

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Big Ideas	Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.	Français langue première 2		
Content	<b>diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</b>	Social Studies 2	<ul style="list-style-type: none"> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ daily life in different communities (e.g., work, housing, use of the land, education, access to public services and utilities, transportation)</li> <li>○ key cultural aspects (e.g., language, traditions, arts, food)</li> <li>○ cultural diversity within your community</li> </ul> </li> <li>• Key question: <ul style="list-style-type: none"> <li>○ What does community mean to you?</li> </ul> </li> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ how people acquire goods and services (e.g., by buying or renting, or through public funding)</li> <li>○ needs and wants in different communities: different needs and wants depending on the climate; different goods and services depending on the size of the community (i.e., small versus large)</li> <li>○ differences between psychological and physical needs and wants</li> </ul> </li> <li>• Key questions:</li> </ul>	○
Content	<b>how people's needs and wants are met in communities</b>	Social Studies 2		○

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Content	<b>relationships between people and the environment in different communities</b>	Social Studies 2	<ul style="list-style-type: none"> <li>○ How do the local environment and culture affect the goods and services available in your community?</li> <li>○ How do different communities help people who can't meet their basic needs?</li> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ impact of different economic activities and ways of life on the environment</li> <li>○ impact on the environment by small and large communities</li> <li>○ impact of recreational activities on the environment</li> <li>○ community values regarding conservation and protection of the environment</li> </ul> </li> <li>• Key question: <ul style="list-style-type: none"> <li>○ What types of environmental challenges do people face in different communities (e.g., natural disasters, climate change, lack of natural resources)?</li> </ul> </li> </ul>	○
Content	<b>diverse features of the environment in other parts of Canada and the world</b>	Social Studies 2	<ul style="list-style-type: none"> <li>• <i>Sample topics:</i> <ul style="list-style-type: none"> <li>○ climate zones</li> <li>○ landforms</li> <li>○ bodies of water</li> <li>○ plants and animals</li> </ul> </li> </ul>	○
Content	<b>rights and responsibilities of individuals regionally and globally</b>	Social Studies 2	<ul style="list-style-type: none"> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ responsibility to the environment</li> <li>○ human rights</li> </ul> </li> </ul>	○

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Content	<b>roles and responsibilities of regional governments</b>	Social Studies 2	<ul style="list-style-type: none"> <li>○ connections between your community and communities throughout Canada and around the world</li> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ examples of leaders in your community (e.g., mayor, town councillors, chief, Elders, community volunteers) and the places where they meet</li> <li>○ services such as transportation, policing, firefighting, bylaw enforcement</li> </ul> </li> <li>• Key questions: <ul style="list-style-type: none"> <li>○ How are decisions made in your region?</li> <li>○ Should everyone be responsible for helping others in their community?</li> </ul> </li> </ul> <p>Examples:</p>	○
Content	<b>Personal Development</b> <ul style="list-style-type: none"> <li>• <b>goal-setting strategies</b></li> <li>• <b>risk taking</b> and its role in self-exploration</li> </ul>	Career Education 2	<ul style="list-style-type: none"> <li>• Identify steps required to help achieve short-term goals</li> <li>• Identify sources of support at home, at school, and in the community</li> </ul> <p>, Examples:</p> <ul style="list-style-type: none"> <li>• Try a new activity</li> <li>• Make a new friend</li> <li>• Volunteer to ask/answer a question</li> <li>• Speak in front of others</li> </ul>	•
Content	<b>Connections to Community</b>	Career Education 2	achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions	

**Curricular  
Competency  
Group**

Type

**Content**

**Curriculum**

**Elaboration**

- **cultural and social awareness**
- roles and responsibilities at home, at school, and in the local community
- jobs in the local community

Story/text

Content

- **elements of story**
- **literary elements and devices**
- **text features**
- **vocabulary associated with texts**

English  
Language  
Arts 2

character, plot, setting, structure (beginning, middle, end), and dialogue, language, poetic language, figurative language, sound play, images, colour, symbols, how text and visuals are displayed (e.g., colour, arrangement, and formatting features such as bold, underline), book, page, chapter, author, title, illustrator, web page, website, search box, headings, table of contents, pictures, and diagrams

