 9.2.2 examine and describe contemporary culture in the Atlantic Canadian context and its connections to other global cultures
- 9.2.3 demonstrate an understanding of the local and global factors that have shaped the culture(s) of Atlantic Canada
- 9.2.4 demonstrate an understanding of the nature of the cultural, ethnic, and linguistic groups in Atlantic Canada
- 9.2.5 demonstrate an understanding of the issues and events surrounding cross-cultural understanding at the local, regional, and global levels
- 9.2.6 demonstrate an understanding of and appreciation for the link between culture and occupations/lifestyles in Atlantic Canada
- 9.2.7 demonstrate an understanding of the local and global forces that cause cultures to constantly change
- 9.2.8 explain how Atlantic Canadians shape political culture by exercising power and influencing political decisions

## Theme Three: Economics

- 9.3.1 examine and explain the role that basic economic principles play in daily life
- 9.3.2 demonstrate an understanding of the role of economics in Atlantic Canadian society
- 9.3.3 evaluate the importance of economics in entrepreneurship
- 9.3.4 examine and explain the contribution of the primary, secondary, tertiary, and quaternary sectors of the economy of Atlantic Canada
- 9.3.5 analyze local, regional, and global economic patterns and related issues that are challenging Atlantic Canadians
- 9.3.6 identify and demonstrate an understanding of trade and other economic linkages among Atlantic Canada and the national and global communities

## Theme Four: Technology

- 9.4.1 develop a concept of technology and explain its regional and global applications
- 9.4.2 examine and describe the historical application of technology in the Atlantic region
- 9.4.3 demonstrate an understanding of how technology has affected employment and the standard of living in Atlantic Canada
- 9.4.4 analyze how technology affects transportation and communications in the Atlantic region
- 9.4.5 examine and describe the effects of technology on manufacturing in the Atlantic region
- 9.4.6 analyze the effect of technology on resource industries in Atlantic Canada
- 9.4.7 evaluate the effects of technology on recreation, home life, and community life

## Theme Five: Interdependence

- 9.5.1 explore his/her concept of world view and explain the factors that influence and are influenced by it
- 9.5.2 examine and analyze how Atlantic Canadians are members of the global community through different interconnected systems
- 9.5.3 access the individual qualities and attributes Atlantic Canadians need to become contributing members of the global community
- 9.5.4 demonstrate an understanding that the future well-being of Atlantic Canada involves co-operation with the national and global communities



# Technology Education 9

## General Curriculum Outcomes

1. Students will be expected to design, develop, evaluate, and articulate technological solutions.
2. Students will be expected to operate and manage technological systems.
3. Students will be expected to demonstrate an understanding of the history and evolution of technology, and of its social and cultural implications.
4. Students will be expected to demonstrate an understanding of the consequences of their technological choices.
5. Students will be expected to demonstrate an understanding of current and evolving careers and of the influence of technology on the nature of work.

## Specific Curriculum Outcomes

Students will be expected to

### Fundamentals of Technology Education

(Threading Outcomes, Grade 7, Grade 8, and Grade 9)

- 5.1 work independently, co-operatively, and collaboratively to solve technological problems
- 5.2 demonstrate an awareness of ethics and environmental responsibility in technological decision-making and work habits
- 5.3 demonstrate preparedness for technological problem solving
- 5.4 demonstrate safe and healthy practices with regard to materials, processes, and equipment
- 5.5 document the design process
- 5.6 independently demonstrate appropriate application of skills learned
- 5.7 demonstrate measuring skills with accuracy and precision
- 5.8 communicate ideas using 2-D and 3-D technical drawings and sketches
- 5.9 use appropriate language and terminology as applied to technology education
- 5.10 investigate connections between technology education, STEM (Science, Technology, Engineering, and Math), and careers

### Module 1: Communications Technology

- 1.1 develop a plan to solve authentic communications technology problems
- 1.2 create solutions to authentic communications technology problems
- 1.3 evaluate their solutions to authentic communications technology problems
- 1.4 create and manipulate a variety of communication technology media to solve a design problem
- 1.5 determine criteria for specific target audiences
- 1.6 apply elements and principles of design
- 1.7 present a solution and rationale to a target audience using a given medium

### Module 2: Energy Engineering Technology

- 2.1 develop a plan to solve energy engineering problems
- 2.2 design and construct solutions to energy engineering problems

- 2.3 evaluate solutions to energy engineering problems
- 2.4 construct or modify a device that demonstrates the conversion of energy
- 2.5 create a mechanical device that demonstrates a change in motion
- 2.6 use mechanical advantage in the solution of a technological problem
- 2.7 use knowledge of energy sources to make decisions about real-life energy problems

