

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Big Ideas	Becoming aware of the values conveyed in texts helps us to better understand their cultural content.	Français langue seconde - immersion 8	oral, written, visual	
Big Ideas	Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other's languages and cultures.	Français langue première 8		
Content	social, political, and economic systems and structures, including those of at least one indigenous civilization	Social Studies 8	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ feudal societal structures and rights (e.g., in Europe versus Japan) ○ Reformation and Counter-Reformation in Europe ○ diffusion of religions throughout the world ○ collapse of empires ○ labour management ○ gender relations • Key questions: <ul style="list-style-type: none"> ○ What was the status of women in various societies during this period of history? ○ How were political decisions made during this period of history? 	○

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	scientific and technological innovations	Social Studies 8	<ul style="list-style-type: none"> ○ How was wealth distributed in societies during this period? • Sample topics: <ul style="list-style-type: none"> ○ Arab world, Ibn Battuta, Islamic Golden Age (e.g., the diffusion of arts and mathematics) ○ Zheng He and cartography ○ European (Portuguese, Spanish, British) navigation tools and locations ○ cartography and navigation ○ agriculture • Key questions: <ul style="list-style-type: none"> ○ How did technology benefit people during this period of history? ○ Where did key scientific and technological discoveries occur? 	○
Content	philosophical and cultural shifts	Social Studies 8	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ printing press ○ Reformation and Counter-Reformation in Europe ○ Enlightenment ○ literary and artistic shifts 	○

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Content	interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations	Social Studies 8	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ Silk Road, Indian Ocean Trade (e.g., the flourishing of arts, architecture, math, and Islam) ○ Crusades ○ cultural diffusion ○ linguistic changes ○ environmental effects ○ Columbian Exchange ○ imperialism ○ Renaissance ○ Mesoamerica 	○
Content	exploration, expansion, and colonization	Social Studies 8	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ contact and conflict ○ the Americas ○ state formation and collapse 	○
Content	changes in population and living standards	Social Studies 8	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ forced and unforced migration and movement of people ○ diseases and health ○ urbanization and the effect of expanding communities ○ environmental impact (e.g., resource and land use) 	○
Content	Personal Development <ul style="list-style-type: none"> • goal-setting strategies 	Career Education 8	includes inventories of preferences, skills, personal attitudes values, and interests, taking an idea, creating a plan (including	

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Curriculum

Elaboration

- **self-assessment** for career research
- reflection
- **project management**

timeline and resources), putting the plan into action, and reflecting on the process

Connections to Community

Content

- **local and global needs and opportunities**
- cultural and social awareness
- factors affecting types of jobs in the community
- career value of volunteering

Career
Education 8

social justice, environmental stewardship, sustainability, effective use of resources, etc.

Life and Career Plan

Content

- graduation requirements
- role of mentors, family, community, school, and personal network in decision making
- influence of technology in learning and working
- workplace safety
 - hazard evaluation and control
 - rights and responsibilities of the worker
 - emergency procedures

Career
Education 8

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Type	Content	Curriculum	Elaboration
Content	<ul style="list-style-type: none"> role of community, school, personal network, and mentorship in career planning 	Core French 8	<p>such as groupings of letters that make the same sound (e.g., <i>au, aux, eau,</i> and <i>ô</i>), rhyming words, letter patterns that have consistent pronunciations (e.g., <i>ait, gn, -ille, -ment, oi, th, -tion, ui</i> and others), <i>les liaisons,</i> and <i>les élisions</i></p>
Content	<p>common, high frequency vocabulary and sentence structures for communicating meaning:</p> <ul style="list-style-type: none"> asking and responding to different types of questions expressing time and frequency describing people, objects, and personal interests comparing and contrasting explaining reasons for preferences, emotions, and physical states expressing basic beliefs and opinions describing cultural aspects of communities 	Core French 8	<p>for example, <i>Combien...?; Comment...?; Est-ce que...?; Où...?; Pourquoi...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?</i>, for example, <i>aujourd'hui, hier, demain, chaque jour, toujours, parfois, jamais</i>, using expressions such as <i>aussi, mais, plus que, aussi que, moins que</i> (for example, <i>Sarah est plus jeune que Nicole</i>), for example, <i>Je préfère... parce que...; J'ai peur parce que...; Elle est fatiguée parce que...</i>, for example, <i>À mon avis...; Je pense que...; Selon moi...</i>; often uses the present indicative tense, for example, activities, celebrations, clothing, dance, festivals, First Peoples regalia, food, history, land, music, protocol, rituals, traditions</p>

