

A photograph of a rocky coastline with several large, weathered rock formations in the water. The sky is blue with some clouds, and the water is calm. The rocks are brown and have some greenery on top.

Curriculum Framework

Anglophone Sector

DRAFT UPDATED: JULY 2023

IMPLEMENTATION: SEPTEMBER 2023 - JUNE 2025

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NB CURRICULUM



SCOPE AND PURPOSE

The curriculum includes the framework; the decisions, intentions, and skills of educators; the learning environment, relationships and instructional methods; and the interests, motivations, and contributions of learners.



FOUNDATIONAL TO HOW AND WHAT WE TEACH

VISION: All learners will develop learner agency

SHARED TENETS: Wabanaki History and Culture, Identities, Inclusion and Equity, Lifelong Learning, Relationships and Connections, Sustainable Futures, Well-Being.



HOW WE TEACH

PEDAGOGIES: Holding Each Learner in the Highest Regard, Safe and Positive Spaces for Learning, Direct Instruction, Experiential Learning, Play and Inquiry-Based Learning, Relevant Learning.

PROGRAM BLOCKS: Early Learning and Childcare; Primary; Elementary; Middle; High School



WHAT WE TEACH

DISPOSITIONS: Welcoming; Believing; Being Present; Having Courage; Being Grateful

BEING AND BECOMING GLOBALLY COMPETENT: Collaboration; Communication; Critical Thinking and Problem Solving; Innovation, Creativity and Entrepreneurship; Self-awareness and Self-management; Sustainability and Global Citizenship

LEARNING AREAS: The organization of learning by goals in Early Learning and Subjects in K -12

IMAGERY WITHIN THE MODERNIZED CURRICULUM FRAMEWORK

What happens in the school community is so much more than the curriculum expectations on paper. What educators do to enact curriculum is complex. This framework sets the standard for the enacted curriculum.

The vision of Portrait of a Learner, the Global Competencies, the individual and community needs of learners, the approaches to learning, and the influence of the learning environment are accounted for in the holistic curriculum.

The following symbols galvanize the components of this framework. They have been chosen through guidance from the Wabanaki Elders Education Council, to remind us that learning is connected to our communities and our environments.

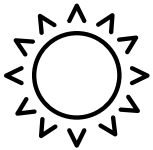


The Scope and Purpose for the holistic curriculum is represented by the imagery of the forest. A forest in its entirety is greater than the sum of its parts. It is a dynamic, interconnected, and interdependent system.



The Vision and Shared Tenets are represented by the imagery of the fiddlehead. As it unfurls, this New Brunswick plant reveals an intricate structure. The Vision and Shared Tenets are stated simply; however, they provide consistent and more complex details to ground those entrusted to educate. They articulate a common understanding of the purpose and core beliefs upon which learning will happen.

The Vision and Shared tenets are derived from educational policies, processes, and initiatives and are now a clearly defined part of the prescribed curriculum. There are subject areas that have a specific focus on developing skills and concepts in each of these tenets, but they are also so important to us as an education system that they flow through the learning experience beyond specific skill development.

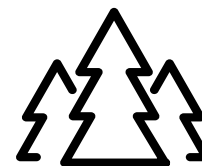


The Pedagogies and Program Blocks of the holistic curriculum set a standard for how we teach. How we teach is represented by the imagery of the sun. There are six overarching pedagogies and five program blocks: Early Learning and Childcare, Primary, Elementary, Middle and High. The Program Blocks are intended to facilitate an understanding of the transitions that happen as learners gain experience and mature. Like the sun, the Pedagogies and a common understanding of the learner in each of the Program Blocks are integral to nourishing and encouraging growth.



Finally, the symbol of the whale's tail diving into the ocean, documents the standards for what we teach. The whale's tail provides a record of the important learnings from learners' educational experiences: the Dispositions, Global Competencies, and the concepts and skills in each of the Learning Areas.

SCOPE AND PURPOSE OF THE CURRICULUM FRAMEWORK



The modernized curriculum framework has been developed through a series of consultations launched as part of the review and adoption of the New Brunswick Global Competencies in December 2017. Following the adoption of the Global Competencies, as a first step in curriculum renewal, the Department of Education and Early Childhood Development implemented the Portrait of a Learner (2019).

This document outlines the vision for education to develop learner agency. The Portrait of a Learner has been a guide for the development of the curriculum framework which includes a broader scope beyond traditional subject-area outcomes. It also recognizes that educators make professional decisions and enact¹ the curriculum in their contexts in unique ways that support the growth and development of learners.

The curriculum framework comprises three components:

- Foundational to How and What We Teach – *Vision and Shared Tenets*
- How We Teach – *Pedagogies and Program Blocks*
- What We Teach – *Dispositions, Global Competencies, and Learning Areas*

These components work together to outline the direction for student learning and are intended to provide guidance for schools and their communities as they design learning. The curriculum framework is intended to inform all aspects of school life and learning: including formal instruction, co-curricular and extra-curricular learning experiences.

The prescribed curriculum sets the standards. The how and what we teach, the learning outcomes, the materials and resources, the learning environment, the relationships and the instructional methods, as well as the interests, motivations, contributions, skills and experiences of the learners and educators shape the enacted curriculum. The curriculum framework is intended to support educators to adapt and respond to their learners.

Each component has additional details integrated into the digital curriculum platform. In Grade 10 students begin to choose from a wide range of curriculum. Their experiences in early learning to Grade 9 prepare them for making purposeful choices toward their preferred futures.

¹ Enacted curriculum refers to the implementation of the prescribed curriculum. It encompasses the decisions an educator makes, the intentions and actions of the educator and support staff, and the experience of the learners.

FOUNDATIONAL TO HOW AND WHAT WE TEACH: VISION



The New Brunswick Department of Education and Early Childhood Development (EECD) oversees curriculum for Early Childhood Education and Kindergarten to Grade 12 programs. Education acknowledges the input of New Brunswick educators, researchers, and community members. In terms of the vision, the Elders serving on the Wabanaki Education Council have provided ongoing guidance to help shape the curriculum framework with a holistic vision that respects the knowledge and views of the Wabanaki people. They have introduced concepts and images to emphasize the relationships between learning and the land and have emphasized the importance of developing the attitudes and dispositions for harmony with each other and nature. This guidance has been offered with the hope for a better education for all children and youth.

In the Early Learning Frameworks, children’s rights figure prominently, and childhood is recognized as an age in its own right.

The uniqueness of each child is implicitly integrated into the philosophy of early learning and childcare. Educators’ visions prioritize a resourceful, collaborative, and creative approach to providing for our youngest citizen’s full participation in the social and cultural life of their communities. Beliefs about children and childhood are constructed and interpreted through social, economic, and cultural lenses.

The vision for early learning and childcare is that all children will grow to their fullest potential with dignity, a sense of self-worth, and a zest for living and learning. It is a holistic vision that seeks to provide the environment and resources needed to support dynamic development in young children.

The Portrait of a Learner, created in consultation with many rights and stakeholders, informs the K – 12 curricula. The focus of this curriculum is the development of self-determined and capable learners, who are strengthening their agency through their experiences. Education aims to provide experiences that honour early learning, informal learning, and community-based learning.

Developing learner agency so all learners have the belief and capacity to take action to make life better for themselves and others, now and for future generations

- adapted from *Portrait of a Learner*

Educators are central to Early Learning and the K – 12 curricula. They design the environment and instruction and work directly with learners. Educators are the cornerstone of a quality curriculum and one of the most important resources in the learning experience. Their professionalism and collaborations with each other, and with learners, are critical to a culture of continuous learning. They teach, facilitate, and shape learners and they are models of life long learning. Education is a learning profession and the innovations and action research of educators part of a world class system support networks for educators including the communities they teach in, must hold them in the highest regard, so they can do their best for learners every day.

FOUNDATIONAL TO HOW AND WHAT WE TEACH: SHARED TENETS



Shared tenets are beliefs that articulate what is important in and foundational to the provincial curriculum. They are agreed upon principles that serve to guide all school-based decision making and should be embedded in school improvement decisions.

The shared tenets put learners and communities at the centre of an equitable education system. Learners flourish when experiencing a cohesive curriculum that engages and challenges them and is forward-looking and inclusive. These shared tenets recognize that learners have a voice and unique identities that are always present in what and how they learn.

The shared tenets relate to how curriculum is formalized in a school; they are particularly relevant to the processes of planning, prioritizing, and reflection. They are interdependent and impact the experiences of all learners. The written and enacted curriculum must strive to meet these seven shared tenets:

WABANAKI HISTORY AND CULTURE

As we are all Treaty people, our knowledges and ways of being are woven throughout our daily interactions with learners. Opportunities are co-created to understand and honour historical and contemporary cultures and the nationhoods of Wabanaki Peoples. The curriculum respects Wabanaki worldviews; understandings that are formed by both education in the community and in the provincial education system are equally valued. The responsibility to support the revitalization and preservation of languages of the Wabanaki Territory, Mi'kmawisimk and Wolastoqey Latuwewakon, is evident in learning spaces.

IDENTITIES

The linguistic proficiencies and literacies of learners are supported and highly valued. Cultural heritages are visible, and action is ongoing to build increased understanding of and sensitivity to the diversity of cultural backgrounds, histories, and traditions in New Brunswick. Communication and multimodal literacies in all their forms are present, and the importance of learning the official languages of Canada is evident. Learning environments strive to be culturally inclusive and responsive. These identity-affirming learning environments respect multiple worldviews and represent the diverse heritages and cultures of the learners.

INCLUSION AND EQUITY

Inclusion is an ongoing process aimed at ensuring learners' identities, languages, strengths, interests, needs, abilities, and characteristics are recognized and affirmed. Equity is achieved by identifying and addressing barriers faced by learners to support each learner's future success. Inclusion and equity foster a complete school experience based on a system of values and beliefs promoting the best interest and affirmation of each learner, active participation, and social cohesion and belonging through positive interactions with peers and the school community.

LIFELONG LEARNING

The curriculum offers all learners a broad experiential and culturally responsive education across all learning areas and environments. It recognizes the learning that occurs before and outside school and it supports transitions. Education opens pathways to sustaining learning—connecting and contributing beyond school—to support the personal fulfillment, growth, and agency of all learners to make life better for themselves and others.

RELATIONSHIPS AND CONNECTIONS

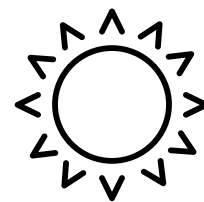
The curriculum has meaning for learners as it connects with and values their wider lives, acknowledging the profound influence of families and communities. By building connections with each other and each other's communities, learners develop positive self-identities and strengthen relationships.

SUSTAINABLE FUTURES

The curriculum encourages and empowers learners to make decisions informed by the generations before them, how they live today, and what they dream of for tomorrow through developing skill in exploration and investigation. Learners are supported to use their knowledge, attitudes, and value systems to explore significant future-focused issues through the lenses of sustainability, interconnectedness, and global citizenship.

WELLBEING

The curriculum offers all learners opportunities to develop and balance the four aspects of wellness: mind, body, spirit, and heart. Positive identity development, mental health, and sense of belonging are nurtured and protected as learners develop the competencies to adapt and grow. Connecting to the land and physical activity are valued as an essential part of the curriculum.



PEDAGOGIES

A **pedagogy** is an approach to educating others—it is how an educator teaches. There is no formula that will guarantee learning for every learner in every context but there is well-documented evidence about the kinds of instructional approaches that consistently have a positive impact on learning. This evidence tells us that learners achieve the most when educators promote:

HOLDING EACH LEARNER IN THE HIGHEST REGARD

A culture of learning and growth involves a shared belief that each learner has a unique identity that will be honoured and respected. Holding each learner in a high regard involves nurturing individual characteristics, fostering skill development, and providing equitable access to opportunities – which is foundational to the learning experience.