Strategies and processes

Content

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

English  
Language  
Arts 2

using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and “sight” words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual, asking questions to clarify, expressing opinions, speaking with expression, taking

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Type	Content	Curriculum	Elaboration
Content	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• word patterns, word families</li> <li>• <b>letter formation</b></li> <li>• <b>sentence structure</b></li> <li>• <b>conventions</b></li> </ul>	<p>English Language Arts 2</p>	<p>turns, and connecting with audience, talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer, may include revising, editing, considering audience</p> <p>including tone, volume, inflection, pace, gestures, legible printing with spacing between words, the structure of compound sentences, common practices in punctuation (e.g., the use of a period or question mark at end of sentence) and in capitalization (e.g., capitalizing the first letter of the first word at the start of a sentence, people’s names, and the pronoun <i>I</i>)</p>
Content	<p>communication strategies:</p> <ul style="list-style-type: none"> <li>• <b>active listening</b></li> <li>• <b>active reading</b></li> <li>• <b>turn-taking in a conversation</b></li> <li>• <b>non-verbal language</b></li> </ul>	<p>Français langue seconde - immersion 2</p>	<p>the recipient is physically and intellectually engaged, and reacts to what is heard , reading with expression, taking into account text elements such as italics, bolded text, intonation, etc., waiting one’s turn to speak, raising one’s hand, etc., gestures, eye contact, etc.</p>
Content	<p>cultural elements</p>	<p>Français langue seconde - immersion 2</p>	

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Type	Content	Curriculum	Elaboration
Content	elements of a story:	Français langue seconde - immersion 2	hero, villain, etc., adverse and fortuitous events
	<ul style="list-style-type: none"> <li>• <b>characters</b></li> <li>• settings</li> <li>• <b>events</b></li> </ul>		
Content	text organization:	Français langue seconde - immersion 2	beginning, events and resolution, title, sub-titles, paragraphs, images, etc., <i>aujourd’hui, demain, hier, au début, à la fin</i> , etc., <i>dans, où, là, sous, sur</i> , etc.
	<ul style="list-style-type: none"> <li>• <b>structure of narrative texts</b></li> <li>• <b>structure of informational texts</b></li> <li>• markers of <b>time and place</b></li> </ul>		
Content	writing conventions:	Français langue seconde - immersion 2	question mark, plural nouns that end in the letter “s”, complex sounds, etc.
	<ul style="list-style-type: none"> <li>• <b>punctuation</b></li> <li>• <b>spelling conventions</b></li> </ul>		
Content	language elements:	Français langue seconde - immersion 2	masculine, feminine, common and proper nouns, etc., possessive ( <i>mon, ma</i> , etc.) and qualifying, affirmative, negative and interrogative forms (subject, verb, complement), singular forms of the present indicative for action verbs and auxiliary verbs in the present indicative
	<ul style="list-style-type: none"> <li>• the <b>gender of nouns</b></li> <li>• articles</li> <li>• <b>adjectives</b></li> <li>• <b>structure of simple sentences</b></li> <li>• <b>verb moods and tenses</b> associated</li> </ul>		

Type	Content	Curriculum	Elaboration	Curricular Competency Group
	with the genres being studied			
Content	<b>number concepts to 100</b>	Mathematics 2	<ul style="list-style-type: none"> <li>• counting: <ul style="list-style-type: none"> <li>○ skip-counting by 2, 5, and 10: <ul style="list-style-type: none"> <li>▪ using different starting points</li> <li>▪ increasing and decreasing (forward and backward)</li> </ul> </li> </ul> </li> <li>• Quantities to 100 can be arranged and recognized: <ul style="list-style-type: none"> <li>○ comparing and ordering numbers to 100</li> <li>○ benchmarks of 25, 50, and 100</li> <li>○ place value: <ul style="list-style-type: none"> <li>▪ understanding of 10s and 1s</li> <li>▪ understanding the relationship between digit places and their value, to 99 (e.g., the digit 4 in 49 has the value of 40)</li> <li>▪ decomposing two-digit numbers into 10s and 1s</li> </ul> </li> </ul> </li> </ul>	•
Content	<b>benchmarks of 25, 50, and 100 and personal referents</b>	Mathematics 2	<ul style="list-style-type: none"> <li>• even and odd numbers</li> <li>• seating arrangements at ceremonies/feasts</li> </ul>	•
Content	addition and subtraction <b>facts to 20</b> (introduction of computational strategies)	Mathematics 2	<ul style="list-style-type: none"> <li>• adding and subtracting numbers to 20</li> <li>• fluency with math strategies for addition and subtraction (e.g., making or bridging 10, decomposing, identifying related doubles, adding on to find the difference)</li> </ul>	•
Content	<b>addition and subtraction to 100</b>	Mathematics 2	<ul style="list-style-type: none"> <li>• decomposing numbers to 100</li> <li>• estimating sums and differences to 100</li> </ul>	•