### **Module 3: Innovations and Inventions**

- 3.1 design and construct a system incorporating simple machines that will initiate a series of events
- 3.2 design an adaptation for an existing product that solves a new need
- 3.4 evaluate the impact of invention and innovation
- 3.5 develop improvements to an existing product
- 3.6 hypothesize and investigate how products are manufactured
- 3.7 employ control systems to regulate processes
- 3.8 reverse-engineer a product to explain its inner workings

**Note:** There is no outcome 3.3 in grade 9.

### **Module 4: Production Technology**

- 4.1 demonstrate an understanding of all safety features of production technology machines and equipment used to solve design problems
- 4.2 demonstrate safe and effective use of a variety of production technology tools and processes
- 4.3 demonstrate an understanding of safe management of wood dust
- 4.4 develop a plan to solve authentic production technology problems
- 4.5 construct solutions to authentic production technology problems
- 4.6 evaluate solutions to authentic production problems
- 4.7 safely use production equipment and machines to process materials
- 4.8 work with real-life clients or situations to solve production related problems within school or community environments
- 4.9 use a variety of fasteners to combine materials or assemble a product
- 4.10 use environmentally friendly finishing techniques to enhance the esthetics or functionality of a product

# Visual Arts 9

## General Curriculum Outcomes

Students will be expected to

### Creating, Making, and Presenting

1. explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes

### Understanding and Connecting Contexts of Time, Place, and Community

3. demonstrate critical awareness of and value the role of the arts in creating and reflecting culture
4. respect the contributions of individuals and cultural groups to the arts in local and global contexts and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments

### Perceiving and Responding

6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

## Specific Curriculum Outcomes

In some cases, the learning outcomes for Visual Arts 7–9 are the same for more than one grade level. In each of these situations, teachers at all grade levels should provide support and opportunity for students to explore the outcomes, with the intention that they will continue to develop and refine their skills.

- 9.1.1 manipulate and organize design elements to achieve planned compositions
- 9.1.2 assess and utilize the properties of various art media and their ability to convey messages and meaning
- 9.1.3 analyze and use a variety of image development techniques
- 9.1.4 demonstrate increasing complexity in art skills and techniques
- 9.1.5 respond verbally and visually to the use of art elements in personal works and the works of others
- 9.1.6 create artworks, integrating themes found through direct observation, personal experience and imagination
  
- 9.2.1 invent and incorporate unique visual symbols to create personal meaning in their art
- 9.2.2 analyze and make use of visual, spatial and temporal concepts in creating art images
- 9.2.3 select, critique and organize a display of personally meaningful images from their own portfolio
- 9.2.4 acknowledge and respect individual approaches to and opinions of art
- 9.2.5 work interactively, cooperatively, and collaboratively

- 9.3.1 examine the role and influence of visual images in their daily lives, including mass media and popular culture
- 9.3.2 examine and evaluate visual communication systems as part of their daily life
- 9.3.3 through their artmaking, develop concepts and imagery based on personal ideas and experiences
- 9.3.4 recognize and describe the role of the visual arts in challenging, sustaining and reflecting society's beliefs and traditions
- 9.3.5 identify opportunities to participate in the visual arts in school, community and the world of work
  
- 9.4.1 develop an appreciation of diversity among individuals as reflected in their art
- 9.4.2 recognize the existence of a variety of visual languages that reflect cultural, socio-economic and national origins
- 9.4.3 create personally meaningful imagery that reflects influence from a variety of historical and contemporary artists
- 9.4.4 compare the characteristics of artwork from different cultures and periods of history
- 9.4.5 investigate how art as a human activity emerges from human needs, values, beliefs, ideas and experiences
  
- 9.5.1 draw upon other arts disciplines as a resource in the creation of their own artworks
- 9.5.2 use experiences from their personal, social, cultural and physical environments as a basis for visual expression
- 9.5.3 interpret visual parallels between the structures of natural and built environments
- 9.5.4 recognize and respect the ethical and moral considerations involved in copying works
- 9.5.5 demonstrate an understanding of how individual and societal values affect our response to visual art
  
- 9.6.1 develop independent thinking in interpreting and making judgments about subject matter
- 9.6.2 constructively critique their own work and the work of others
- 9.6.3 analyze the works of artists to determine how they have used the elements of art and principles of design to solve specific design problems
- 9.6.4 engage in critical reflective thinking as part of the decision-making and problem-solving process
  
- 9.7.1 practise safety associated with proper care of art materials and tools
- 9.7.2 create images that solve complex problems that take into consideration form and function, and understand the value of looking for alternative solutions
- 9.7.3 evaluate and use various media and technological processes for their sensory qualities and ability to convey messages and meaning
- 9.7.4 realize the direct influence expanding technology has had and continues to have on the individual and society
  
- 9.8.1 analyze artwork and make conjectures as to the artist's intention
- 9.8.2 identify and discuss the source of ideas behind their own work and the work of others
- 9.8.3 consider feedback from others to examine their own works in light of their intention
- 9.8.4 discuss and analyze why images were created by artists