SAFE AND POSITIVE SPACES FOR LEARNING

Safe and positive learning environments respect multiple ways of knowing and being, recognize caregivers as a learner’s first educator, and are inclusive and protective of the rights of the learner. Creating positive learning environments involves honouring treaty relationships, nurturing sense of belonging, and celebrating home languages, cultures, and identities.

DIRECT INSTRUCTION

Direct instruction supports concept and skill development in content areas across curriculum. High-impact practices such as prior knowledge activation, foundational skill building, gradual release of responsibility, modelling, formative assessment, and targeted intervention/acceleration ensure learners grow their knowledge and varied skill sets efficiently and in developmentally appropriate ways.

EXPERIENTIAL LEARNING

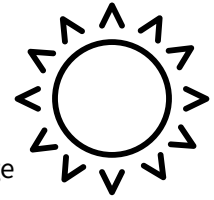
Experiential learning is learning through experience, trial-and-error, and reflection. Learners practice perseverance in the learning cycle through taking learning risks, making mistakes, and applying corrective feedback. Learning through experiences can be community-based, grounded in skill building, and a part of career preparation and development (i.e., the journey through life, learning, and work).

PLAY AND INQUIRY-BASED LEARNING

With the learner at the centre of this pedagogy, play is meant to be voluntary, spontaneous, and intrinsically motivated. It supports knowledge development and critical thinking through engagement, experimentation, and joyful discovery. Play opens a world of curiosity for learners and educators. It sets the stage for inquiry, which involves learner-led questioning and investigation of interests and information. Play and inquiry help learners connect to the world around them, inspiring wonder and reflection which leads to deeper, more critical thinking and problem solving.

RELEVANT LEARNING

Learners enter school with a vast amount of knowledge and experience. Relevant learning involves activating joy and excitement for learning by connecting to each learner’s fund of knowledge. Providing relevant learning opportunities helps learners set personal learning goals, connect their knowledge to the world around them, and sets them up to achieve their goals in school and beyond.

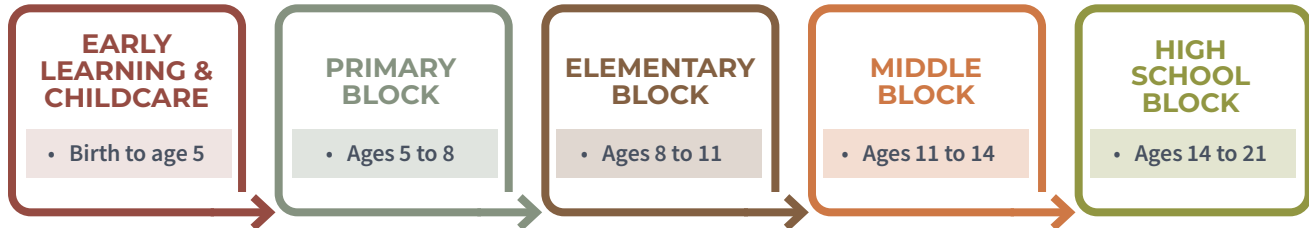


HOW WE TEACH: PROGRAM BLOCKS

The curriculum is divided into five program blocks: Early Learning and Childcare, Primary, Elementary, Middle, and High. The blocks revolve around an image of the learner at particular age groupings and are intended to facilitate an understanding of the general transitions that happen as learners gain experiences and mature.

In an inclusive system, learners remain with their social group, learning in contexts that reflect their increasing level of life experiences. They develop and practice skills where they are at and are part of a learning community that represents a social fabric in which variability is valued as a strength.

Each of the Program Blocks is followed by the Learning Area descriptors explaining why this area is meaningful to



the learner. It outlines contexts and concepts that will be explored through the enacted curriculum in each area at this stage of the learner's development.

In the section titled **How We Teach: Learning Areas**, the contexts, concepts and skills are organized in these program blocks. In an inclusive system, learners remain in their social age group regardless of their skill level, and the program blocks facilitate this.

WHAT WE TEACH: DISPOSITIONS



The dispositions are part of the lived curriculum. They are developed and strengthened through encouragement, modelling, and participating in a supportive and healthy environment.

Dispositions are expressed through thoughts and actions. They are what is important to or desirable in a person's character, both young and old. Every decision relating to curriculum and every interaction that takes place in a school reflects the dispositions of the individuals involved and thus reflect the values of the institution. By possessing and demonstrating the dispositions in the list below, we promote social cohesion and build community.

WELCOMING by showing hospitality and openness

BELIEVING in oneself, in the value of learning and in what is possible

BEING PRESENT by practicing curiosity and reflection

HAVING COURAGE to strive, make mistakes, offer forgiveness, and to think differently

BEING GRATEFUL by practicing respect, patience, and generosity



WHAT WE TEACH: BEING AND BECOMING GLOBALLY COMPETENT



The New Brunswick Global Competencies recognize and prioritize a continuum of life-long learning that begins at birth. Competencies include the skills, knowledge, and attitudes that empower learners to reflect and take agency in their own learning and lives. Successful development of these competencies depends on how accessible they have been made to learners through opportunities to know, be, and do. This starts in the early years with the childcare goals—Well-Being, Play and Playfulness, Communications and Literacies, and Diversity and Social Responsibility—which lay the foundation to develop each of the global competencies: Collaboration; Communication; Critical Thinking and Problem Solving; Innovation, Creativity, and Entrepreneurship; Self-Awareness and Self-Management; and Sustainability and Global Citizenship.

COLLABORATION (CL)

Collaboration involves the interplay of the cognitive (including thinking and reasoning), interpersonal, and intrapersonal skills necessary to participate effectively and ethically in teams. Ever-increasing versatility and depth of skill are applied across diverse situations, roles, groups, and perspectives to co-construct knowledge, meaning, and content and to learn from and with others in physical and virtual environments. Collaboration is the ability to foster social well-being and inclusivity for oneself and others to establish positive and respectful relationships.

COMMUNICATION (CM)

Communication involves receiving and expressing meaning in different contexts with different audiences and purposes. Effective communication involves understanding local and global perspectives and societal and cultural contexts, adapting and changing, and using various media responsibly, safely, and with regard to one's digital identity.

CRITICAL THINKING AND PROBLEM SOLVING (CTPS)

Critical thinking and problem-solving involves addressing complex issues and problems by acquiring, processing, analyzing, and interpreting information to make informed judgments and decisions. The capacity to engage in cognitive processes to understand and resolve problems includes the desire to achieve one's potential as a constructive and reflective citizen. Learning is deepened when situated in meaningful real-world experiences.

INNOVATION, CREATIVITY AND ENTREPRENEURSHIP (ICE)

Innovation, creativity, and entrepreneurship involve the ability to turn ideas into action to meet a community's needs. The capacity to enhance concepts, ideas, or products to contribute new-to-the-world solutions to complex social, ecological, and economic problems involves leadership, taking risks, independent thinking, soliciting and incorporating feedback, and experimenting with new strategies, techniques, or perspectives through inquiry research. Entrepreneurial mindsets and skills focus on building and scaling an idea sustainably.

SELF-AWARENESS AND SELF-MANAGEMENT (SASM)

Self-awareness and self-management involve becoming aware of and managing one's identity, efficacy, and belief in oneself as a learner. It is the ability to identify opportunities, set goals, and establish and monitor plans while adapting to change and adverse conditions and the capacity to self-regulate, manage one's holistic well-being, self-assess, and advocate for support in an ever-changing world. Learners who are self-aware and self-manage effectively are better situated to be lifelong learners, personally fulfilled, and contributing citizens.

SUSTAINABILITY AND GLOBAL CITIZENSHIP (SGC)

Sustainability and global citizenship involve reflecting on and appreciating diverse worldviews and understanding and addressing social, ecological, and economic issues crucial to living in a contemporary, interdependent, and sustainable world. It also includes the acquisition of knowledge, dispositions, and skills required to be an engaged citizen with an appreciation for the diversity of perspectives.

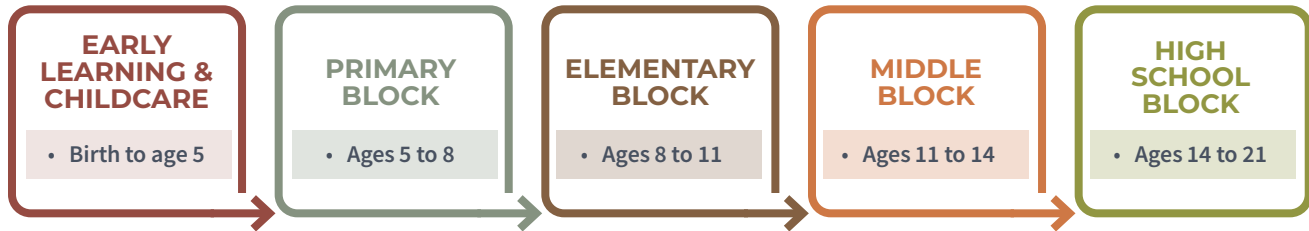


See <https://nbed.sharepoint.com/sites/InDevelopment/SitePages/Learning-Areas.aspx> for a full description of the global competencies, and the learning environments and instructional practices which support the development of the global competencies.



WHAT WE TEACH: CONCEPTS AND SKILLS IN THE LEARNING AREAS

Each Block is introduced with a description of the learner at the centre of the enacted curriculum. This reinforces that learning invitations and instructional design start with holding the learner in the highest regard.



DESIGN OF LEARNING AREAS WITHIN THE EARLY CHILDHOOD FRAMEWORKS

In keeping with the Early Learning philosophy, learning in the Early Childhood Block is not divided into subject areas and is not focused on specific content and skill development. The learning is described through Goals and subdivided into facets. The goals and various components outlined in the curriculum are interdependent and not intended for use in isolation. In practice they are in constant interplay, brought to life by communities of children and adults to constitute the curriculum as an organic whole in which early learning and care are always connected. Professional support documents further elaborate the framework on practice².

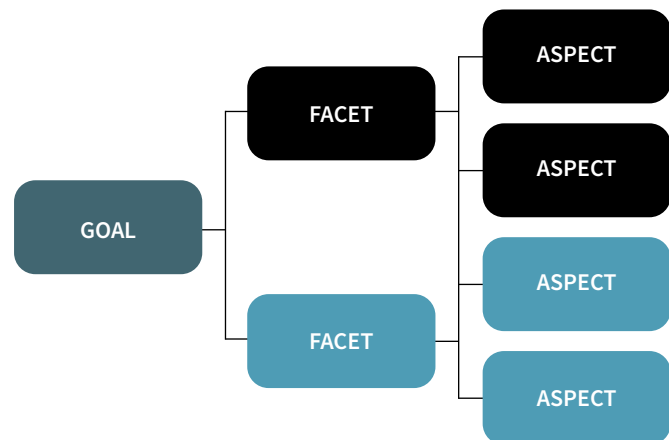
EARLY LEARNING PEDAGOGY (ELP)

An emergent, values-based approach that is grounded in play, inquiry, communication, diversity, and relationships. Learners are viewed as capable and competent contributors to the learning community. ELP supports the health and well-being of children and recognizes family, community, land and environments as both educators and co-learners on the child’s learning journey. Early learning pedagogy is ongoing, intentional, reciprocal, and “attends to the *todayness* of children’s lives” (NBCF-E, 2008, p. 183). ELP carries a responsibility to honor the rights of children and connect them to the cultural and social fabrics of their respective communities. This way of being weaves a connection between intentional practice (*the why*), learning (*the how*), and the NB Curriculum Framework for Early Learning and Child Care – English (*the what*)³.