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	repeating and increasing <b>patterns</b>	Mathematics 2	<ul style="list-style-type: none"> <li>• using strategies such as looking for multiples of 10, friendly numbers (e.g., <math>48 + 37</math>, <math>37 = 35 + 2</math>, <math>48 + 2</math>, <math>50 + 35 = 85</math>), decomposing into 10s and 1s and recomposing (e.g., <math>48 + 37</math>, <math>40 + 30 = 70</math>, <math>8 + 7 = 15</math>, <math>70 + 15 = 85</math>), and compensating (e.g., <math>48 + 37</math>, <math>48 + 2 = 50</math>, <math>37 - 2 = 35</math>, <math>50 + 35 = 80</math>)</li> <li>• adding up to find the difference</li> <li>• using an open number line, hundred chart, ten-frames</li> <li>• using addition and subtraction in real-life contexts and problem-based situations</li> <li>• whole-class number talks</li> <li>• exploring more complex repeating patterns (e.g., positional patterns, circular patterns)</li> <li>• identifying the core of repeating patterns (e.g., the pattern of the pattern that repeats over and over)</li> <li>• increasing patterns using manipulatives, sounds, actions, and numbers (0 to 100)</li> <li>• Métis finger weaving</li> <li>• First Peoples head/armband patterning</li> <li>• online video and text: <i>Small Number Counts to 100</i> (<a href="http://mathcatcher.irmacs.sfu.ca/story/small-number-counts-100">mathcatcher.irmacs.sfu.ca/story/small-number-counts-100</a>)</li> </ul>	•
Content	<b>change in quantity</b> , using pictorial and symbolic representation	Mathematics 2	<ul style="list-style-type: none"> <li>• numerically describing a change in quantity (e.g., for <math>6 + n = 10</math>, visualize the change in quantity by using ten-frames, hundred charts, etc.)</li> </ul>	•
Content	symbolic representation of equality and inequality	Mathematics 2		

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Content	<b>direct linear measurement</b> , introducing standard metric units	Mathematics 2	<ul style="list-style-type: none"> <li>centimetres and metres</li> <li>estimating length</li> <li>measuring and recording length, height, and width, using standard units</li> </ul>	•
Content	multiple attributes of <b>2D shapes and 3D objects</b>	Mathematics 2	<ul style="list-style-type: none"> <li>sorting 2D shapes and 3D objects, using two attributes, and explaining the sorting rule</li> <li>describing, comparing, and constructing 2D shapes, including triangles, squares, rectangles, circles</li> <li>identifying 2D shapes as part of 3D objects</li> <li>using traditional northwest coast First Peoples shapes (ovals, U, split U, and local art shapes) reflected in the natural environment</li> </ul>	•
Content	<b>pictorial representation</b> of concrete graphs, using one-to-one correspondence	Mathematics 2	<ul style="list-style-type: none"> <li>collecting data, creating a concrete graph, and representing the graph, using a pictorial representation through grids, stamps, drawings</li> <li>one-to-one correspondence</li> </ul>	•
Content	likelihood of <b>familiar life events</b> , using comparative language	Mathematics 2	<ul style="list-style-type: none"> <li>using comparative language (e.g., certain, uncertain; more, less, or equally likely)</li> </ul>	•
Content	<b>financial literacy</b> — coin combinations to 100 cents, and spending and saving	Mathematics 2	<ul style="list-style-type: none"> <li>counting simple mixed combinations of coins to 100 cents</li> <li>introduction to the concepts of spending and saving, integrating the concepts of wants and needs</li> <li>role-playing financial transactions (e.g., using bills and coins)</li> </ul>	•
Content	elements in the arts, including but not limited to:	Arts Education 2	the elements of dance are universally present in all dance forms and grow in sophistication over time, what the	

