

**Curricular
Competency
Group**

Type	Content	Curriculum	Elaboration
Big Ideas	Aboriginal narratives are part of Canada’s Francophone history and culture.	Français langue première 4	
Content	<p>Personal Development</p> <ul style="list-style-type: none"> • goal-setting strategies • problem-solving and decision-making strategies • emergent leadership skills 	Career Education 4	<p>Examples:</p> <ul style="list-style-type: none"> • Review and identify the steps required to help achieve short-term and long-term goals • S.M.A.R.T. goals (Specific, Measurable, Attainable, Realistic, and Timely) <p>, communication, motivation, direction, support, initiative, etc.</p>
Content	<p>Connections to Community</p> <ul style="list-style-type: none"> • cultural and social awareness • generational roles and responsibilities • safety hazards and rules at school, at home, and in the community 	Career Education 4	<p>achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.</p>
Content	<p>communication strategies:</p> <ul style="list-style-type: none"> • active listening • expressions of courtesy • consideration of other people’s perspectives 	Français langue seconde - immersion 4	<p>the recipient is physically and intellectually engaged, and reacts to what is heard , use of “tu” and “vous”</p>

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Content	cultural elements	Français langue seconde - immersion 4	
	literary elements:		
Content	<ul style="list-style-type: none"> • characteristics of the youth novel • characteristics of poetry 	Français langue seconde - immersion 4	characters, setting, events, chapters, etc., rhyme, theme, repetition, comparison, rhythm, etc.
	text organization:		
Content	<ul style="list-style-type: none"> • narrative structure • structure of informational texts • elements of informational texts • paragraphs 	Français langue seconde - immersion 4	setting, inciting incident, rising action, falling action and resolution, introduction, development and conclusion, title, sub-titles, table of contents, graphic organizer, etc.,
	language elements:		
Content	<ul style="list-style-type: none"> • structure of interrogative sentences • synonyms and antonyms • formation of adverbs • comparative adverbs and their structure 	Français langue seconde - immersion 4	inversion of subject and verb, interrogative pronouns, feminine form of regular adjective + “ <i>ment</i> ”, with adjectives, present perfect (“ <i>passé composé</i> ”) tense of first group verbs and imperfect (“ <i>imparfait</i> ”) tense

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Content	<ul style="list-style-type: none"> • verb moods and tenses associated with the genres being studied <p>early contact, trade, cooperation, and conflict between First Peoples and European peoples</p>	Social Studies 4	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ early explorers: Cabot, Frobisher, Hudson, Cartier, Champlain ○ voyages of Cook and Vancouver ○ provision of muskets to First Peoples by Europeans ○ spread of horses to the Prairies ○ marriages between First Peoples and Europeans ○ colonial wars and alliances between Europeans and First Peoples (e.g., between Maquinna (Nuu-chah-nulth) and the Cook expedition or between French colonists and the First Peoples living around the Great Lakes) • Key questions: <ul style="list-style-type: none"> ○ What motivated explorers and settlers to come to Canada? ○ How did the geography of Canada affect European exploration? 	○
Content	the fur trade in pre-Confederation Canada and British Columbia	Social Studies 4	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ fur trading companies (e.g., the Hudson’s Bay Company and the North West Company) ○ Beaver Wars 	○

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Content	demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities	Social Studies 4	<ul style="list-style-type: none"> ○ explorers: Simon Fraser, Alexander Mackenzie, David Thompson ○ Russian and Spanish trade on the coast ○ establishment of trading posts (e.g., Victoria, Fort Langley, and other forts; Metis communities) • Key question: <ul style="list-style-type: none"> ○ Why were trading posts established in particular locations? • Sample topics: <ul style="list-style-type: none"> ○ disease ○ European and American settlement and migration ○ increases in raids causing decreases in population ○ relocation/resettlement of First Peoples 	○
Content	economic and political factors that influenced the colonization of British Columbia and its entry into Confederation	Social Studies 4	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ Canadian Pacific Railway ○ fur trade ○ American settlement ○ Oregon boundary dispute ○ gold rush population boom and bust ○ colonial debt ○ Canadian Confederation ○ expansion and purchase of Rupert's Land 	○