Goals Broad categories of areas of focus: Well-Being; Play and Playfulness; Communication and Literacies and Diversity and Social Responsibility.

Facets & aspects: areas of interest or focus within each goal. *NBCF-E is a precursor to the global competencies for K-12.*

What’s involved in Learning written in specific terms, clearly indicates behaviours, children engage in within each facet/aspect that are related to learning within and between goals.



² EECD, New Brunswick Curriculum Framework, 2008, (4).

³ EECD, 6 Principles of Pedagogical Leadership, 2022, (4).



DESIGN OF LEARNING AREAS WITHIN THE K – 12 CURRICULUM

Each learning area descriptor is introduced with a description of learning and further explained in the Contexts and Concepts section. This is followed by a sequence of learning that corresponds to the program block. The skill progression sequence⁴ is set up by Strands, Big Ideas, and Skill Descriptors.

Contexts and Concepts help to articulate how subject area skills will be developed in each program block. For example, they clarify how learning in Mathematics is different from Grade 2 to Grade 7, and how the ways you might explore civic engagement with eight-year-olds differs from the same exploration with fifteen-year-olds.

The Contexts identify the circumstances for learning in the program block and subject. In some curricular areas the contexts provide an overarching theme or topic area, others are more process oriented. The Concepts section provides a general picture of the understandings which will be the focal point of instruction.

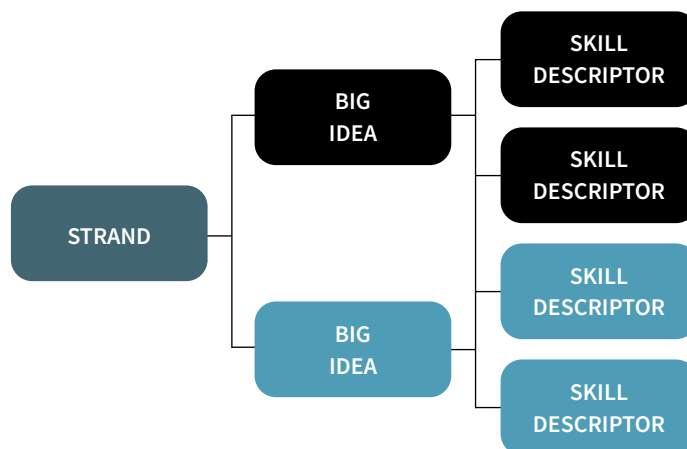
The Contexts and Concepts guide educator choices to situate skill development in purposeful, connected, and relevant content throughout the grade levels.

Strands are categories organized across the curriculum continuum and are overarching to Big Ideas.

The **Big Ideas** organizer provides the foci for learning in the subject areas. Big Ideas are usually consistent through grade levels program blocks. Big Ideas group learning within Strands and are overarching to the Skill Descriptors. They support educators to focus the skill development on the key areas of development. In some learning areas, there will be no learning in that Grade level context and content within a “big idea”, and in this case there will be blank space.

Skill Descriptors clearly describe the outcome to be evaluated. These relate to the Big Idea Organizers and to the overarching Strand. The skill descriptors may remain the same across grade levels and in this case the performance indicators clarify the difference of the observable behaviors for that level.

In the full grade-level learning area continuum, specific terms are elaborated, each skill descriptor is linked to the relevant global competencies, and a list of achievement indicators of success are provided. Courses and content for high school are using similar format for updating and development.



⁴ The sequence can be viewed as full continuum of learning from K– 9 organized by grade level with a full scope and sequence for each grade level that includes elaborations, alignment to the global competencies, and achievement indicators.



EARLY LEARNING AND CHILDCARE

It's necessary that we believe that the child is very intelligent, that the child is strong and beautiful and has very ambitious desires and requests. This is the image of the child that we need to hold.

Your Image of the Child: Where Teaching Begins by Loris Malaguzzi 1993, p.5

According to the research⁵, a contrast exists between the pre-primary approach and the social pedagogical approach that is required to support the learning goals of the NBCF-E. The pre-primary approach focuses on preparing children for school, whereas a social pedagogy recognizes the context of children's learning and the importance of attending to the *todayness* of children's lives and their diverse personal, social, and cultural experiences⁶. While both approaches hold a valuable place in the learner's educational journey, this contrast is important to recognize in our efforts to provide developmentally responsive programs for young learners.

LEARNERS IN EARLY LEARNING AND CHILDCARE ARE:

- Curious, courageous, and confident in their pursuit of knowledge and skills.
- Secure in their linguistic and cultural identities.
- Respectful of diversity.
- Contributing to the development of a just and democratic society that nurtures connection and care for life on the earth.

LEARNERS IN EARLY LEARNING AND CHILDCARE NEED:

- Inclusive and engaging learning environments that nurture relationships.
- Opportunities to explore, question, experiment, hypothesize, investigate and play.
- Exposure to multiple learning communities that honour home languages, the culture and languages of the Mi'kmaq, Wolasteqey, and Peskotomuhkati Nations as well as visible minority and ethnocultural groups within various communities of learning.

LEARNERS IN EARLY LEARNING AND CHILDCARE EXPERIENCE:

- **WELL-BEING** - Safe and caring environments where their emotional and physical health, positive identities, and sense of belonging are nurtured and protected.
- **PLAY AND PLAYFULNESS** - Open and flexible environments where playful exploration, problem solving and creativity are encouraged and purposefully planned.
- **COMMUNICATION AND LITERACIES** - Intellectually, socially and culturally engaging environments where their communicative practices, languages, literacies, and literate identities are valued and supported.
- **DIVERSITY AND SOCIAL RESPONSIBILITY** - Socially inclusive and culturally sensitive environments in which consideration for others, inclusive, equitable, democratic and sustainable practices are enacted, and social responsibility is nurtured.

⁵ OECD, Starting Strong; OECD, Starting Strong II

⁶ EECD, New Brunswick Curriculum Framework-English, 2008, (183).

Early Childhood

GOAL DESCRIPTORS AND WHAT'S INVOLVED IN LEARNING:

The NBCF-E does not identify specific skills and competencies for the learner to acquire, but rather it shifts the focus to the opportunities enacted to practice skills and dispositions that support learning. The chart below identifies the broad goals of the NBCF-E. Each block is an expansion of the broad goals and illustrates the facets and aspects of each goal, along with what's involved in the learning under each area.

EARLY LEARNING

FACET: EMOTIONAL HEALTH AND POSITIVE IDENTITIES

ASPECT: Children develop a sense of self .

WHAT'S INVOLVED IN THE LEARNING: Developing recognition of self; co-construction their identities; experiencing growing self confidence, self respect, and ability to take initiative; growing in their capacity to express feelings, concerns and needs; pursuing interests, passions, and strengths; being curious and questioning.

ASPECT: Children develop a sense of other.

WHAT'S INVOLVED IN LEARNING: Supporting, encouraging, and listening to others; caring for others; experiencing trust and compassion with children and adults; learning constructive ways to negotiate a range of relationships.

FACET: BELONGING

ASPECT: Children develop a sense of place.

WHAT'S INVOLVED IN THE LEARNING: Negotiating new spaces; identifying, creating, and using personal landmarks; becoming familiar with the sights, sounds, rhythms, and routines of new situations; generating a shared repertoire of narratives and memories; making connections between the centre, home, and broader communities.

ASPECT: Children build respectful and responsive relationships.

WHAT'S INVOLVED IN LEARNING: Developing cherished as well as casual friendships; forming close relationships with a range of adults; growing in their awareness that their actions contribute to the well-being of others; participating in group initiatives.

FACET: PHYSICAL HEALTH

ASPECT: Children take responsibility for personal care.

WHAT'S INVOLVED IN LEARNING: Growing independence in self-care routines; learning about individual differences in self-care practices; helping others with personal care.

ASPECT: Children learn about food and nutrition.

WHAT'S INVOLVED IN LEARNING: Understanding the relationship between food and their bodies; building confidence to try new foods; exploring a range of cultural practices of eating and sharing food; making decisions about food consumption, preparation, serving, and clean-up routines.

ASPECT: Children explore body and movement.

WHAT'S INVOLVED IN LEARNING: Participating in a variety of physical activities indoors and out; learning about their body in space; increasing bodily awareness, control strength, agility, and large muscle coordination; increasing fine motor capacities; knowing and stretching physical limits; releasing and restoring energy in outdoor places.

GOAL: WELL-BEING

FACET: IMAGINATION AND CREATIVITY

ASPECT: Children develop dispositions for flexible and fluid thinking.

WHAT'S INVOLVED IN LEARNING: Seeing people, places, and things in new ways; expressing unique and imaginative ideas.

ASPECT: Children invent symbols and develop systems of representation.

WHAT'S INVOLVED IN LEARNING: Making up their own words, marks, and movements; negotiating the meaning of symbols with others; developing awareness of the imagined and ordinary worlds they move between as they play.

ASPECT: Children create imaginary scenarios in which to explore new possibilities and take possession of their worlds.

WHAT'S INVOLVED IN LEARNING: Creating social space and shared narratives; creating alternative systems of power; coping with emotional pressure.

FACET: PLAYFUL EXPLORATION AND PROBLEM SOLVING

ASPECT: Children learn about the properties of objects.

WHAT'S INVOLVED IN LEARNING: Playfully exploring and investigating the properties of objects; experimenting with action and reactions, cause, and effect; creating patterns and relationships – sorting and matching, sizing, and ordering, sequencing, and grouping; developing a vocabulary to describe similarities and differences, patterns, and relationships.

ASPECT: Children test their limits.

WHAT'S INVOLVED IN LEARNING: Testing their powers of observation and sensory discrimination; testing strength, speed, agility, and control over movement.

ASPECT: Children learn to negotiate the complexities of joint undertakings.

WHAT'S INVOLVED IN LEARNING: Negotiating rules of time, space, and roles; making collective plans and decisions about the directions of play; developing a sense of fair play.

ASPECT: Children learn to employ creative approaches to identifying and working out practical problems.

WHAT'S INVOLVED IN LEARNING: Developing sustained, shared thinking; raising questions and making hypotheses about how and why things happen; choosing from a range of materials, tools, and languages to investigate, experiment, and make their thinking visible.

FACET: DIZZY PLAY

ASPECT: Children take pleasure in being on the edge.

WHAT'S INVOLVED IN LEARNING: Engaging in rough and tumble play; experiencing exhilarating physical release; playing at games of disrupting and restoring order.

ASPECT: Children take pleasure in sharing the joy of laughter.

WHAT'S INVOLVED IN LEARNING: Making nonsense; clowning and physical humour.

FACET: COMMUNICATIVE PRACTICES

ASPECT: Children form relationships through communicative practices.

WHAT'S INVOLVED IN LEARNING: Recognizing and responding to human presence and touch; becoming attuned to rhyme, rhythm, pitch, tone, and vibrations; practicing and playing with sounds; initiating and responding to gestural and visual language.

ASPECT: Children learn conventions of their languages.

WHAT'S INVOLVED IN LEARNING: Growing in their understanding of languages conventions; growing in their understanding of vocabulary; developing confidence in using languages; growing in their understanding of how others use languages; experiencing and developing diverse linguistic repertoires.

ASPECT: Children extend ideas and take actions using language.

WHAT'S INVOLVED IN LEARNING: Using language to express thoughts, feelings, and ideas; using language to make friends, share information, argue, persuade, clarify, celebrate, instruct, or tell stories.

FACET: MULTI-MODAL LITERACIES

ASPECT: Children explore a variety of sign systems.

WHAT'S INVOLVED IN LEARNING: Becoming familiar with the sign systems of language, music, math, art, and drama; engaging in multiple forms of representation; transforming knowledge from one mode to another.