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Content	past, present, and future timeframes	Core French 8	Students should know that sentences change according to when events occur (i.e., a change in timeframe requires a change in wording). Students should be able to understand and attempt to express past, present, and future timeframes for very common verbs in context; for example, <i>Je suis fatigué aujourd’hui; J’ai mangé une pizza hier; Je vais jouer au soccer demain.</i>	
Content	common elements of stories	Core French 8	place, characters, setting, and plot, Stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)	
Content	there are many Francophone communities around the world	Core French 8	for example in France, Haiti, Ivory Coast, Morocco, Senegal, Vietnam, Switzerland, Belgium	
Content	information about Francophone communities around the world	Core French 8	for example, celebrations, festivals, food, geography, history, population, territory, traditions, for example in France, Haiti, Ivory Coast, Morocco, Senegal, Vietnam, Switzerland, Belgium	
Content	cultural aspects of Francophone communities, practices, and traditions	Core French 8	for example, activities, celebrations, clothing, dance, festivals, First Peoples regalia, food, history, land, music, protocol, rituals, traditions	

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Content	perfect squares and cubes	Mathematics 8	<ul style="list-style-type: none"> • using colour tiles, pictures, or multi-link cubes • building the number or using prime factorization 	•
Content	square and cube roots	Mathematics 8	<ul style="list-style-type: none"> • finding the cube root of 125 • finding the square root of 16/169 • estimating the square root of 30 • A worker's salary increased 122% in three years. If her salary is now \$93,940, what was it originally? 	•
Content	percents less than 1 and greater than 100 (decimal and fractional percents)	Mathematics 8	<ul style="list-style-type: none"> • What is $\frac{1}{2}\%$ of 1 billion? • The population of Vancouver increased by 3.25%. What is the population if it was approximately 603,500 people last year? 	•
Content	numerical proportional reasoning (rates, ratio, proportions, and percent)	Mathematics 8	<ul style="list-style-type: none"> • beading • two-term and three-term ratios, real-life examples and problems • A string is cut into three pieces whose lengths form a ratio of 3:5:7. If the string was 105 cm long, how long are the pieces? • creating a cedar drum box of proportions that use ratios to create differences in pitch and tone • paddle making 	•
Content	operations with fractions (addition, subtraction, multiplication, division, and order of operations)	Mathematics 8	<ul style="list-style-type: none"> • includes the use of brackets, but excludes exponents 	•

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Content	discrete linear relations (extended to larger numbers, limited to integers)	Mathematics 8	<ul style="list-style-type: none"> • using pattern blocks or Cuisenaire Rods • simplifying $\frac{1}{2} \div \frac{9}{6} \times (7 - \frac{4}{5})$ • drumming and song: 1/2, 1/4, 1/8, whole notes, dot bars, rests = one beat • changing tempos of traditional songs dependent on context of use • proportional sharing of harvests based on family size • two-variable discrete linear relations • expressions, table of values, and graphs • scale values (e.g., tick marks on axis represent 5 units instead of 1) • four quadrants, integral coordinates 	•
Content	expressions - writing and evaluating using substitution	Mathematics 8	<ul style="list-style-type: none"> • using an expression to describe a relationship • evaluating $0.5n - 3n + 25$, if $n = 14$ • solving and verifying $3x - 4 = -12$ • modelling the preservation of equality (e.g., using a balance, manipulatives, algebra tiles, diagrams) 	•
Content	two-step equations with integer coefficients, constants, and solutions	Mathematics 8	<ul style="list-style-type: none"> • spirit canoe journey calculations 	•
Content	surface area and volume of regular solids, including triangular and other right prisms and cylinders	Mathematics 8	<ul style="list-style-type: none"> • exploring strategies to determine the surface area and volume of a 	•

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Content	Pythagorean theorem	Mathematics 8	<ul style="list-style-type: none"> regular solid using objects, a net, 3D design software • volume = area of the base x height • surface area = sum of the areas of each side • modelling the Pythagorean theorem • finding a missing side of a right triangle • deriving the Pythagorean theorem • constructing canoe paths and landings given current on a river • First Peoples constellations • top, front, and side views of 3D objects • matching a given net to the 3D object it represents 	•
Content	construction, views, and nets of 3D objects	Mathematics 8	<ul style="list-style-type: none"> • drawing and interpreting top, front, and side views of 3D objects • constructing 3D objects with nets • using design software to create 3D objects from nets • bentwood boxes, lidded baskets, packs 	•
Content	central tendency	Mathematics 8	<ul style="list-style-type: none"> • mean, median, and mode 	•
Content	theoretical probability with two independent events	Mathematics 8	<ul style="list-style-type: none"> • with two independent events: sample space (e.g., using tree diagram, table, graphic organizer) 	•