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**Elaboration**

- **dance: body, space, dynamics (dance), time, relationships, form**
- drama: **character**, time, place, plot, tension
- music: beat/pulse, **duration, rhythm (music), tempo, pitch, timbre, dynamics (music), form (music), texture**
- visual arts: elements of design: **line, shape, texture, colour, form (visual arts); principles of design: pattern, repetition, rhythm (visual arts)**, contrast

body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc., where the body is moving, including place, level, direction, pathway, size/reach, shape, etc., how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound), how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns, with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments, The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract, in drama, taking on and exploring the thoughts, perceptions, feelings, and beliefs of another, the length of a sound or silence in relation to the beat (e.g., shorter, longer, equal), the arrangement of sounds and silences over time, the frequency or speed of the beat, how high or low a note is (e.g., direction of a melody), the characteristic quality of a sound independent of pitch and dynamics; tone colour, the level of loudness, softness, or changing volume of music (e.g., louder, softer), the structure of a musical work (e.g., AB form; same/different phrases), the way something feels (e.g., smooth, rough, fuzzy), e.g., thick, thin, wavy, zigzag, jagged, etc., 2-dimensional enclosed space, as compared to form which is 3-dimensional, the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric (e.g.,

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Content	processes, materials, <b>technologies</b> , tools, and techniques to support arts activities	Arts Education 2	<p>sphere, cube, pyramid) or organic (e.g., animal forms), the planned use of the visual elements to achieve a desired effect, a design in which shapes, colours or lines repeat with regularity, using the same object, colour, marking, or type of line more than once, the combination of pattern and movement to create a feeling of organized energy</p> <p>includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items</p>
Content	<b>notation</b> to represent sounds, ideas, and movement	Arts Education 2	<p>any written, visual, or kinetic form of representing music compositions; for example, a simplified version of standard musical notation could be introduced (e.g., a three-lined musical staff instead of five-lined) ; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement</p>
Content	a variety of <b>dramatic forms</b>	Arts Education 2	<p>a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts</p>
Content	<b>symbolism</b> as a means of expressing specific meaning	Arts Education 2	<p>use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., family can be represented with connected shapes, similar timbres, or collaborative movement)</p>

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Content	traditional and contemporary <b>Aboriginal arts</b> and arts-making processes	Arts Education 2	dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition	
Content	a variety of local <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places	Arts Education 2	the results of creative processes in disciplines such as dance, drama, music, and visual arts	
Content	<b>personal and collective responsibility</b> associated with creating, experiencing, or sharing in a safe learning environment	Arts Education 2	ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials	
Content	<b>metamorphic and non-metamorphic</b> life cycles of different organisms	Science 2	metamorphic life cycles: body structure changes (e.g., caterpillar to butterfly, mealworm transformation, tadpoles to frog), non-metamorphic life cycles: organism keeps same body structure through life but size changes (e.g., humans)	
Content	similarities and differences between <b>offspring and parent</b>	Science 2	a kitten looks like cat and a puppy looks like dog but they do change as they grow; salmon change a great deal as they grow and need fresh and salt water environments to survive	
Content	<b>First Peoples use of their knowledge</b> of life cycles	Science 2	<ul style="list-style-type: none"> <li>stewardship: sustainably gathering plants and hunting/fishing in response to seasons and animal migration patterns (e.g., clam gardens, seasonal rounds, etc.)</li> <li>sustainable fish hatchery programs run by local First Peoples</li> </ul>	•