ASPECT: Children engage in multimodal meaning making.

WHAT'S INVOLVED IN LEARNING: Engaging with the symbols and practices of language (foregrounding the language, tools, and practices of print); engaging with the symbols and practices of music (foregrounding the language, tools, and practices of music); engaging with the symbols and practices of math (foregrounding the language, tools, and practices of math); engaging with the symbols and practices of art (foregrounding the language, tools, and practices of art); engaging with the symbols and practices of drama (foregrounding the language, tools, and practices of drama).

LITERATE IDENTITIES WITH/IN COMMUNITIES

ASPECT: Children co-construct a range of literate identities.

WHAT'S INVOLVED IN LEARNING: Creating texts, reflective of family, local, and global literacies; learning various local literacy practices within a range of communities; learning the uniqueness and similarities of their family's literacies and those of others.

ASPECT: Children engage critically in the literacy practices of popular culture.

WHAT'S INVOLVED IN LEARNING: Transporting and transforming the literacies of popular culture from home into the centre; exploring various identities and characters embedded in popular culture; growing in their capacity to ask critical questions about stereotypes represented in popular culture.

ASPECT: Children use the literacy tools of digital technologies.

WHAT'S INVOLVED IN LEARNING: Representing their experiences with technologies in everyday life; accessing and using digital technologies.

FACET: INCLUSIVENESS AND EQUITY

ASPECT: Children appreciate their own distinctiveness and that of others.

WHAT'S INVOLVED IN LEARNING: Learning about their cultural heritages and those of other families in the centre and broader society; becoming knowledgeable and confident in their various identities, including cultural, physical, racial, spiritual, linguistic, gender, social, and economic.

ASPECT: Children engage in practices that Respect Diversity.

WHAT'S INVOLVED IN LEARNING: Forming positive, inclusive relationships with all children; learning about differences, including cultural, racial, physical, gender, spiritual, linguistic, social, and economic; learning about and engaging with communities representative of New Brunswick society (First Nations, English and French, Established immigrant families, and new Canadians); learning about, and participating in, projects that help others – locally and globally.

ASPECT: Children raise questions and Act to change inequitable practices that exclude or discriminate.

WHAT'S INVOLVED IN LEARNING: Recognizing and challenging inequitable practices and situations; negotiating equitable solutions to problems that arise from differences, including cultural, racial, spiritual, physical, linguistic, developmental, gender, social, and economic; standing up for themselves and others in a fair manner.

FACET: DEMOCRATIC PRACTICES

ASPECT: Children learn to be responsible and responsive members of the community.

WHAT'S INVOLVED IN LEARNING: Showing sympathy and empathy for others; giving help, comfort and encouragement, and valuing others' contributions; respecting the materials, equipment and spaces shared with others.

ASPECT: Children practice democratic decision-making, making choices in matters that affect them.

WHAT'S INVOLVED IN LEARNING: Beginning to understand their rights and responsibilities, and those of others; voicing their preferences and opinions, and developing an awareness of others' points of view; questioning, co-constructing, and reworking rules and procedures.

ASPECT: Children practice fairness and social justice.

WHAT'S INVOLVED IN LEARNING: Voicing and negotiating their understandings of fairness and unfairness; identifying issues and becoming socially active in their local communities.

FACET: SUSTAINABLE FUTURES

ASPECT: Children develop a sense of wonder.

WHAT'S INVOLVED IN LEARNING: Bringing all their senses to exploring nature – plants, animals, people, landscapes, weather, and habitat; taking pleasure in natural beauty; connecting to and respecting the natural world.

ASPECT: Children learn to recognize and record patterns and relationships in nature.

FACET: SUSTAINABLE FUTURES

WHAT'S INVOLVED IN LEARNING: Noticing regularity, repetition, and changes in nature; learning to systematically observe, name, and record natural phenomena; raising questions about changes, connections and causes and undertaking first-hand investigations.

ASPECT: Children develop a sense of appreciation for human creativity and innovation.

WHAT'S INVOLVED IN LEARNING: Bringing all their senses to exploring the constructed world; learning to appreciate beauty, creativity and innovation in art, architecture, and technologies; exploring the mechanical advantage of tools and machinery; designing and evaluating technological solutions.

ASPECT: Children learn about natural resource development and manufacturing.

WHAT'S INVOLVED IN LEARNING: Making connections between raw materials and finished products; developing an appreciation for the work of others; learning that different approaches to resource development and production have different impacts.

ASPECT: Children learn environmentally and socially responsible practices.

WHAT'S INVOLVED IN LEARNING: Reducing consumption; reusing and recycling; participating in the care of plants and domestic animals, and stewardship of local plant, insect, and animal life; participating in local restoration and regeneration projects.x



PRIMARY BLOCK LEARNERS

I am very curious and want to learn but I have my own interests, abilities, and needs that must be considered.

Teach me through play, reading, making things, and storytelling.

Learners in Kindergarten through Grade 2 develop many ideas before they enter the Primary Block. They are curious, and have individual interests, abilities, and needs. They possess varying histories, funds of knowledge, life experiences, and cultural and socio-economic backgrounds. Learning in the Primary Block nurtures individual interests and engagement while connecting background knowledge with new experiences. Investigating objects, events, local environment, their own physical changes, and unique characteristics is a key part of learning in this block.

This may be the first time that a Primary Block learner has entered formal learning spaces and must follow a daily schedule. Primary Block learning is embedded in everyday activities, such as playing, reading, making, and storytelling. Curiosity is fostered when learners are engaged in meaningful and culturally relevant activities.

LEARNERS IN THE PRIMARY BLOCK ARE:

- becoming independent and making friends outside of family groups.
- developing important skills in fair play and learning how to cooperate.
- encountering family units and routines different from their own.
- making sense of their environments through observations and interactions at home and in their communities.

PRIMARY BLOCK LEARNERS NEED:

- to have their basic needs met before they are ready to learn.
- validation and affection from educators and peers.
- to feel safe and appreciated in order to learn.
- to communicate and reason so they have the necessary resources to observe, explain ideas, and negotiate with families and friends.

PRIMARY BLOCK LEARNERS EXPERIENCE:

- learning collaboratively during various experiences within their households and close contacts.
- collaborative learning and exploration of interests is supported during Exploration Time by looking for patterns, observing using their senses, engaging in reciprocal communication, and working towards shared goals.
- positive and consistent affirmation of expressed identities and needs.
- looking for patterns, using senses for observation, communicating with others, and working toward shared goals.

ENGLISH LANGUAGE ARTS

Learners build upon prior knowledge and vocabulary to develop communication skills and share ideas with others. Learners are read to before they read independently, and through these read-aloud activities, they begin to ask questions about stories and facts. Learners engage with a variety of text types including picture books, magazines, non-fiction text, and audio books. They imagine alternate storylines, examine characters through role-play and exploration, and investigate facts and information with curiosity. These interactions help learners to identify their likes and dislikes and to develop skills based upon their interests and emerging identities as readers, writers, and communicators. As learners develop their interests and opinions, they transfer expressive and receptive language skills to social interactions and play. It is this age where most learners begin to use their communication skills to negotiate, analyze, and express to achieve their personal goals.

| CONTEXTS | LITERACY EXPLORATION | | LITERACY EXPERIMENTATION | | LITERACY APPLICATION | |
|----------|--|---|--|---|---|---|
| CONCEPTS | DEVELOPING LANGUAGE <ul style="list-style-type: none"> Exploring words and their meanings Communicating for practice and out of necessity | IDENTIFYING AS A READER/WRITER <ul style="list-style-type: none"> Listening to stories Demonstrating wonder and preference | USING LANGUAGE <ul style="list-style-type: none"> Telling stories Playing with language | ENGAGING AS A READER/WRITER <ul style="list-style-type: none"> Learning about different perspectives Showing reading-like behaviours Beginning to read independently Developing life-long reading habits | DEMONSTRATING KNOWLEDGE <ul style="list-style-type: none"> Making marks Writing creatively Illustrating ideas | SEEKING INFORMATION <ul style="list-style-type: none"> Questioning stories Making personal connections |

| STRAND: INTERACTIONS | KINDERGARTEN | GRADE 1 | GRADE 2 |
|--|--|---|---|
| | SKILL DESCRIPTORS | | |
| | BIG IDEA: EXPRESSION | | |
| Express feelings and opinions and give simple descriptions of experiences. | Express feelings and opinions and give simple descriptions of experiences. | Express feelings and opinions, providing some explanation, and give simple descriptions of experiences. | Express feelings and opinions, providing some explanation, and give simple descriptions of experiences. |
| Present simple facts and ideas to peers and teachers. | Present simple facts, ideas, and opinions to peers and teachers. | Present facts, ideas, or opinions about a specific topic or theme to peers and teachers. | Present facts, ideas, or opinions about a specific topic or theme to peers and teachers. |
| Explore the language of harmony and respect. | Explore the language of harmony and respect. | Explore the language of harmony and respect. | Explore the language of harmony and respect. |
| BIG IDEA: EXCHANGES | | | |
| Begin to ask and respond to questions. | Begin to ask and respond to questions. | Ask and respond to questions to clarify and gather further information. | Ask and respond to questions to clarify and gather further information. |
| Give and follow simple, one or two step directions or instructions. | Give and follow simple, one or two step directions or instructions. | Give and follow directions or instructions. | Give and follow directions or instructions. |
| Explore appropriate communication conventions. | Explore appropriate communication conventions. | Explore appropriate communication conventions. | Explore appropriate communication conventions. |
| Respond personally to presentations, oral stories, and multi-modal text. | Respond personally to presentations, oral stories, and multi-modal text. | Respond personally to presentations, oral stories, and multi-modal text. | Respond personally to presentations, oral stories, and multi-modal text. |
| Explore social conventions when interacting. | Explore social conventions when interacting. | Explore social conventions when interacting. | Explore social conventions when interacting. |
| BIG IDEA: RECEPTION | | | |
| Receive the ideas and opinions of others. | Receive the ideas and opinions of others. | Receive and reflect on the ideas and opinions of others. | Receive and reflect on the ideas and opinions of others. |

| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
|---|---|---|---|
| STRAND: READING | BIG IDEA: CONCEPTS OF PRINT | | |
| | Identify concepts of print. | Identify concepts of print. | |
| | BIG IDEA: PHONOLOGICAL AWARENESS | | |
| | Demonstrate an awareness of words and some sounds in spoken language. | Demonstrate an awareness of sounds in spoken language. | Demonstrate an awareness of sounds in spoken language. |
| | BIG IDEA: PHONICS | | |
| | Apply letter-sound knowledge to decode words and simple connected text. | Apply letter-sound knowledge to decode words and connected text. | Apply letter-sound knowledge to decode connected text. |
| | BIG IDEA: FLUENCY | | |
| | Name letters and read some words with accuracy and expression. | Read familiar words in developmentally appropriate text passages with accuracy and expression. | Read with accuracy and expression. |
| | BIG IDEA: VOCABULARY | | |
| | Use a range of vocabulary when communicating. | Use a range of vocabulary when communicating. | Use a range of vocabulary when communicating. |
| BIG IDEA: READING COMPREHENSION | | | |
| Construct meaning from oral stories and when being read to. | Construct meaning from oral stories, read-alouds, and text. | Construct meaning from printed text when being read to and when reading independently. | |
| BIG IDEA: TEXT ANALYSIS | | | |
| Select and engage with a variety of text forms for specific uses. Begin to identify characteristics, forms, features, and types of text. | Select and engage with a variety of text forms for specific uses. Begin to identify characteristics, forms, features, and types of text. | Select and engage with a variety of text forms for specific uses. Identify some characteristics, forms, features, and types of text. | |
| STRAND: REPRESENTATIONS | BIG IDEA: PRINT MECHANICS | | |
| | Print or represent letters and words using a writing utensil or assistive technology. | Print or represent letters, words, and sentences using a writing utensil or assistive technology. | Print or represent words and sentences using a writing utensil or assistive technology. |
| | BIG IDEA: SPELLING | | |
| | Apply basic spelling conventions when creating written works. | Apply basic spelling conventions when creating written works. | Apply appropriate spelling conventions when creating written works. |
| | BIG IDEA: SENTENCE STRUCTURE | | |
| | Compose simple sentences. | Compose complete thoughts and sentences. | Compose complete thoughts and sentences. |
| | BIG IDEA: COMPOSITION | | |
| | Organize ideas and create written or media texts. | Organize ideas and create written or media texts. | Organize ideas and create written or media texts. |
| BIG IDEA: TEXT ANALYSIS | | | |
| Begin to seek information to support ideas and construct meaning. | Begin to seek information to support ideas and construct meaning. | Seek information to support ideas and construct meaning. | |

FRENCH SECOND LANGUAGE

French Learning Experiences seeks to create a positive and enriching environment for learners to develop their French language skills. By integrating French into their routine, learners can naturally and authentically develop their skills. The program provides early exposure to the French language and offers engaging experiences to cultivate a lifelong interest in French culture, while highlighting the benefits of learning an additional language.