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	financial literacy — best buys	Mathematics 8	<ul style="list-style-type: none"> rolling a 5 on a fair die and flipping a head on a fair coin is $1/6 \times 1/2 = 1/12$ deciding whether a spinner in a game is fair coupons, proportions, unit price, products and services proportional reasoning strategies (e.g., unit rate, equivalent fractions given prices and quantities) 	•
Content	<p>manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:</p> <ul style="list-style-type: none"> dance: body, space, dynamics (dance), time, relationships, form, and movement principles drama: character, time, place, plot, tension, mood, focus, contrast, balance music: beat/pulse, metre, duration, rhythm (music), tempo, pitch, timbre, dynamics (music), form (music), texture, notation visual arts: elements of design: line, shape, space, texture, colour, form (visual arts), value; principles of design: pattern, repetition, balance, 	Arts Education 8	<p>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 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</p>	

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	contrast, emphasis, rhythm (visual arts), movement , variety, proportion, unity, harmony		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, groupings or patterns of strong and weak beats, the length of a sound or silence in relation to the beat, the arrangement of sounds and silences over time, the frequency or speed of the beat, how high or low a note is, 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, simultaneous layering of sounds (e.g., multi-part music making), could include use of traditional and non-traditional notation (e.g., guitar tablature); in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement; in drama this can include diagrams indicating stage directions, the visual element that pertains to an actual or	

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Content	processes, materials, movements, technologies , tools, strategies , and techniques to support creative works	Arts Education 8	<p>implied three-dimensional shape of an image; visual art forms can be geometric (e.g., sphere, cube, pyramid) or organic (e.g., animal forms), describes lightness or darkness, the planned use of the visual elements to achieve a desired effect, 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., radial, symmetrical, or asymmetrical), the combination of pattern and movement to create a feeling of organized energy, deliberate control of the viewer’s visual path across a work (e.g., a strong diagonal thrust of a colour), the relationship in size of parts, to a whole, and to one another, these concepts are closely related and often overlap; elements are used to create a sense of completeness</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, for example, in drama, refers to the techniques and</p>	

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Content	choreographic devices	Arts Education 8	<p>approaches teachers or students use to explore and create a drama work (e.g., playbuilding, improvisation, tableau, soundscape, voice collage, discussions and debates, teacher in role, writing in and out of role, reflection activities)</p> <p>ways of developing movement (e.g., change level, dynamics, time, size, repetition)</p>	
Content	drama forms and drama conventions	Arts Education 8	<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, established ways of working in drama that explore meaning; drama techniques</p>	
Content	notation in music, dance and drama to represent sounds, ideas, movement, elements, and actions	Arts Education 8		
Content	image development strategies	Arts Education 8	<p>processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification)</p>	
Content	symbolism and metaphor to explore ideas and perspective	Arts Education 8	<p>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)</p>	

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Content	traditional and contemporary Aboriginal arts and arts-making processes	Arts Education 8	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 national and international works of art and artistic traditions from diverse cultures, communities, times, and places	Arts Education 8	the results of creative processes in disciplines such as dance, drama, music, and visual arts	
Content	ethical considerations and cultural appropriation related to the arts	Arts Education 8	such as inclusion, diversity, copyright, ownership, use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, etc. shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn	
Content	personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment	Arts Education 8	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	Story/text <ul style="list-style-type: none"> • forms, functions, and genres of text • text features 	English Language Arts 8	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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Content

Curriculum

Elaboration

- **literary elements**
- **literary devices**
- **elements of visual/graphic texts**
- relevance, accuracy, reliability

generic terms referring to all forms of oral, written, visual, or digital communication:

- 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).