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Content	<b>physical</b> ways of changing materials	Science 2	<p>physical ways of changing materials:</p> <ul style="list-style-type: none"> <li>warming, cooling, cutting, bending, stirring, mixing</li> <li>materials may be combined or physically changed to be used in different ways (e.g., plants can be ground up and combined with other materials to make dyes)</li> </ul>	•
Content	<b>chemical</b> ways of changing materials	Science 2	<p>chemical ways of changing materials: cooking, burning, etc.</p> <ul style="list-style-type: none"> <li>contact forces and at-a-distance forces: <ul style="list-style-type: none"> <li>different types of magnets</li> <li>static electricity</li> </ul> </li> <li>balanced and unbalanced forces: <ul style="list-style-type: none"> <li>the way different objects fall depending on their shape (air resistance)</li> <li>the way objects move over/in different materials (water, air, ice, snow)</li> <li>the motion caused by different strengths of forces</li> </ul> </li> </ul>	○
Content	types of <b>forces</b>	Science 2	<ul style="list-style-type: none"> <li>oceans, lakes, rivers, wells, springs</li> <li>the majority of fresh water is stored underground and in glaciers</li> </ul>	•
Content	<b>water sources</b> including local watersheds	Science 2	<p>fresh water is a limited resource and is not being replaced at the same rate as it is being used</p>	
Content	<b>water conservation</b>	Science 2	<p>The water cycle is driven by the sun and includes evaporation, condensation, precipitation, and runoff. The water cycle is also a major component of weather (e.g., precipitation, clouds).</p>	
Content	the <b>water cycle</b>	Science 2		

**Curricular  
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Group**

Type

**Content**

**Curriculum**

**Elaboration**

local First People’s  
knowledge of water:

Content

- water cycles
- conservation
- **connection to other systems**

Science 2

cultural significance of water (i.e., water is essential for all interconnected forms of life)

movements performed “on the spot” without travelling across the floor or surface; could include:

- balancing
- bending
- twisting
- lifting

Content

proper technique for fundamental movement skills, including **non-locomotor, locomotor**, and **manipulative** skills

Physical and Health Education 2

, movement skills that incorporate travelling across the floor or surface; could include:

- rolling
- jumping
- hopping
- running
- galloping

, movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:

- bouncing

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	ways to <b>monitor physical exertion levels</b>	Physical and Health Education 2	<ul style="list-style-type: none"> <li>• throwing</li> <li>• catching</li> <li>• kicking</li> <li>• striking</li> </ul> <p>could include using a 1-5 rating scale where 1 = cold, 2 = getting warmer, 3 = warm, 4 = getting hot, and 5 = very hot, and students choose the number that they feel best describes how they are feeling in relation to their exertion levels</p> <p>activities that can be done individually and/or with others; could include:</p>	
Content	how to participate in different types of physical activities, including <b>individual and dual activities, rhythmic activities, and games</b>	Physical and Health Education 2	<ul style="list-style-type: none"> <li>• jumping rope</li> <li>• swimming</li> <li>• running</li> <li>• bicycling</li> <li>• yoga</li> <li>• Hula Hoop</li> </ul> <p>, activities designed to move our bodies in rhythm; could include:</p> <ul style="list-style-type: none"> <li>• dancing</li> <li>• gymnastics</li> </ul> <p>, types of play activities that usually involve rules, challenges, and social interaction; could include:</p> <ul style="list-style-type: none"> <li>• tag</li> </ul>	•

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			<ul style="list-style-type: none"> <li>parachute activities</li> <li>co-operative challenges</li> <li>Simon Says</li> <li>team games</li> <li>traditional Aboriginal games</li> </ul> <p>could include:</p>	
Content	<b>effects</b> of physical activity on the body	Physical and Health Education 2	<ul style="list-style-type: none"> <li>increased breathing</li> <li>increased thirst</li> <li>sweating</li> <li>using our muscles</li> <li>feeling good</li> </ul> <p>getting 60-90 minutes of moderate to vigorous physical activity each day, getting the recommended nutrients from the different food groups each day, practices could include:</p>	•
Content	practices that promote health and well-being, including those relating to <b>physical activity, nutrition, and illness prevention</b>	Physical and Health Education 2	<ul style="list-style-type: none"> <li>washing hands</li> <li>covering mouth when coughing</li> <li>resting when sick</li> <li>staying away from others when sick</li> </ul> <p>could include:</p>	•
Content	<b>strategies for accessing health information</b>	Physical and Health Education 2	<ul style="list-style-type: none"> <li>speaking to a trusted adult</li> <li>speaking to a medical professional</li> <li>looking for health and safety signs</li> </ul>	•
Content	<b>strategies and skills to use in potentially hazardous,</b>	Physical and Health Education 2	could include:	•