The program places a strong emphasis on fostering an understanding and appreciation of French culture. Learners will be exposed to various aspects of French culture, such as customs, traditions, art, music, and cuisine. This exposure aims to expand their cultural awareness and foster a deeper connection to the French-speaking world.

| CONTEXTS | LITERACY EXPLORATION/LITERACY EXPERIMENTATION/LITERACY APPLICATION | |
|----------|--|---|
| CONCEPTS | DEVELOPING LANGUAGE <ul style="list-style-type: none">• Communicating simple ideas on familiar subjects in French• Sharing simple information about self• Describing likes and dislikes• Sharing basic information about immediate community | IDENTIFYING AS A READER/WRITER <ul style="list-style-type: none">• Understanding very simple expressions, instructions, sentences, and invitations• Reading very short text• Retrieving very basic information |

FRENCH IMMERSION LANGUAGE ARTS

Learners in Grades 1 and 2 develop French speaking, reading, and writing skills and competencies through a comprehensive approach to literacy. Learners entering French immersion in Grade 1 have little or no experience and/or knowledge of French, as the program is designed for learners whose first language is not French.

The interactive program uses a wide variety of strategies and tools, such as gestures, visuals, music, poems, games, stories, and educational games to help learners improve their language skills in the three areas of literacy: speaking, reading, and writing. Learners benefit from authentic and engaging opportunities for personalized learning in an inclusive environment.

French Immersion Language Arts focuses on the five components of reading: phonological awareness, phonics, vocabulary, fluency, accuracy, and comprehension. Initially, learners read simple texts with predictable patterns and known vocabulary that is repeated, and as their reading and language skills further develop, they begin to read more complex texts.

The 1st and 2nd year focus on creating different types of texts, following the writing process, and applying the writing traits. However, before writing a text, learners must first be able to produce their ideas orally. Writing activities focus on familiar topics, immediate needs, day-to-day activities, and concepts explored through other areas of learning.

| CONTEXTS | LITERACY EXPLORATION | | |
|----------|---|--|--|
| CONCEPTS | PROMOTE THE LEARNING OF FRENCH <ul style="list-style-type: none"> Learning French as a second or additional language Developing an appreciation for language learning Interacting in French with the world around you Having enriching literacy experiences Demonstrating interests, wonder and preferences | IDENTIFY YOURSELF AS AN ORAL COMMUNICATOR <ul style="list-style-type: none"> Becoming and being a communicator Interacting in French with the world around us Sharing information and ideas Telling stories and playing with language | IDENTIFY YOURSELF AS A READER <ul style="list-style-type: none"> Developing skills of a beginner reader Interacting with various types and genres of text |

| | GRADE 1 SKILL DESCRIPTORS (PRE A1 – A1.1) | GRADE 2 SKILL DESCRIPTORS (A1.1 – A1.2) |
|---------------------------------------|---|---|
| STRAND: SPEAKING AND LISTENING | BIG IDEA: ORAL COMPREHENSION | |
| | Understand different oral texts on topics related to one's experiences. | Understand different oral texts on familiar topics related to one's surroundings and experiences. |
| | BIG IDEA: ORAL PRODUCTION | |
| | Speak on topics closely related to one's experiences using precise language. | Speak on familiar topics related to one's surroundings and personal experiences using precise language. |
| | BIG IDEA: ORAL INTERACTION | |
| | Participate in small conversations related to topics closely related to one's experiences using precise language. | Participate in conversations on familiar topics related to one's surroundings and experiences using precise language. |

| | SKILL DESCRIPTORS (PRE A1 – A1.1) | SKILL DESCRIPTORS (A1.1 – A1.2) |
|---|--|--|
| STRAND: READING AND VIEWING | BIG IDEA: PHONOLOGICAL AWARENESS | |
| | Recognize, hear, and manipulate syllables and sounds in the French language. | Recognize, hear, and manipulate syllables and sounds in the French language. |
| | BIG IDEA: PHONICS | |
| | Establish connections between spoken sounds (phonemes) and written sounds (graphemes) to read words in a text. | Establish connections between spoken sounds (phonemes) and written sounds (graphemes) to read words in a text. |
| | BIG IDEA: VOCABULARY | |
| | Use knowledge of the vocabulary acquired to facilitate one's reading. | Use knowledge of the vocabulary acquired to facilitate your reading. |
| STRAND: READING AND VIEWING | BIG IDEA: FLUENCY AND ACCURACY | |
| | Read a variety of increasingly complex texts accurately and fluently. | Read a variety of increasingly complex texts accurately and fluently. |
| | BIG IDEA: COMPREHENSION | |
| | Read while understanding a variety of increasingly complex texts. | Read while understanding a variety of increasingly complex texts. |
| STRAND: WRITING AND REPRESENTING | BIG IDEA: WRITTEN PRODUCTION AND THE WRITING PROCESS | |
| | Write different types of simple texts about topics closely related to learners' personal experiences, following the writing process. | Write different types of simple texts about familiar topics following the writing process. |
| STRAND: WRITING AND REPRESENTING | BIG IDEA: WRITING TRAITS | |
| Enhance one's writing of short simple texts by applying writing traits. | Enrich one's writing of different simple texts by applying writing traits. | |

MATHEMATICS

Learners work individually, in partners, or in groups to explore the foundations of numbers, patterns, and measurement, which develops the ability to think critically about information. They count, combine, and compare quantities, and investigate patterns, measurement, and data within their environment. Learners develop their understanding through concrete, pictorial, and/or symbolic representations of mathematics. These explorations include the use of physical materials, drawings and words in contextually meaningful languages, and symbols. Learners share their ideas and findings. They ask and consider further questions and apply their understanding to familiar concepts and events. Positive mathematics experiences will build confidence and enjoyment for future learning.

| CONCEPTS | EXPLORATION | | | |
|----------|---|--|--|--|
| | STRATEGIES <ul style="list-style-type: none"> Familiarizing with and discussing procedures and strategies Explaining sorting rules | PROCESSES <ul style="list-style-type: none"> Using fingers and manipulatives Active situations: the physical joining/ separating of sets Static situations: the implied joining/ separating of sets Direct and Indirect measurement Creating concrete graphs | FLUENCY <ul style="list-style-type: none"> Computation skills and representations of numbers Subitizing Stable order principle Order irrelevance principle Conservation principle Cardinality principle Mathematical abstraction Part-part-whole relationships Unitizing | COMMUNICATION <ul style="list-style-type: none"> Representing mathematics concretely, pictorially, symbolically Saying number names in a variety of languages Using home and community languages that are contextually meaningful Becoming familiar with math vocabulary, math symbols and math models Numeral writing Mathematical expressions |

| STRAND: NUMBER | KINDERGARTEN | GRADE 1 | GRADE 2 |
|--|--|---|---------|
| | SKILL DESCRIPTORS | | |
| | BIG IDEA: NUMBER SENSE | | |
| Describe numbers, ways of representing numbers, relationships among numbers, and number systems. | Describe numbers, ways of representing numbers, relationships among numbers, and number systems. | Describe numbers, ways of representing numbers, relationships among numbers, and number systems. | |
| Explore strategies for organizing numbers to determine “how many.” | Describe strategies for organizing numbers to determine “how many.” | Justify choices to determine “how many” using personal strategies. | |
| BIG IDEA: OPERATIONS | | | |
| | Estimate quantities using benchmarks or referents. | Estimate quantities using benchmarks or referents. | |
| | Apply foundational addition and subtraction facts with flexibility, efficiency and accuracy to solve problems. | Apply derived addition and subtraction facts with flexibility, efficiency and accuracy to solve problems. | |
| | Explore adding and subtracting strategies in-context. | Explore adding and subtracting strategies in-context. | |

SKILL DESCRIPTORS

STRAND: PATTERNS & RELATIONS

BIG IDEA: MEASUREMENT

Relate life to measurements of time.
Compare a single measurement attribute of various shapes and objects.

Relate life to measurements of time.
Compare measurement attributes of various shapes and objects.

Relate life to measurements of time.
Compare measurement attributes of shapes and objects using non-standard units.

EXPLORE YOUR WORLD

Exploring allows learners to investigate, play, grow, pretend, invent, and develop relationships with others and with the environment. Learners select topics of interest and for enjoyment and explore subject area themes connected to science, social studies, health, and personal wellness. They develop interests, social and emotional well-being, and personal safety strategies which help a child feel valued, secure, and ready to learn. Learners get to know their peers, find and fix problems, and show off their learning while experiencing and expressing a variety of emotions. Learning through authentic experiences and play motivates young children to be inquisitive and want to learn more. These learning opportunities enable children to connect their interests, cultures, and communities to their experiences and the world around them.

| CONTEXTS | FLEXIBLE LEARNING ENVIRONMENTS | |
|----------|---|---|
| CONCEPTS | EXPLORING AND PURSUING INTERESTS | FEELING WELCOMED, WELL, AND SAFE |
| | <ul style="list-style-type: none"> • play • curiosity • inquiry • nature and the natural world • how things work • languages • preferences | <ul style="list-style-type: none"> • relationships • trust • self-care • safety • local cultures and histories • seasonal and cultural events |

END OF GRADE 2 GOALS

| LEARNING DESCRIPTORS | |
|--|---|
| STRAND: LITERACIES AND COMMUNICATIONS | BIG IDEA: COMMUNICATIVE PRACTICES |
| | Examine how language learning is beneficial. |
| | Explore multiple languages. |
| | Play with multiple languages. |
| | BIG IDEA: MULTIMODAL LITERACIES |
| | Refer to environmental print in multiple languages. |
| Communicate in multiple languages using strategies for meaning making. | |
| STRAND: WELL-BEING | BIG IDEA: LITERATE IDENTITIES |
| | Demonstrate being a reader, writer, and communicator in multiple languages. |
| | Use digital technologies to learn and communicate. |
| STRAND: WELL-BEING | BIG IDEA: EMOTIONAL HEALTH AND POSITIVE IDENTITIES |
| | Explore activities that foster enjoyment and well-being. |
| | Identify interests, passions, and strengths. |
| STRAND: WELL-BEING | Recognize that feelings and emotions can impact well-being, relationships, and the way we engage with others. |

SKILL DESCRIPTORS

STRAND: WELL-BEING

BIG IDEA: BELONGING AND INTERCONNECTEDNESS

- Define and express needs, wants, and choices.
- Explore strategies that promote inclusion.
- Examine how natural resources are connected to us and our environment.