, how text and visuals are displayed, characterization, character types, story structures (e.g., linear, cyclical, iterative), and setting, sensory detail (e.g., imagery, sound devices), and figurative language (e.g., metaphor, simile, hyperbole), may include layout, infographics, emoticons, icons, symbols, interactive visuals, hypertext, and colour, illustration styles (e.g., realism, cartoon, sketch, outline)

Strategies and processes

Content

- **reading strategies**
- **oral language strategies**

English
Language Arts
8

using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences, focusing on the

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Content	<ul style="list-style-type: none"> • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • multi-paragraphing • language usage and context • elements of style • syntax and sentence fluency • conventions • presentation techniques 	<p>English Language Arts 8</p>	<p>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 writer, may include revising, editing, considering audience including tone, volume, inflection, pace, gestures, developing multi-paragraph compositions that are characterized by unity, development, and coherence, refers to the impact of context on choice of language usage (e.g., when texting, using informal short-form language; when writing an essay, using more formal standard Canadian English), diction, figurative language, tone, inclusive language, degree of formality, use of a mix of simple, compound, and complex sentences; correct pronoun use; subject-verb agreement; use of transitional words; and awareness of run-on sentences and sentence fragments, common practices in all standard punctuation use, in capitalization, in quoting, and in Canadian spelling, Any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the</p>	

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Content	characteristics of life	Science 8	<p>purpose and the audience, and demonstrate thought and care in organization.</p> <p>living things respire, grow, take in nutrients, produce waste, respond to stimuli, and reproduce; there is debate as to whether or not to classify viruses as living things</p> <ul style="list-style-type: none"> • living things are made of one or more cells • all cells come from pre-existing cells • the cell is a basic unit of life 	•
Content	cell theory and types of cells	Science 8	<p>,</p> <ul style="list-style-type: none"> • prokaryotic and eukaryotic cells • plant and animal cells • cells contain structures that carry out essential functions 	
Content	<p>photosynthesis and cellular respiration</p> <p>the relationship of micro-organisms with living things:</p>	Science 8	<ul style="list-style-type: none"> • micro-organisms are key to nutrient recycling in ecosystems as they act as decomposers 	
Content	<ul style="list-style-type: none"> • basic functions of the immune system • vaccination and antibiotics • impacts of epidemics and pandemics on human populations 	Science 8	<ul style="list-style-type: none"> • viruses and bacteria can cause disease and can also be used in industry (e.g., production of cheese and salami) and agriculture (e.g., production of striped tulips) 	

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Content	kinetic molecular theory (KMT)	Science 8	<ul style="list-style-type: none"> • the immune system provides a barrier to infections and a number of non-specific and specific responses to fight infection (e.g., fever, antibodies, phagocytes, inflammation) • different populations have greater immunity to certain infections than other populations (e.g., impact of smallpox epidemic on First Peoples) <p>, vaccination can prevent the spread of infectious disease, antibiotics are effective only against living organisms, such as bacteria, and not against viruses; overuse of antibiotics can lead to the development of antibiotic-resistant strains of bacteria (“superbugs”), regional outbreaks (e.g., smallpox, measles), global outbreaks (e.g., Spanish flu, SARS)</p>	•
Content	atomic theory and models	Science 8	<p>explains how particles move in different states</p> <p>provides evidence for the existence of atoms and molecules, models can be used to represent:</p>	•

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Content	protons, neutrons, and quarks	Science 8	<ul style="list-style-type: none"> • the arrangement and motion of particles in different phases • the arrangement of and forces that bind protons, neutrons, and electrons in an atom • the quarks and leptons in protons, neutrons, and electrons <p>protons and neutrons (made of quarks) are held together in the nucleus by a strong nuclear force</p>	
Content	electrons and leptons	Science 8	<p>electrons (a type of lepton) are held at a distance from the nucleus through electromagnetism</p>	
Content	types and effects of electromagnetic radiation	Science 8	<p>types of electromagnetic radiation: the electromagnetic spectrum consists of radio, microwave, infrared, light, UV, X-ray, and gamma rays, effects of electromagnetic radiation: positive effects include cancer treatments; negative effects include sunburns</p>	
Content	light: <ul style="list-style-type: none"> • properties • behaviours • ways of sensing 	Science 8	<p>properties of light:</p> <ul style="list-style-type: none"> • acts like both a wave and a particle • wavelength, amplitude, frequency <p>, behaviours of light:</p>	