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Content	the impact of colonization on First Peoples societies in British Columbia and Canada	Social Studies 4	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ disease and demographics ○ trade ○ more complex political systems ○ loss of territory ○ impact on language and culture ○ key events and issues regarding First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, potlatch ban, reserve system, residential schools, treaties) 	○
Content	the history of the local community and of local First Peoples communities	Social Studies 4	<ul style="list-style-type: none"> • Sample topic: <ul style="list-style-type: none"> ○ local archives and museums 	○
Content	physiographic features and natural resources of Canada	Social Studies 4	<ul style="list-style-type: none"> • counting: <ul style="list-style-type: none"> ○ multiples ○ flexible counting strategies ○ whole number benchmarks • Numbers to 10 000 can be arranged and recognized: <ul style="list-style-type: none"> ○ comparing and ordering numbers ○ estimating large quantities • place value: <ul style="list-style-type: none"> ○ 1000s, 100s, 10s, and 1s ○ understanding the relationship between digit places and their value, to 10 000 	○
Content	number concepts to 10 000	Mathematics 4		

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Content	decimals to hundredths	Mathematics 4	<ul style="list-style-type: none"> • Fractions and decimals are numbers that represent an amount or quantity. • Fractions and decimals can represent parts of a region, set, or linear model. • Fractional parts and decimals are equal shares or equal-sized portions of a whole or unit. • understanding the relationship between fractions and decimals • comparing and ordering of fractions with common denominators 	•
Content	ordering and comparing fractions	Mathematics 4	<ul style="list-style-type: none"> • estimating fractions with benchmarks (e.g., zero, half, whole) • using concrete and visual models • equal partitioning • using flexible computation strategies, involving taking apart (e.g., decomposing using friendly numbers and compensating) and combining numbers in a variety of ways, regrouping 	•
Content	addition and subtraction to 10 000	Mathematics 4	<ul style="list-style-type: none"> • estimating sums and differences to 10 000 • using addition and subtraction in real-life contexts and problem-based situations • whole-class number talks 	•
Content	multiplication and division of two- or three-digit numbers by one-digit numbers	Mathematics 4	<ul style="list-style-type: none"> • understanding the relationships between multiplication and division, multiplication and addition, division and subtraction • using flexible computation strategies (e.g., decomposing, distributive principle, 	•

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Content	addition and subtraction of decimals to hundredths	Mathematics 4	<p>commutative principle, repeated addition and repeated subtraction)</p> <ul style="list-style-type: none"> • using multiplication and division in real-life contexts and problem-based situations • whole-class number talks • estimating decimal sums and differences • using visual models, such as base 10 blocks, place-value mats, grid paper, and number lines • using addition and subtraction in real-life contexts and problem-based situations • whole-class number talks 	•
Content	addition and subtraction facts to 20 (developing computational fluency)	Mathematics 4	<ul style="list-style-type: none"> • Provide opportunities for authentic practice, building on previous grade-level addition and subtraction facts. • flexible use of mental math strategies • Provide opportunities for concrete and pictorial representations of multiplication. • building computational fluency • Use games to provide opportunities for authentic practice of multiplication computations. • looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation • Connect multiplication to skip-counting. • Connecting multiplication to division and repeated addition. 	•
Content	multiplication and division facts to 100 (introductory computational strategies)	Mathematics 4	<ul style="list-style-type: none"> • Use games to provide opportunities for authentic practice of multiplication computations. • looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation • Connect multiplication to skip-counting. • Connecting multiplication to division and repeated addition. 	•