Type	Content	Curriculum	Elaboration	Curricular Competency Group
	<b>unsafe, or abusive situations</b>		<ul style="list-style-type: none"> <li>• using a strong voice to say “no,” “stop,” “I don’t like this”</li> <li>• calling out for help and getting away if possible</li> <li>• telling a trusted adult until you get help</li> <li>• not giving out personal information (e.g., to strangers, on the Internet)</li> </ul>	
Content	effects of different <b>substances</b> , and strategies for preventing personal harm	Physical and Health Education 2	<p>could include:</p> <ul style="list-style-type: none"> <li>• poisons</li> <li>• medications</li> <li>• psychoactive substances</li> </ul>	•
Content	managing and expressing emotions	Physical and Health Education 2	<p>could include:</p>	
Content	<b>factors that influence self-identity</b>	Physical and Health Education 2	<ul style="list-style-type: none"> <li>• self-esteem</li> <li>• self-efficacy</li> <li>• cultural heritage</li> <li>• body image</li> </ul>	•
Content	<p>spelling conventions:</p> <ul style="list-style-type: none"> <li>• graphophonic correspondence of complex sounds</li> </ul>	Français langue première 2		

**Curricular  
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Type

**Content**

**Curriculum**

**Elaboration**

- use of the letter “s” to form the plural of nouns and adjectives

text organization:

Content

- **narrative structure**
- **structure of informational texts**
- **markers of temporal and spatial relationships**
- **punctuation**

Français  
langue  
première 2

setting, inciting incident, rising action, falling action, and resolution, title, subtitle, paragraph, graphic elements, etc., *alors que*, *au moment où*, *de l’autre côté*, *en haut*, etc., exclamation mark, question mark, and hyphen

Content

literary elements:

- **elements of a story**

Français  
langue  
première 2

characters, setting, etc.

language elements:

Content

- **types of sentences**
- **syntactic groups**
- gender and number of words
- word families
- **verb moods and tenses** associated with the texts studied

Français  
langue  
première 2

affirmative, declarative, and interrogative sentences, subject, verb, and complement, all persons of the present indicative (“présent de l’indicatif”) and concepts of the recent past (“passé récent”), present perfect (“passé composé”), and near future (“futur proche”) tenses

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	<p>strategies studied:</p> <ul style="list-style-type: none"> <li><b>communication and socialization</b></li> <li><b>reading</b></li> <li><b>writing</b></li> </ul>	Français langue première 2	active listening, verbal and non-verbal language, respect for differences, clarification and explanation, prior knowledge, visualization, prediction, asking questions, main idea, making connections, important information, inference, draft, writing, revision, publication	
Curricular Competency	<b>Ask questions, make inferences, and draw conclusions about the content and features of different types of sources</b> (evidence)	Social Studies 2	<ul style="list-style-type: none"> <li>Sample activities: <ul style="list-style-type: none"> <li>Conduct research (e.g., interview an Elder, visit a museum) to identify changes that have occurred in your community</li> <li>Examine photographs from a variety of communities and identify similarities and differences</li> </ul> </li> </ul>	
Curricular Competency	Identify, in Francophone and Aboriginal <b>texts</b> , elements that are present in one's own culture	Français langue seconde - immersion 2	oral, written, visual	Exploring and Reflecting
Curricular Competency	Demonstrate increasingly sophisticated application and/or engagement of curricular content	Arts Education 2		Communicating and documenting
Curricular Competency	Identify important information in Aboriginal narratives and other <b>texts</b> .	Français langue première 2	a text is a coherent set of written, oral or visual elements that convey meaning and serve to communicate or transmit a message. Texts have numerous representations and can be in the form of Aboriginal narratives, articles, advertising, novels, picture story books, legends, comic books, biographies, correspondence, invitations, instructions, diagrams, charts, news stories, films, songs,	Exploring and Reflecting

Type

**Content**

**Curriculum**

**Elaboration**

**Curricular  
Competency  
Group**

poems, nursery rhymes, photographs, totem poles,  
images, works of art, oral presentations, blogs, surveys,  
reports, text messages, videos, television programs, etc.