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			<ul style="list-style-type: none"> • reflection, refraction, absorption, transmission, scattering • images formed by lenses and mirrors • effects of translucent, transparent, and opaque objects 	
Content	plate tectonic movement	Science 8	<p>, ways of sensing light: human vision, optical instruments, cameras</p> <ul style="list-style-type: none"> • types of plate movements • plate boundaries • earthquakes and volcanoes 	•
Content	<p>major geological events of local significance</p> <p>First Peoples knowledge of:</p>	Science 8		
Content	<ul style="list-style-type: none"> • local geological formations • significant local geological events 	Science 8		
Content	<p>layers of Earth</p> <p>communication strategies:</p>	Science 8	<p>intonation, voice, volume, speed, tone, pauses, etc., gestures and mimicry,</p>	
Content	<ul style="list-style-type: none"> • verbal and non-verbal communication • registers of language • defending a position 	<p>Français langue seconde - immersion 8</p>	<ul style="list-style-type: none"> • colloquial language: language that does not conform to proper usage, is spoken between friends, and can include slang or popular expressions 	•

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Content	cultural and historical elements	Français langue seconde - immersion 8	<ul style="list-style-type: none"> • standard language: language that conforms to proper usage and is used in daily life • formal language: refined or literary language • examples: colloquial: “<i>Ché pas où est ton bouquin.</i>” standard: “<i>Je ne sais pas où est ton livre.</i>” formal: “<i>Je ne sais point où est placé votre ouvrage.</i>”
Content	literary elements: <ul style="list-style-type: none"> • characteristics of the legend • characteristics of the play • elements of oral tradition in Aboriginal texts 	Français langue seconde - immersion 8	characters, fantasy elements, explanation of phenomena, metaphors and methods of exaggeration, socio-historical setting, hero, supporting character, nemesis, dialogue, time and place, stage direction, implicit meaning, explicit meaning, etc., oral narratives, songs and circular thinking
Content	text organization: <ul style="list-style-type: none"> • narrative structure • structure of legends • structure of informational texts • structure of argumentative texts 	Français langue seconde - immersion 8	setting, inciting incident, rising action, falling action and resolution, setting, catalyst, transformation and ending, introduction, development (thematic progression) and conclusion, point of view, argument, counter-argument and

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Content	<ul style="list-style-type: none"> • punctuation <p>language elements:</p> <ul style="list-style-type: none"> • structure of relative subordinate clauses • subject/verb and direct object agreement with the verbs <i>être</i> and <i>avoir</i> in the present perfect (“passé composé”) tense • grammatical functions of complements • verb moods and tenses associated with the genres being studied 	Français langue seconde - immersion 8	<p>conclusion, semicolon and quotation marks</p> <p>e.g., <i>Le livre que j’ai lu était passionnant.</i>, present conditional and simple future tenses</p>	
Content	<p>revision strategies</p>	Français langue seconde - immersion 8	<p>rereading, consulting reference tools, peer review, use of a revision grid, etc.</p>	
Content	<p>Computational Thinking</p> <ul style="list-style-type: none"> • software programs as specific and sequential instructions with algorithms that can be reliably repeated by others • debugging algorithms and programs by breaking problems down into a series of sub-problems 	Applied Design, Skills and Technologies 8	<p>for example, Scratch, Alice, Greenfoot, BlueJ, for example, HTML, for example, Arduino, LEGO Mindstorms</p>	

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	<ul style="list-style-type: none"> binary number system (1s and 0s) to represent data programming languages, including visual programming in relation to text-based programming and programming modular components 			
	Computers and Communications Devices			
Content	<ul style="list-style-type: none"> design and function of digital infrastructures, from personal communication systems to wide area networks and the Internet of Things social, cultural, and economic impact of mobile devices systems for information transfer and communication, including videos, blogs, podcasts, and social media keyboarding techniques 	Applied Design, Skills and Technologies 8	for example, global, satellite, for example, physical hand and foot placement, posture, development of touch typing skills, use of “home row” ASDFJKL techniques	
Content	Digital Literacy <ul style="list-style-type: none"> elements of digital citizenship ethical and legal implications of current and future technologies 	Applied Design, Skills and Technologies 8	for example, digital self-image, creative credit and copyright, relationships and communication, cyberbullying, legal and ethical issues, for example, hacking (white hat and black hat), P2P Sharing, Torrents,	