BIG IDEA: PHYSICAL HEALTH AND ACTIVE PARTICIPATION

- Analyze personal safety and healthy practices.
- Apply behaviours and practices that promote safety.

STRAND: PLAY AND PLAYFULNESS

BIG IDEA: IMAGINATION AND CREATIVITY

- Practice using flexible and fluid thinking in new and familiar situations.
- Examine new activities, interests, and possibilities.

BIG IDEA: EXPLORATION AND PROBLEM SOLVING

- Negotiate, compromise, and work together.
- Gather evidence to create and answer questions.

BIG IDEA: PLAY AND INQUIRY

- Engage in activities that introduce elements of risk, novelty, and the unknown.
- Interact with others to share interest, enjoyments, or new information.

STRAND: DIVERSITY AND SOCIAL RESPONSIBILITY

BIG IDEA: INCLUSIVENESS AND EQUITY

- Honour differences and uniqueness.
- Act to change inequitable practices.

BIG IDEA: DEMOCRATIC PRACTICES

- Act as responsible and responsive community members.
- Participate in decision making processes.

BIG IDEA: SUSTAINABLE FUTURES

- Recognize patterns in nature.
- Explore sustainable practices.

MUSIC

Learners explore the foundations of reading and writing music and participate in guided activities involving the elements of music. They engage in active listening with listening maps, play with and explore instruments, including their voice and body percussion, and work with others to make, sing, and play music. Learners compose short melodies and rhythms on their own, sing on pitch, and recognize different instruments from sound.

| CONTEXTS | EXPLORATION | | |
|----------|---|---|--|
| CONCEPTS | CREATE <ul style="list-style-type: none"> Explore the process of composing music Develop aural skills to support performance and composition Develop proficiency in performance | CONNECT <ul style="list-style-type: none"> Connect the ways music is important to communication, history and understanding each other | COMMUNICATE <ul style="list-style-type: none"> Discuss artistic intent |

KINDERGARTEN TO GRADE 2

| SKILL DESCRIPTORS | |
|----------------------------|---|
| STRAND: CREATE | BIG IDEA: COMPOSITION Explore the elements of music to compose music using a variety of sound sources and repertoire. |
| | BIG IDEA: AURAL LITERACY Explore the elements of music to develop aural literacy using a variety of sound sources and repertoire. |
| | BIG IDEA: APPLICATION AND PERFORMANCE Create and present expressive products for a range of audiences and purposes. |
| STRAND: CONNECT | BIG IDEA: ART AND CULTURE Explore the role of music in creating, expressing, recording, and reflecting culture and human experiences. |
| | BIG IDEA: ART FORM RELATIONSHIPS Examine the relationship between music and other art forms. |
| STRAND: COMMUNICATE | BIG IDEA: REFLECT AND RESPOND Explore and discuss artistic intent in their own and others' expressive works. |

PHYSICAL EDUCATION

Learners engage in structured and self-guided play in indoor and outdoor learning environments. Through activities, learners develop body and space awareness and build fundamental movement skills. Learners explore a variety of movement skills, strategies, and tactics that can be used in simple games and activities through which they learn social-emotional skills related to safe and fair play. Physical education is a fun, guided exploration that enables learners to build relationships with peers, develop ability to manage conflict, and experience new active play opportunities. 30 minutes of structured daily physical education time is recommended to build endurance, strength, balance, and flexibility. This will support immediate and long-term health and well-being.

| CONTEXTS | EXPLORATION | | |
|----------|--|---|---|
| CONCEPTS | SKILLS AND CONCEPTS <ul style="list-style-type: none"> Explore fundamental movement skills and concepts in multiple environments | STRATEGIES AND TACTICS <ul style="list-style-type: none"> Explore strategies and tactics in a variety of simple games and activities in multiple environments | WELL-BEING <ul style="list-style-type: none"> Explore social-emotional skills to promote healthy living |

| | KINDERGARTEN | GRADE 1 | GRADE 2 |
|---|---|---|---|
| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
| STRAND: SKILLS & CONCEPTS | BIG IDEAS: BODY AND SPACE AWARENESS | | |
| | Explore body and space awareness. | Apply body and space awareness to activities. | |
| | BIG IDEAS: MOVEMENT | | |
| | Explore effort across a variety of activities. | Explore effort across a variety of activities. | Connect movement concepts to activities. |
| | BIG IDEAS: STABILITY AND BALANCE | | |
| Explore principles of stability and balance. | Explore principles of stability and balance while participating in activities. | Explore principles of stability and balance, on a variety of surfaces while participating in activities. | |
| BIG IDEAS: FUNDAMENTAL LOCOMOTOR AND MANIPULATIVE SKILLS | | | |
| Explore fundamental locomotor skills. Explore fundamental manipulative skills. | Apply fundamental locomotor skills to activities. Apply fundamental manipulative skills to activities. | Connect fundamental locomotor skills to activities. Connect fundamental manipulative skills to activities. | |
| STRAND: STRATEGIES & TACTICS | BIG IDEAS: STRATEGIES AND TACTICS | | |
| | Explore strategies and tactics used in simple games and activities. | Explore strategies and tactics used in simple games and activities. | Explore strategies and tactics used in simple games and activities. |

SKILL DESCRIPTORS

STRAND: WELL-BEING

BIG IDEAS: SOCIAL-EMOTIONAL SKILLS

Explore social-emotional skills for learning and performing physical activities.

Explore social-emotional skills for learning and performing physical activities.

Explore social-emotional skills for learning and performing physical activities.

BIG IDEAS: PHYSICAL FITNESS CONCEPTS

Explore physical fitness concepts to improve well-being.

Apply physical fitness concepts to improve well-being.

Apply physical fitness concepts to improve well-being and performance.

VISUAL ARTS

Imaginative and curious, learners use images to tell stories, share ideas, and make images inspired by experiences and the world around them. They begin to share their ideas about imagery and develop collaborative group work skills. These learners commonly use symbols for people and objects, emphasize important features, show multiple perspectives at once, create x-ray drawings, attempt representation of recognizable forms, and develop observation skills by pointing things out. Intentional and open-ended invitations to are used to help learners make discoveries about the elements and principles of art.

| CONTEXTS | EXPLORATION | | |
|----------|--|--|--|
| CONCEPTS | CREATE <ul style="list-style-type: none"> Explore the process of creating art Develop skills to support making art in a specific medium | CONNECT <ul style="list-style-type: none"> Connect the ways visual art is important to communication, history and understanding each other | COMMUNICATE <ul style="list-style-type: none"> Discuss artistic intent |

KINDERGARTEN TO GRADE 2

| SKILL DESCRIPTORS | |
|----------------------------|--|
| STRAND: CREATE | BIG IDEAS: EXPLORATION AND PROCESS Explore the elements of art and the principles of design to develop skills, language, techniques, and processes. |
| | BIG IDEAS: APPLICATION AND PRODUCT Create and present expressive work for a range of audiences and purposes using a variety of art media including technology. |
| STRAND: CONNECT | BIG IDEAS: ART AND CULTURE Explore the role of visual art in creating, expressing, recording, and reflecting culture and human experiences. |
| | BIG IDEAS: ART FORM RELATIONSHIPS Examine the relationship between visual art and other art forms. |
| STRAND: COMMUNICATE | BIG IDEAS: REFLECT AND RESPOND Explore and discuss artistic intent in their own and others' expressive works. |

WABANAKI LANGUAGES

Mi'kmaw and Wolastoqey Latuwewakon learners are exposed to everyday words, concepts, and traditional practices in their Indigenous culture. Through storytelling, observation, hands on learning, place-based learning, and exploration, learners become familiar with language in context. Opportunity to learn from language keepers and Elders is a key part of this language learning programming. Most instruction time is devoted to developing speaking and listening skills.

| CONTEXTS | DEVELOPING WABANAKI LANGUAGE SKILLS | | |
|----------|--|---|--|
| CONCEPTS | COMMUNICATING <ul style="list-style-type: none"> • Receiving and providing, instructions, directions, and other information • Asking and answering questions • Expressing thoughts, feelings, hopes, and goals | DEMONSTRATING KNOWLEDGE <ul style="list-style-type: none"> • Providing information in social, cultural, and school settings • Describe people, places, ideas, experiences, feelings, hopes and goals • Describe talents, interests, hobbies, and personal knowledge | PRIDE IN IDENTITY <ul style="list-style-type: none"> • Demonstrating pride in Wabanaki identity • Participating in ceremony, and/or cultural activities |

This content is currently being developed.



ELEMENTARY BLOCK LEARNERS

We are discovering who we are and can express our ideas, solve problems, and construct meaning.

Teach us with a wide variety of meaningful experiences to help us make sense of our world.

In Grade 3, 4 and 5, school routines, learning experiences, content, and extended learning at home and in their communities helps to develop and strengthen learning habits. The classrooms, playground, learning areas, and the approaches to learning all provide the learning environment. Subject learning crosses over into other curricular areas and often includes making choices so learners can pursue their interests and develop their confidence. Subject area learning includes engagement in projects and activities that allow children to make meaningful and real contributions.

IN THE ELEMENTARY BLOCK, LEARNERS ARE:

- forming an understanding that each person sees and experiences the world in different ways.
- developing a clearer sense of right and wrong and learning that they have responsibilities to treat others with acceptance and respect.
- increasingly able to understand beyond their life experiences; they may worry about the unknown.
- funny and sometimes a little silly and yet, they can become serious and self-regulated according to the context.
- becoming more engaged with and proficient in various technologies to explore the world.
- learning to set goals.

ELEMENTARY BLOCK LEARNERS NEED:

- reassurance that they are capable and resourceful even when things seem hard.
- support as they make and judge their own progress.
- to belong and to be valued as they may feel self-conscious at times, especially when others seem to excel in areas they find challenging.
- opportunities to build relationships and to learn about respecting one another.
- time to share who they are, what they like, and how they think.
- to feel safe in taking some risks, encouragement to make mistakes, patience with self and others, and skills to solve problems.

ELEMENTARY BLOCK LEARNERS GROW:

- as their sense of fairness can turn into the ability to empathize; their ability to think more abstractly develops into critical thinking and problem solving; and as their efforts to persist to are recognized so these learners begin to understand the value of hard work.
- when their curiosity is encouraged to develop into persistence and creativity.
- as they become more independent and more aware of who they are, what they want, and what they need.
- as their efforts to be kind, honest, and generous to others are reinforced so that they see themselves and their actions as important to the well-being of their community.