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Content	increasing and decreasing patterns , using tables and charts	Mathematics 4	<ul style="list-style-type: none"> • Memorization of facts is not intended for this level. • Students will become more fluent with these facts. • using mental math strategies, such as doubling or halving • Students should be able to recall the following multiplication facts by the end of Grade 4 (2s, 5s, 10s). • Change in patterns can be represented in charts, graphs, and tables. • using words and numbers to describe increasing and decreasing patterns • fish stocks in lakes, life expectancies • representing and explaining one-step equations with an unknown number • describing pattern rules, using words and numbers from concrete and pictorial representations 	•
Content	algebraic relationships among quantities	Mathematics 4	<ul style="list-style-type: none"> • planning a camping or hiking trip; planning for quantities and materials needed per individual and group over time 	•
Content	one-step equations with an unknown number, using all operations	Mathematics 4	<ul style="list-style-type: none"> • one-step equations for all operations involving an unknown number (e.g., $__ + 4 = 15$, $15 - __ = 11$) • start unknown (e.g., $n + 15 = 20$; $20 - 15 = __$;)) • change unknown (e.g., $12 + n = 20$) • result unknown (e.g., $6 + 13 = __$) 	•

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Content	how to tell time with analog and digital clocks, using 12- and 24-hour clocks	Mathematics 4	<ul style="list-style-type: none"> • understanding how to tell time with analog and digital clocks, using 12- and 24-hour clocks • understanding the concept of a.m. and p.m. • understanding the number of minutes in an hour • understanding the concepts of using a circle and of using fractions in telling time (e.g., half past, quarter to) • telling time in five-minute intervals • telling time to the nearest minute • First Peoples use of numbers in time and seasons, represented by seasonal cycles and moon cycles (e.g., how position of sun, moon, and stars is used to determine times for traditional activities, navigation) 	•
Content	regular and irregular polygons	Mathematics 4	<ul style="list-style-type: none"> • describing and sorting regular and irregular polygons based on multiple attributes • investigating polygons (polygons are closed shapes with similar attributes) • Yup'ik border patterns 	•
Content	perimeter of regular and irregular shapes	Mathematics 4	<ul style="list-style-type: none"> • using geoboards and grids to create, represent, measure, and calculate perimeter • using concrete materials such as pattern blocks to create designs that have a mirror image within them 	•
Content	line symmetry	Mathematics 4	<ul style="list-style-type: none"> • First Peoples art, borders, birchbark biting, canoe building 	•

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Content	one-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs	Mathematics 4	<ul style="list-style-type: none"> • Visit a structure designed by First Peoples in the local community and have the students examine the symmetry, balance, and patterns within the structure, then replicate simple models of the architecture focusing on the patterns they noted in the original. • many-to-one correspondence: one symbol represents a group or value (e.g., on a bar graph, one square may represent five cookies) • predicting single outcomes (e.g., when you spin using one spinner and it lands on a single colour) 	•
Content	probability experiments	Mathematics 4	<ul style="list-style-type: none"> • using spinners, rolling dice, pulling objects out of a bag • recording results using tallies • Dene/Kaska hand games, Lahal stick games • making monetary calculations, including decimal notation in real-life contexts and problem-based situations • applying a variety of strategies, such as counting up, counting back, and decomposing, to calculate totals and make change • making simple financial decisions involving earning, spending, saving, and giving • equitable trade rules 	•
Content	financial literacy — monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions	Mathematics 4	<ul style="list-style-type: none"> • applying a variety of strategies, such as counting up, counting back, and decomposing, to calculate totals and make change • making simple financial decisions involving earning, spending, saving, and giving • equitable trade rules 	•
Content	Story/text	English Language Arts 4	such as narrative, exposition, report, purposes of text, literary or thematic categories such as fantasy, humour, adventure, biography, <i>Text</i> and <i>texts</i> are	

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	<ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • evidence 		<p>generic terms referring to all forms of oral, written, visual, and digital communication:</p> <ul style="list-style-type: none"> • Oral texts include speeches, poems, plays, and oral stories. • Written texts include novels, articles, and short stories. • Visual texts include posters, photographs, and other images. • Digital texts include electronic forms of all the above. • Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
Content	Strategies and processes	<ul style="list-style-type: none"> English Language Arts 4 	<p>, how text and visuals are displayed, theme, character, setting, plot, conflict, and purpose, sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)</p> <p>using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences, focusing on the speaker, asking questions to clarify; listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns, 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</p>