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	<ul style="list-style-type: none"> strategies for curating personal digital content, including management, personalization, organization, and maintenance of digital content; e-mail management; and workflow search techniques, how search results are selected and ranked, and criteria for evaluating search results strategies to engage with personal learning networks 		VPNs, tracking, data collection, anonymity; automation, artificial intelligence, mobile devices, data collection, robotics, digital currencies (e.g., Bitcoin), accuracy, timeliness, appropriateness, credibility, and bias, personalized digital instructional tools to support learning (web forums, tutorials, videos, digital resources, global communities, group communication and etiquette, online learning)
Drafting	<ul style="list-style-type: none"> manual and computer-aided drafting techniques elements of technical plans and drawings advantages of using vector files virtual creation using CAD 	Applied Design, Skills and Technologies 8	isometric, orthographic, oblique, scale, 2D and 3D drawings, for example, converting raster to vector in order to use plotters and vinyl cuttersvirtual creation: for example, layout and planning of a project, creating plans for a model
Content	Entrepreneurship and Marketing	Applied Design, Skills and Technologies 8	goal, element of risk, personal commitment, planning and preparation, commitment of resources, print, social media, web, digital, what one would like to have; what one can do without
Content	<ul style="list-style-type: none"> characteristics of entrepreneurial activity characteristics of social entrepreneurship in First Nations communities 		

**Curricular
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Type

Content

Curriculum

Elaboration

- recognition of a market need and identification of target market
- development of a product or service, including its features and benefits
- **forms** of advertising and marketing that can influence a potential customer or buyer
- differences between consumer **wants** and needs
- role of money management in financing an idea or developing a product

Food Studies

Content

- cross-contamination, including prevention and management
- food preparation practices, including elements of a recipe, techniques, and equipment
- effects of removing or substituting ingredients, including nutritional profile, food quality, taste
- social factors that affect food choices, including eating practices
- variety of **eating practices**
- local **food systems**

Applied
Design, Skills
and
Technologies
8

with whom, what, when, how, why, where food is consumed in a variety of situations (e.g., informal, formal, special, and/or ceremonial occasions), growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal of food and food-related items

**Curricular
Competency
Group**

Type

Content

Curriculum

Elaboration

- First Peoples food use and how that use has changed over time

Media Arts

Content

- **digital and non-digital** media technologies, their distinguishing characteristics, and their uses, including layout and design, graphics and images, and video production techniques for using images, sounds, and text to represent characterizations and points of view of people, including themselves, as well as settings and ideas
- **story principles and genre conventions**
- media technologies and **techniques** to shape space, time, movement, and lighting within images, sounds, and text for specific purposes
- processes for manipulating and testing digital media data
- issues in ethical media practices, including cultural appropriation, moral copyright, reproduction, and privacy
- **elements** of media arts used to communicate meaning

Applied
Design, Skills
and
Technologies

8

for example, video production, layout and design, graphics and images, photography (digital and traditional), emerging media processes (performance art, collaborative work, sound art, network art, kinetic art, biotechnical art, robotic art, space art), electing and organizing the elements of structure, intent, characters, settings, and points of view within the conventions of a genre, traditional or culturally accepted ways of doing things based on audience expectations, for example, preparing rough lumber, choosing appropriate tool sizes, cutting, drilling, painting, using simple hardware and fasteners, composition, time, space, sound, movement, lighting

**Curricular
Competency
Group**

Type

Content

Curriculum

Elaboration

- influences of digital media, including on communication and self-expression

Metalwork

Content

- characteristics and uses of ferrous and non-ferrous metals
- metal fastening techniques, including basic welding and fabrication practices
- metalworking **techniques and processes** using **hand tools and power equipment**
- elements of plans and drawings
- reclamation and repurposing of metals

Applied
Design, Skills
and
Technologies
8

brazing, turning, machining, drilling, cutting, sanding, grinding, polishing, for example, cordless and corded drills, rotary tool, hammer, screwdriver, backsaw, rip saw, coping saw, nail set, square, clamp and vise, chisel, marking gauge, carpenter square, jig saw, for example, band saw, scroll saw, drill press

Power Technology

Content

- uses of power technology
- renewable and non-renewable sources of energy
- conversion and transmission of energy
- **kinetic** and **potential** energy
- effect of mass and inertia on speed and distance
- role of aerodynamics

Applied
Design, Skills
and
Technologies
8

energy of motion, stored energy of position, for example, tension, torsion, compression, shear, friction

**Curricular
Competency
Group**

Type

Content

Curriculum

Elaboration

- effects of **forces** on devices

Robotics

- uses of robotics in local contexts
- **types of sensors**
- user and autonomous control systems
- uses and applications of end effectors
- movement- and sensor-based responses
- program flow
- interpretation and use of schematics for **assembling** circuits
- identification and applications of **components**
- various **platforms** for robotics programming