ENGLISH LANGUAGE ARTS

Imaginative and curious, learners are inspired by experiences and the world around them. They tell stories to share their ideas and begin to develop their communication and group work skills. These learners become independent readers, showing preference for some types of text over others. Learners practice reading and writing and using their oral language skills, combining their learning in the earlier years – putting all the pieces together. As learners develop their ability to find information they are looking for, they begin to support their opinions and perspectives. It is during these elementary years that learners use their skills to both grow their understanding of the world around them and share information with others.

| CONTEXTS | LITERACY EXPLORATION | | LITERACY EXPERIMENTATION | | LITERACY APPLICATION | |
|----------|---|---|---|--|--|--|
| CONCEPTS | DEVELOPING LANGUAGE <ul style="list-style-type: none"> Using purposeful communication | IDENTIFYING AS A READER/WRITER <ul style="list-style-type: none"> Fostering interests, curiosities, traditions, and enjoyment Preferring certain texts Exhibiting stamina | USING LANGUAGE <ul style="list-style-type: none"> Telling elaborate stories Considering others | ENGAGING AS A READER/WRITER <ul style="list-style-type: none"> Reading and writing independently, with support Referencing texts Using mentor texts Preferring choice | DEMONSTRATING KNOWLEDGE <ul style="list-style-type: none"> Sharing personal stories and connections Writing with detail, accuracy, and cohesion Showing and telling Expressing preference | SEEKING INFORMATION <ul style="list-style-type: none"> Reflecting Relating to others Asking deeper questions |

| | GRADE 3 | GRADE 4 | GRADE 5 |
|-----------------------------|---|--|--|
| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
| STRAND: INTERACTIONS | BIG IDEA: EXPRESSION | | |
| | Describe and discuss thoughts, feelings, experiences, ideas, and opinions. | Express and discuss thoughts, feelings, experiences, ideas, and opinions, and consider those of their peers. | Express and discuss thoughts, feelings, experiences, ideas, and opinions, and consider those of their peers. |
| | Select and present content to communicate facts, ideas, and opinions to peers and teachers. | Select and present content to communicate facts, ideas, and opinions to peers and teachers. | Select and present content to communicate facts, ideas, and opinions to peers and teachers. |
| | Use language of harmony and respect. | Use language of harmony and respect. | Use language of harmony and respect. |
| | BIG IDEA: EXCHANGES | | |
| | Ask and respond to questions to clarify information, explore possibilities, or identify solutions to a problem. | Ask and respond to questions to clarify information, explore possibilities, and identify solutions to a problem. | Ask and respond to questions to clarify information, explore possibilities, and identify solutions to a problem. |
| | Give and follow directions or instructions. | Give and follow directions and instructions. | Give and follow directions and instructions. |
| | Begin to use appropriate communication conventions. | Begin to use appropriate communication conventions. | Begin to use appropriate communication conventions. |
| | Respond personally to presentations, oral stories, and multi-modal text. | Respond personally to presentations, oral stories, and a variety of multi-modal text. | Respond personally to presentations, oral stories, and a variety of multi-modal text. |
| | Begin to use social conventions when interacting. | Begin to use social conventions when interacting. | Begin to use social conventions when interacting. |

| | SKILL DESCRIPTORS | | |
|--|--|--|--|
| STRAND: INTERACTIONS | BIG IDEA: RECEPTION | | |
| | Receive and critically reflect on the ideas and opinions of others. | Receive and critically reflect on the ideas and opinions of others. | Receive and critically reflect on the ideas and opinions of others. |
| STRAND: READING | BIG IDEA: WORD STUDY | | |
| | Apply letter-sound knowledge and decoding strategies when reading unfamiliar connected text. Differentiate sounds in spoken language. | Apply letter-sound knowledge and decoding strategies when reading unfamiliar connected text. | Apply letter-sound knowledge and decoding strategies when reading unfamiliar connected text. |
| | BIG IDEA: FLUENCY | | |
| | Read with accuracy and expression. | Read with accuracy and expression. | Read with accuracy and expression. |
| | BIG IDEA: VOCABULARY | | |
| | Use a range of vocabulary when communicating. | Use a range of vocabulary when communicating. | Use a range of vocabulary when communicating. |
| | BIG IDEA: READING COMPREHENSION | | |
| | Construct meaning from printed text when reading independently. Describe reading comprehension processes. Connect and respond personally and critically to text. | Construct meaning from printed text when reading independently. Describe reading comprehension processes. Connect and respond personally and critically to text. | Construct meaning from printed text when reading independently. Describe reading comprehension processes. Connect and respond personally and critically to a range of texts across genres, topics, and subjects. |
| | BIG IDEA: TEXT ANALYSIS | | |
| | Select and engage with a variety of text forms for specific uses. Identify characteristics, forms, features, and types of text. | Select and engage with a variety of text forms for specific uses. Identify characteristics, forms, features, and types of text. | Select and engage with a variety of text forms for specific uses. Identify characteristics, forms, features, and types of text. |
| STRAND: REPRESENTATIONS | BIG IDEA: SPELLING | | |
| | Apply appropriate spelling conventions when creating written works. | Apply appropriate spelling conventions when creating written works. | Apply appropriate spelling conventions when creating written works. |
| | BIG IDEA: SENTENCE STRUCTURE | | |
| | Compose sentences and short paragraphs. | Compose sentences and short paragraphs. | Compose sentences and paragraphs. |
| | BIG IDEA: COMPOSITION | | |
| | Organize ideas and create written and media texts. | Organize ideas and create written and media texts collaboratively and independently. | Organize ideas and create written and media texts collaboratively and independently. |
| BIG IDEA: TEXT ANALYSIS | | | |
| Select information from multiple sources to support ideas and construct meaning. | Select information from multiple sources to support ideas and construct meaning. | Select and organize information from multiple sources to support ideas and construct meaning. | |

FRENCH SECOND LANGUAGE

French Learning Experiences seeks to create a positive and enriching environment for learners to develop their French language skills. By integrating French into their routine, learners can naturally and authentically develop their skills. The program provides early exposure to the French language and offers engaging experiences to cultivate a lifelong interest in French culture, while highlighting the benefits of learning an additional language.

This program places a strong emphasis on fostering an understanding and appreciation of French culture. Learners will be exposed to various aspects of French culture, such as customs, traditions, art, music, and cuisine. This exposure aims to expand their cultural awareness and foster a deeper connection to the French-speaking world.

In grade 5, the intensive French program focuses on creating a positive and enriching environment for learners to develop their French language skills. It uses a learner-centered approach, emphasizing language modeling and meaningful communication. This program aims to foster French literacy through real-life language use and informal learning based on the learner’s interests and experiences. Intensive equips students with language proficiency and essential life skills.

| CONTEXTS | LITERACY EXPLORATION/LITERACY EXPERIMENTATION/LITERACY APPLICATION | |
|----------|---|---|
| K-4 | DEVELOPING LANGUAGE <ul style="list-style-type: none"> Communicating simple ideas on familiar subjects in French Sharing simple information about self Describing likes and dislikes Sharing basic information about immediate community | IDENTIFYING AS A READER/WRITER <ul style="list-style-type: none"> Understanding very simple expressions, instructions, sentences, and invitations Reading very short text Retrieving very basic information |

| CONTEXTS | LITERACY EXPLORATION/LITERACY EXPERIMENTATION/LITERACY APPLICATION | |
|----------|--|--|
| GRADE 5 | USING LANGUAGE <ul style="list-style-type: none"> Purposeful communication Interacting with sensitivity Communication in a variety of situations Sharing thoughts, ideas, feeling and experiences | ENGAGING AS A READER/WRITER <ul style="list-style-type: none"> Reading and viewing a variety of texts Using a variety of strategies to select and interpret information Responding personally and critically to a range of texts Create effective writing and media |

GRADE 4 PRE-INTENSIVE FRENCH

| SKILL DESCRIPTORS | |
|---|--|
| STRAND: ORAL COMMUNICATION | BIG IDEA: SPEAK, LISTEN, COMMUNICATE, INTERACT |
| | Ask for and provide information in school settings with some accuracy. |
| STRAND: READING & VIEWING | BIG IDEA: READ, COMPREHEND, RESPOND, INTERPRET |
| | Read, comprehend, and interpret very simple texts. Interpret, select and combine information using a variety of strategies. |
| STRAND: WRITING & REPRESENTING | BIG IDEA: CREATE SIMPLE TEXTS Produce simple texts on familiar topics. |

GRADE 5 INTENSIVE FRENCH

| SKILL DESCRIPTORS | |
|---|---|
| STRAND: ORAL COMMUNICATION | BIG IDEA: SPEAK AND LISTEN Explore, extend, and clarify thoughts, ideas, feelings, and experiences. |
| | BIG IDEA: COMMUNICATE Communicate effectively in French in a variety of situations that relate to needs and interests. |
| | BIG IDEA: INTERACT Interact with sensitivity and respect, considering the situation, audience, and purpose. |
| STRAND: READING & VIEWING | BIG IDEA: READ, COMPREHEND, INTERPRET Select, read, and view a range of fiction and nonfiction texts. |
| | BIG IDEA: RESPOND Respond personally and critically to a range of texts. |
| STRAND: WRITING AND REPRESENTING | BIG IDEA: CREATE TEXT Communicate reflections on thoughts, feelings, experiences, and learnings. Create texts collaboratively and independently using a variety of forms for a range of audiences and purposes. Create effective writing and media products with clarity and precision using a range of strategies. |

FRENCH IMMERSION LANGUAGE ARTS

Learners develop skills and competencies in speaking, reading, and writing. They benefit from authentic and engaging opportunities for personalized learning in an inclusive environment. Learners develop a wide variety of communication strategies and use a variety of tools to foster the growth of their language skills. They confidently express themselves on familiar topics and participate in conversations on topics that interest them. They make choices based on their interests and react critically to what they read by making connections to their previous knowledge. Learners engage in modeled writing tasks and work to create their own texts. They develop the ability to share and justify their opinions and feelings in their writing.

| CONTEXTS | LITERACY EXPERIMENTATION: NURTURING THE DEVELOPMENT OF THE SECOND LANGUAGE AND IDENTIFYING AS A READER AND WRITER. | | |
|----------|--|--|---|
| CONCEPTS | LEARN AND USE A SECOND OR ADDITIONAL LANGUAGE <ul style="list-style-type: none"> Intentionally communicating Reflecting and interacting in French with the world around us Embracing the concept of bilingualism or plurilingualism Sharing information and ideas on familiar topics, personal interests, and concepts explored in other fields Maintaining conversations about concepts learned in class and those that spark personal interest | IDENTIFY YOURSELF AS A READER <ul style="list-style-type: none"> Interacting with various types and genres of text Reading and exploring French expressions and stories | IDENTIFY YOURSELF AS A WRITER <ul style="list-style-type: none"> Developing skills from an emerging writer Integrating vocabulary learned through a variety of subjects in written productions |

| | GRADE 3 SKILL DESCRIPTORS (A1.2 – A2.1) | GRADE 4 SKILL DESCRIPTORS (A2.1 – A2.2) | GRADE 5 SKILL DESCRIPTORS (A2.2 – B1.1) |
|------------------------------|--|---|---|
| STRAND: SPEAKING & LISTENING | BIG IDEA: ORAL COMPREHENSION | | |
| | Understand different oral texts on familiar topics, studied subjects, as well as personal experiences. | Understand different oral texts on a variety of familiar/known topics, studied subjects, and topics of personal interest. | Understand different oral texts on a variety of familiar/known topics, studied subjects, and topics of personal interest. |
| | BIG IDEA: ORAL PRODUCTION AND INTERACTION | | |
| | Give short presentations and participate in conversations about known topics, concepts studied and personal experiences using speech and interaction strategies. | Communicate about familiar/known topics, topics studied and personal interests using specific language. | Communicate about familiar/known topics, topics studied and personal interests using specific language. |

| | SKILL DESCRIPTORS (A1.2 – A2.1) | SKILL DESCRIPTORS (A2.1 – A2.2) | SKILL DESCRIPTORS (A2.2 – B1.1) |
|---|--|---|---|
| STRAND: READING & VIEWING | BIG IDEA: PHONOLOGICAL AWARENESS | | |
| | Recognizing, hearing, and manipulating the sounds of the French language. | | |
| | BIG IDEA: PHONICS | | |
| | Establish connections between oral sounds (phonemes) and written sounds (graphemes) to read words in a text. | Use knowledge of written sounds (graphemes) to read words in text accurately. | |
| | BIG IDEA: VOCABULARY | | |
| | Use knowledge of the vocabulary acquired to facilitate reading. | Use acquired vocabulary knowledge to facilitate reading. | Use vocabulary knowledge to support reading of various types of more complex texts. |
| | BIG IDEA: FLUENCY AND ACCURACY | | |
| Read a variety of increasingly complex texts accurately and fluently. | Read a variety of increasingly complex texts accurately and fluently. | Read a variety of texts fluently and accurately using various strategies. | |
| STRAND: WRITING & REPRESENTING | BIG IDEA: COMPREHENSION | | |
| | Read with comprehension a variety of increasingly complex texts. | Read while understanding a variety of increasingly complex texts. | Develop an in-depth understanding of various types of more complex texts while developing critical thinking. |
| | BIG IDEA: WRITTEN PRODUCTION AND THE WRITING PROCESS | | |
| | Write different types of texts about familiar topics, studied subjects, and personal experiences, following the writing process. | Write different types of texts about familiar/known topics, studied subjects, and topics of personal interest, following the writing process. | Write different types of texts about familiar topics, studied subjects, and topics of personal interest, following the writing process. |
| | BIG IDEA: WRITING TRAITS | | |
| | Enrich writing with different types of texts by applying writing traits. | Enrich writing with different types of texts by applying writing traits. | Enrich writing with different types of texts by applying writing traits. |
| | | | |