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Content	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • paragraph structure • sentence structure and grammar • conventions 	English Language Arts 4	<p>writer, may include revising, editing, considering audience</p> <p>including tone, volume, inflection, pace, gestures, use of a topic sentence and supporting details, parts of speech; past, present, and future tenses; subject-verb agreement, common practices in punctuation, such as use of the comma, quotation marks for dialogue, and the apostrophe</p>
Content	<p>sensing and responding:</p> <ul style="list-style-type: none"> • humans • other animals • plants 	Science 4	<p>e.g., the five senses, e.g., echolocation, UV sensors, magnetoreception, infrared sensing, etc., e.g., response to light, touch, water, gravity, etc.</p>
Content	<p>biomes as large regions with similar environmental features</p>	Science 4	<p>biomes are regions grouped by similar temperature and precipitation (e.g., climate: long-term weather patterns)</p> <ul style="list-style-type: none"> • terrestrial biomes • aquatic/marine biomes
Content	<p>phases of matter</p>	Science 4	<p>solids, liquids, and gases change with heating (e.g., boiling point, melting point [melting chocolate]) and cooling (e.g., freezing point [making ice cream]), and these physical changes are reversible</p>

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Content	energy: <ul style="list-style-type: none"> • has various forms • is conserved 	Science 4	energy can be described in these ways: the energy of motion (kinetic), light, sound, thermal, elastic, nuclear, chemical, magnetic, gravitational, and electrical, the law of conservation of energy — energy cannot be created or destroyed but can be changed	
Content	devices that transform energy	Science 4	devices that transform energy change input energy into a different output energy (e.g., glow stick [chemical to light], wind-up toy [elastic to mechanical], flashlight [electrical to light]).	
Content	local changes caused by Earth's axis, rotation, and orbit	Science 4	Earth's axis, rotation, and orbit cause changes locally:	•
Content	the effects of the relative positions of the sun, moon, and Earth including local First Peoples perspectives	Science 4	<ul style="list-style-type: none"> • day and night: animals are nocturnal (active at night) and diurnal (active during day) • annual seasons: plants and animals respond to the seasons (drop leaves, change colour) • phases of the moon, tides, etc. • tides affect living organisms • lunar and solar eclipses 	
Content	elements and principles that together create meaning in the arts, including but not limited to: <ul style="list-style-type: none"> • dance: body, space, dynamics (dance), time, 	Arts Education 4	, teachings and stories about the sun and the moon the elements of dance are universally present in all dance forms and grow in sophistication over time, what the 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	

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	<p>relationships, form, and movement principles</p> <ul style="list-style-type: none"> • drama: character, time, place, plot, tension, mood and focus • music: beat/pulse, duration, rhythm (music), tempo, pitch, timbre, dynamics (music), form (music), texture • visual arts: elements of design: line, shape, space, texture, colour, form (visual arts); principles of design: pattern, repetition, balance, contrast, emphasis, rhythm (visual arts), variety 		<p>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, alignment (mobility, stability, plumbline), weight transfer, flexibility, strength, balance, coordination, 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., melodic steps, skips, leaps, or repeated tones), the characteristic quality of a sound independent of pitch and dynamics; tone colour, relative and changing levels of sound volume (e.g., <i>forte</i>, <i>piano</i>, <i>decrescendo</i>), the structure of a musical work (e.g., ABA, rondo form), simultaneous layering of sounds (e.g., combining singing with other instruments, partner songs), the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric, the planned use of the visual elements to achieve a</p>	