Applied
Design, Skills
and
Technologies
8

bump, motion, sound, light, infrared, for example, soldering (with fume extraction), breadboarding, for example, diodes, LEDs, resistors, capacitors, transistors, for example, VEX, VEX IQ, LEGO Mindstorms/NXT

Content

Textiles

- sources of **textile materials**
- hand and machine construction techniques for producing and/or repairing textile items
- basic components of patterns and instructions
- colour as an element of design

Applied
Design, Skills
and
Technologies
8

for example, leather, cedar, wool, cotton, felt, embroidery thread, yarn, grasses and reeds, pine needles, sinew, plastic, used items and fabrics (e.g., food wrappers, old clothing)

Content

**Curricular
Competency
Group**

Type

Content

Curriculum

Elaboration

- personal factors that influence textile choices, including culture and self-expression, and the impact of those choices on individual and cultural identity

Woodwork

Content

- historical and current contexts of woodworking
- identification, characteristics, and properties of a variety of woods, both manufactured and natural
- elements of plans and drawings
- woodworking **techniques**
- **traditional and non-traditional** joinery using **hand tools** and **power equipment**
- options for **reuse** of wood and wood products

Applied
Design, Skills
and
Technologies
8

for example, preparing rough lumber, choosing appropriate tool sizes, cutting, drilling, painting, using simple hardware and fasteners, for example, mitre joint, rabbet joint, dado joint, dowelling, for example, metal connectors, screws and fasteners, biscuits, for example, cordless and corded drills, rotary tool, hammer, screwdriver, backsaw, rip saw, coping saw, nail set, square, clamp and vise, chisel, marking gauge, carpenter square, jig saw, for example, band saw, scroll saw, drill press, recycling and reclamation

Content

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

Physical and
Health
Education 8

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

- balancing
- bending
- twisting

•

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	movement concepts and strategies	Physical and Health Education 8	<ul style="list-style-type: none"> • lifting <p>, movement skills that incorporate travelling across the floor or surface; could include:</p> <ul style="list-style-type: none"> • rolling • jumping • hopping • running • galloping <p>, movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:</p> <ul style="list-style-type: none"> • bouncing • throwing • catching • kicking • striking <p>include:</p> <ul style="list-style-type: none"> • body awareness (e.g., parts of the body, weight transfer) • spatial awareness (e.g., general spacing, directions, pathways) • effort awareness (e.g., speed, force) 	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	ways to monitor and adjust physical exertion levels	Physical and Health Education 8	<ul style="list-style-type: none"> • relationships to/with others and objects <p>, plans and/or ideas 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) 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 8	<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 	•

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	training principles to enhance personal fitness levels including the FITT principle , SAID principle , and specificity	Physical and Health Education 8	<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>a guideline to help develop and organize personal fitness goals based on:</p> <ul style="list-style-type: none"> • Frequency — how many days per week • Intensity — how hard one exercises in the activity (e.g., percentage of maximum heart rate) • Type — the type of activity or exercise, focusing on the fitness goal (e.g., jogging for cardio endurance) • Time — how long the exercise session lasts <p>, (Specific Adaptation to Imposed Demand): the body will react and respond to the type of demand placed on it (e.g., a student’s flexibility will eventually improve if he or she participates in regular</p>	

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	effects of different types of physical activity on the body	Physical and Health Education 8	<p>stretching activities), the types of exercises chosen will determine the kinds of fitness improvements (e.g., a student who wants to improve his or her flexibility levels would participate in stretching exercises) effects on the body produced by physical activities could include:</p> <ul style="list-style-type: none"> • strengthening muscles and bones in activities where you have to move and/or control some type of weight (e.g., fitness circuits and/or jumping and landing) • strengthening heart and lungs in activities where you are moving at a fast pace (e.g., jogging or running) for periods of time (e.g., games, swimming, biking) • reducing stress and/or anxiety levels in activities where you can participate outside and/or elevate the heart rate <p>practices could include:</p>	•
Content	healthy sexual decision making	Physical and Health Education 8	<ul style="list-style-type: none"> • knowing and respecting personal and family values • knowing boundaries and being able to communicate them 	•