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Content	processes, materials, technologies , tools and techniques to support arts activities	Arts Education 4	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, a principle of design concerned with the arrangement of one or more of the elements so that they give a sense of equilibrium in design and proportion (e.g., balance of shapes or colours, lightness and darkness), the combination of pattern and movement to create a feeling of organized energy 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
Content	choreographic devices	Arts Education 4	ways of developing movement (e.g., change level, dynamics, time, size, repetition)
Content	a variety of dramatic forms	Arts Education 4	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
Content	notation to represent sounds, ideas, movements, elements, and actions	Arts Education 4	any written, visual, or kinetic form of representing music compositions; for example, non-traditional and traditional notation can be used to represent sounds, and students can be introduced to the treble clef and five-lined staff; in dance, this can include written formal and informal systems of symbols, shapes, and

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Content	image development strategies	Arts Education 4	lines that represent body position and movement; in drama this can include diagrams indicating stage directions processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification)
Content	symbolism and metaphor create and represent meaning	Arts Education 4	use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., love can be symbolized by the colour red or the cradling of one’s arms)
Content	traditional and contemporary Aboriginal arts and arts-making processes	Arts Education 4	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 regional and national works of art and artistic traditions from diverse cultures, communities, times, and places	Arts Education 4	the results of creative processes in disciplines such as dance, drama, music, and visual arts
Content	personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment	Arts Education 4	ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials, includes any form of presentation or sharing as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource
Content	proper technique for fundamental movement skills, including non-locomotor ,	Physical and Health Education 4	movements performed “on the spot” without travelling across the floor or surface; could include:

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Type

Content

Curriculum

Elaboration

locomotor, and manipulative skills

- balancing
- bending
- twisting
- lifting

, 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
- throwing
- catching
- kicking
- striking

include:

Content

movement concepts and strategies

Physical and Health Education 4

- body awareness (e.g., parts of the body, weight transfer)
- spatial awareness (e.g., general spacing, directions, pathways)

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Content	ways to monitor physical exertion levels	Physical and Health Education 4	<ul style="list-style-type: none"> • effort awareness (e.g., speed, force) • relationships to/with others and objects <p>, include a variety of approaches that will help a player or team successfully achieve a movement outcome or goal (e.g., moving into space away from an opponent to receive a pass)</p> <p>could include:</p> <ul style="list-style-type: none"> • using heart rate monitors • checking pulse • checking rate of perceived exertion (e.g., a five-point scale to self-assess physical exertion level) <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 individual and dual activities, rhythmic activities, and games	Physical and Health Education 4	<ul style="list-style-type: none"> • jumping rope • swimming • running • bicycling • Hula Hoop <p>, activities designed to move our bodies in rhythm; could include:</p> <ul style="list-style-type: none"> • dancing • gymnastics 	•

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Content	benefits of physical activity and exercise	Physical and Health Education 4	<p>, types of play activities that usually involve rules, challenges, and social interaction; could include:</p> <ul style="list-style-type: none"> • tag • parachute activities • co-operative challenges • Simon Says • team games • traditional Aboriginal games <p>could include:</p> <ul style="list-style-type: none"> • developing a stronger heart, muscles, and bones • burning off excess energy • helping focus attention in class • promoting optimal growth and development • helping us feel good • lowering stress levels • having fun with friends 	•
Content	practices that promote health and well-being, including those relating to physical activity, sleep, healthy eating, and illness prevention	Physical and Health Education 4	<p>getting at least 60-90 minutes of daily physical activity at moderate to vigorous intensity levels, getting approximately 10-11 hours of sleep each night, choosing a variety of foods from the different food groups to support a healthy lifestyle, practices could include:</p> <ul style="list-style-type: none"> • washing hands • covering mouth when coughing 	•

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Content	food portion sizes and number of servings	Physical and Health Education 4	<ul style="list-style-type: none"> • washing hands after sneezing and/or coughing • resting when sick • staying away from others when sick <p>recommended daily servings for students aged 9-13:</p> <ul style="list-style-type: none"> • six servings of vegetables and fruit • six servings of grain products • three to four servings of milk and alternatives • one to two servings of meat and alternatives 	•
Content	communicable and non-communicable illnesses	Physical and Health Education 4	illnesses that can be spread or contracted from person to person, illnesses that cannot be “caught” from someone else	
Content	media messaging and body image	Physical and Health Education 4	health-related messages that are communicated through media sources, such as the Internet, magazines, TV could include:	
Content	strategies and skills to use in potentially hazardous, unsafe or abusive situations , including identifying common lures or tricks used by potential abusers	Physical and Health Education 4	<ul style="list-style-type: none"> • using a strong voice to say “no,” “stop,” “I don’t like this” • calling out for help and getting away if possible • telling a trusted adult until you get help • not giving out personal information (e.g., to strangers, on the Internet) <p>, could include:</p> <ul style="list-style-type: none"> • offering special attention or compliments 	•

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Content	strategies for responding to bullying, discrimination, and violence	Physical and Health Education 4	<ul style="list-style-type: none"> • saying they know a family member • using the Internet to get to know you <p>could include:</p> <ul style="list-style-type: none"> • assessing the situation • avoiding • being assertive • reporting • seeking help 	•
Content	potential effects of psychoactive substance use, and strategies for preventing personal harm	Physical and Health Education 4	<ul style="list-style-type: none"> • alcohol • tobacco • illicit drugs • solvents 	•
Content	factors that influence self-identity, including body image and social media	Physical and Health Education 4	<p>how we see and feel about our bodies; can be influenced by the words and actions of others, students might receive and/or send comments to others around various topics, including:</p> <ul style="list-style-type: none"> • how they look • what they're wearing • what they believe in • what their cultural background might be 	•
Content	physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity	Physical and Health Education 4	<p>how students' bodies are growing and changing during puberty, how students' thoughts and feelings might evolve or change during puberty, how students interact with others and how their relationships might evolve or change during puberty, having a capacity</p>	

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Content	<p>text organization:</p> <ul style="list-style-type: none"> • narrative structure • structure of youth novels • structure of injunctive texts • markers of causal relationship and condition • punctuation 	Français langue première 4	<p>for sexual feelings, a component of a person's identity that reflects his or her sexual self-concept</p> <p>setting, inciting incident, rising action, falling action, resolution, incipit (opening line of a work), prologue, paragraphs, chapters and epilogue, e.g., recipes, game instructions, directions, advertising, invitations, <i>à condition que, à moins que, ainsi, alors</i>, etc., colon, semi-colon, and quotation marks</p>
Content	<p>literary elements:</p> <ul style="list-style-type: none"> • characteristics of the youth novel 	Français langue première 4	description; plot; spatial and temporal framework; chronology; distinction between author, narrator, and main character; etc.
Content	<p>language elements:</p> <ul style="list-style-type: none"> • structure of exclamatory and imperative sentences • adverbs • synonyms and antonyms • verb moods and tenses associated with the genres studied 	Français langue première 4	time, place, manner, quantity, cause, and result, imperfect (“imparfait”), imperative (“impératif”) and present infinitive (“infinitif présent”)

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Content	<p>strategies studied:</p> <ul style="list-style-type: none"> • communication and socialization • reading • writing 	Français langue première 4	verbal and non-verbal language, clarification and speech arts (definition of speech arts), prior knowledge, visualization, prediction, asking questions, main idea, making connections, important information, inference, referents, planning, draft, correction, writing, revision, publication	
Curricular Competency	Recognize the diversity of cultural elements from Aboriginal and other cultures, within the same society	Français langue seconde - immersion 4		Exploring and Reflecting
Curricular Competency	Plan the content of a message based on the intended audience	Français langue seconde - immersion 4		Creating and Communicating
Curricular Competency	Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)	Social Studies 4	<ul style="list-style-type: none"> • Sample activities: <ul style="list-style-type: none"> ○ Use primary sources to make inferences about contemporary attitudes toward First Peoples during the gold rush years ○ Compare and contrast European and First Peoples accounts of the same event 	
Curricular Competency	Demonstrate increasingly sophisticated application and/or engagement of curricular content	Arts Education 4		Communicating and documenting
Curricular Competency	Identify how narratives in Aboriginal cultures connect people to their environment.	Français langue première 4		Exploring and Reflecting