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	marketing and advertising tactics aimed at children and youth, including those involving food and supplements	Physical and Health Education 8	<ul style="list-style-type: none"> • being aware of what to do in risky situations <p>could include:</p> <ul style="list-style-type: none"> • using famous people to endorse products • false and/or misleading health claims (e.g., weight-loss or muscle-gaining supplements) • colourful and/or distracting advertising to get the attention of youth 	•
Content	potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines	Physical and Health Education 8	could include:	•
Content	sources of health information	Physical and Health Education 8	<ul style="list-style-type: none"> • medical professionals • websites • magazine and TV advertisements • retail stores (e.g., vitamin/supplement stores) 	•
Content	basic principles for responding to emergencies	Physical and Health Education 8	<p>basic principles include:</p> <ul style="list-style-type: none"> • following safety guidelines • having an emergency response plan 	•

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings	Physical and Health Education 8	<ul style="list-style-type: none"> • knowing how to get help <p>could include:</p> <ul style="list-style-type: none"> • telling a trusted adult • being assertive • avoiding potentially unsafe situations • safe use of the Internet • identifying tricks and lures used by predators 	•
Content	consequences of bullying, stereotyping, and discrimination	Physical and Health Education 8	include:	
Content	media and social influences related to psychoactive substance use and potentially addictive behaviours	Physical and Health Education 8	<ul style="list-style-type: none"> • alcohol • tobacco • illicit drugs • solvents <p>could include:</p>	•
Content	signs and symptoms of stress, anxiety, and depression	Physical and Health Education 8	<ul style="list-style-type: none"> • problems sleeping • restlessness • loss of appetite and energy • wanting to be away from friends and/or family 	•
Content	influences of physical, emotional, and social changes on identities and relationships	Physical and Health Education 8	how students' bodies are growing and changing during puberty and adolescence, how students' thoughts and feelings might	

**Curricular
Competency
Group**

Type	Content	Curriculum	Elaboration
Content	text organization: <ul style="list-style-type: none"> • narrative structure • structure of argumentative texts 	Français langue première 8	evolve or change during puberty and adolescence, how students interact with others and how their relationships might evolve or change during puberty and adolescence setting, inciting incident, rising action, falling action, resolution, introduction (introduce and define the topic, and divide the topic and thesis), development (assertion, arguments, explanation), and conclusion (summary and opening)
Content	literary elements: <ul style="list-style-type: none"> • characteristics of the novel • characteristics of poetry • descriptive elements • point of view • stylistic devices 	Français langue première 8	story arc , transitions between narration and description, point of view of narrator and characters, explicit meaning, theme, stylistic devices, etc., purpose of the description, transitions between description and narration, in particular euphemism
Content	language elements: <ul style="list-style-type: none"> • the role of complex sentences • overall impression 	Français langue première 8	coordinate and adjacent clauses
Content	strategies studied: <ul style="list-style-type: none"> • communication and socialization • reading 	Français langue première 8	verbal strategies (intonation, volume, rate of speech, tone, etc.) and non-verbal strategies (gestures and mimicry), taking a position, prior knowledge, visualization, prediction, asking questions, main idea,

Type	Content	Curriculum	Elaboration	Curricular Competency Group
	<ul style="list-style-type: none"> • writing 		making connections, important information, inference, referents, planning, draft, correction, writing, revision, publication	
	elements for enriching a text:			
Content	<ul style="list-style-type: none"> • imagery • connotations and denotations • nuance • lexical fields • choice and variety of vocabulary 	Français langue première 8		
Curricular Competency	Demonstrate increasingly sophisticated application and/or engagement of curricular content	Arts Education 8		Communicating and documenting
Curricular Competency	Analyze the fantasy elements in Aboriginal nation and other legends, in order to understand their message	Français langue seconde - immersion 8		Exploring and Reflecting
Curricular Competency	Highlight and compare different perspectives, beliefs and viewpoints in Aboriginal and other texts	Français langue seconde - immersion 8	oral, written, visual	Exploring and Reflecting
Curricular Competency	Compare Aboriginal and other texts based on their themes and points of view, and the intentions of their authors, as a way of examining different perspectives and approaches.	Français langue première 8	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	Exploring and Reflecting

Type	Content	Curriculum	Elaboration	Curricular Competency Group
			<p>narratives, articles, advertising, novels, picture story books, legends, comic books, biographies, correspondence, invitations, instructions, diagrams, charts, news stories, films, songs, poems, nursery rhymes, photographs, totem poles, images, works of art, oral presentations, blogs, surveys, reports, text messages, videos, television programs, etc.</p>	