MATHEMATICS

Learners work individually, in partners, or in groups within the context of critical thinking, reasoning, and problem solving. They combine, compare, multiply, and share (divide) quantities, and work with increasing magnitude, fractions and decimals. Learners develop and communicate their understanding through concrete, pictorial, and/or symbolic representations of mathematics. Problem solving includes the use of mathematical tools (manipulatives), drawings, written work, and technology. Learners create and ask questions while applying understanding to concepts and events in their lives. Formal mathematics learning experiences will present mathematics as a means to quantify and organize their world.

| CONCEPTS | EXPERIMENTATION | | | |
|----------|---|--|--|---|
| | STRATEGIES <ul style="list-style-type: none"> Determining when to use and developing mental procedures and strategies Determining appropriate units of measure Determining the reasonableness of an answer and explaining thinking or rules | PROCESSES <ul style="list-style-type: none"> Using mathematical rules and algorithms Using manipulatives Algorithms Standard measurement Modeling Creating graphs | FLUENCY <ul style="list-style-type: none"> Computation skills, formats, and representations of numbers Automaticity (with basic facts) Working with polyhedrons Working with curved surfaces Scale | COMMUNICATION <ul style="list-style-type: none"> Representing mathematics concretely, pictorially, and symbolically Using mathematical vocabulary Using mathematical symbols Standard notation Mathematical expressions |

| | GRADE 3 | GRADE 4 | GRADE 5 |
|-----------------------|--|---|--|
| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
| STRAND: NUMBER | BIG IDEA: NUMBER SENSE | | |
| | Describe numbers, ways of representing numbers, relationships among numbers, and number systems. Justify choices to determine “how many” using personal strategies. | Describe numbers, ways of representing numbers, relationships among numbers, and number systems. Justify choices to determine “how many” using personal strategies. Describe fractions. | Describe numbers, ways of representing numbers, relationships among numbers, and number systems. Justify choices to determine “how many” using personal strategies. Describe decimals (tenths, hundredths, thousandths). |
| | BIG IDEA: OPERATIONS | | |
| | Estimate quantities using benchmarks or referents. Demonstrate fluency in addition and subtraction with flexibility, efficiency and accuracy to solve problems. Apply adding and subtracting strategies in-context. Apply foundational multiplication and division facts with flexibility, efficiency and accuracy to solve problems. Explore multiplication and division strategies in-context. | Estimate quantities using benchmarks or referents. Demonstrate fluency in addition and subtraction with flexibility, efficiency and accuracy to solve problems. Apply adding and subtracting strategies in-context. Apply derived multiplication and division facts with flexibility, efficiency and accuracy to solve problems. Explore multiplication and division strategies in-context. | Estimate quantities to solve problems. Demonstrate fluency in multiplication and division with flexibility, efficiency and accuracy to solve problems. Apply multiplication and division strategies in-context. Add and subtract decimals to solve problems (limited to thousandths). Add and subtract fractions and mixed numbers to solve problems (limited to positive sums and differences). |

| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
|---|---|--|---|
| STRAND: STATISTICS & PROBABILITY | BIG IDEA: DATA ANALYSIS | | |
| | Collect first-hand and second-hand data. Explore graphs to solve problems. | Create graphs to solve problems. | Interpret graphs to solve problems. |
| | BIG IDEA: CHANCE AND UNCERTAINTY | | |
| | | | Determine the probability of outcomes occurring in probability experiments to solve problems. |
| STRAND: PATTERNS & RELATIONS | BIG IDEA: ALGEBRA | | |
| | Solve one-step addition and subtraction equations. | Solve one-step equations. | Solve one-step equations. |
| STRAND: SHAPE & SPACE | BIG IDEA: MEASUREMENT | | |
| | Relate life to measurements of time. | Estimate and measure using personal referents and measurement tools. | Estimate and measure using personal referents and measurement tools. |
| | BIG IDEA: 2-D SHAPES AND 3-D OBJECTS | | |
| | | Describe 2-D Shapes. | |

MUSIC

Learners participate in structured, creative opportunities with practice, collaboration, and performance. They develop vocal and instrumental proficiency and write and perform their own songs. Learners respond to music through physical movement and by developing musical literacy. They connect music to emotion and explicitly identify elements that contribute to feelings. Learners discuss the intention of composers, musical elements, cultural practices, the purpose of music in their lives, and various musical heritages.

| CONTEXTS | EXPERIMENTATION | | |
|----------|---|---|---|
| CONCEPTS | CREATE <ul style="list-style-type: none"> • Develop skill in composing music • Experiment with a variety of genres and technologies • Develop aural skills to support performance and composition • Develop proficiency in performance | CONNECT <ul style="list-style-type: none"> • Connect the ways music is important to communication, history and understanding each other | COMMUNICATE <ul style="list-style-type: none"> • Determine artistic intent • Justify choices in music-making |

GRADE 3 - GRADE 5

SKILL DESCRIPTORS

| | |
|--------------------------------|---|
| STRAND: CREATE | BIG IDEA: COMPOSITION |
| | Apply the elements of music to compose music using a variety of sound sources and repertoire. |
| | BIG IDEA: AURAL LITERACY |
| | Apply the elements of music to develop aural literacy using a variety of sound sources and repertoire. |
| | BIG IDEA: APPLICATION AND PERFORMANCE |
| | Create and present expressive products for a range of audiences and purposes. |
| STRAND: CONNECT | BIG IDEA: ART AND CULTURE |
| | Discuss the role of music in creating, expressing, recording, and reflecting culture and human experiences. |
| | BIG IDEA: ART FORM RELATIONSHIPS |
| | Discuss the relationship between music and other art forms. |
| STRAND: COMMUNICATE | BIG IDEA: REFLECT AND RESPOND |
| | Reflect on and respond to artistic intent in their own and others' expressive works. |

PERSONAL WELLNESS

Within the personal wellness curriculum, there are five main components: wellness, mental fitness, human growth and development, relationships, and career-connected learning. Each component has specific skills related to the learning about oneself and others with regards to general wellness, overall health, and emotions. Learners use their prior knowledge to identify, explore, recognize, describe, explain, and discuss topics that impact their personal wellness. They develop an understanding of wellness as the foundation for a healthy, productive, and balanced life. Learners explore their likes and dislikes to become self-aware. Through discussion of topics such as diversity, empathy, conflict, and relationships, they develop a stronger sense of global citizenship.

| CONTEXTS | SELF-CARE AND WELL-BEING | | WHO YOU ARE MATTERS | | PERSONAL CONNECTIONS |
|-----------------|---|---|--|--|--|
| CONCEPTS | WELLNESS <ul style="list-style-type: none"> Personal health habits Use and misuse of substances, food, and screen time Personal safety Digital citizenship | MENTAL FITNESS <ul style="list-style-type: none"> Emotions and emotional responses Decision-making | HUMAN GROWTH AND DEVELOPMENT <ul style="list-style-type: none"> Visible and invisible differences Puberty Personal hygiene | RELATIONSHIPS <ul style="list-style-type: none"> Appreciation for diversity Communication skills Building and enhancing friendships Bullying and conflict | CAREER CONNECTED LEARNING <ul style="list-style-type: none"> Developing personal interests, skills, and competencies Good work habits Career pathways and career conversations |

| | GRADE 3 | GRADE 4 | GRADE 5 |
|---|---|---|---|
| | SKILL DESCRIPTORS | | |
| STRAND: WELLNESS | BIG IDEA: HEALTHY LIFESTYLE | | |
| | Explore personal health habits that contribute to wellness. | Describe personal health habits that contribute to wellness. | Assess personal health habits and their relationship to wellness. |
| | BIG IDEA: HELPFUL AND HARMFUL CHOICES | | |
| | Distinguish between helpful and harmful substances and their effects on health. | Describe strategies to avoid the use of harmful substances. | Discuss the factors that influence healthy choices. |
| | BIG IDEA: PERSONAL SAFETY | | |
| | List behaviours and procedures that contribute to personal safety. | Describe ways of minimizing risks in potentially dangerous situations. | Select personal safety practices that promote injury prevention. |
| STRAND: HUMAN GROWTH & DEVELOPMENT | BIG IDEA: PERSONAL GROWTH | | |
| | Describe how visible and invisible differences make each person unique. | Identify physical, emotional, and social changes that occur during puberty. List personal hygiene practices related to puberty and well-being. | Describe how the body changes during puberty. Discuss the importance of personal hygiene practices related to puberty. |

| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
|--|---|---|---|
| STRAND: MENTAL FITNESS | BIG IDEA: POSITIVE MENTAL HEALTH | | |
| | Explore the importance of talking about emotions and emotional responses. | Describe the seven primary emotions and their expression. | Identify ways to manage stress and regulate emotions. |
| | BIG IDEA: MENTAL HEALTH STRATEGIES | | |
| | Demonstrate self-calming strategies to regulate emotional reactions. | Identify strategies for regulating emotional reactions. | Identify strategies for seeking support for self and others. |
| | BIG IDEA: DECISION-MAKING | | |
| | Explore strategies to promote healthy decision making and goal setting. | List strategies to promote healthy decision-making. | Describe the impact of using strategies to promote healthy decision-making. |
| STRAND: RELATIONSHIPS | BIG IDEA: HEALTHY RELATIONSHIPS | | |
| | Demonstrate acceptance of and appreciation for diversity. | Describe how appreciating diversity can positively influence relationships. | Analyze how diversity enhances a community. |
| | Identify strategies to build and enhance friendships. | Identify the importance of communication to build and maintain healthy relationships. | Describe empathic responses and their impact on relationships. |
| | BIG IDEA: BULLYING AND CONFLICT | | |
| | Identify bullying and ways to prevent and intervene when it occurs. | List the various types of bullying and appropriate response strategies. | Analyze the various types of bullying and appropriate response strategies. |
| | Describe strategies to resolve conflict. | Describe strategies to resolve conflict. | Describe strategies to deal with conflict across a variety of relationships. |
| STRAND: CAREER CONNECTED LEARNING | BIG IDEA: THINKING ABOUT POTENTIAL CAREER PATHWAYS | | |
| | Demonstrate an informed vision for the future linked to own interests, preferences, values and abilities. | Demonstrate an informed vision for the future linked to own interests, preferences, values and abilities. | Demonstrate an informed vision for the future linked to own interests, preferences, values, and abilities. |
| | BIG IDEA: EXPLORING POTENTIAL CAREER PATHWAYS | | |
| | Critically investigate and describe the labour market and preferred career pathways. | Critically investigate and describe the labour market and preferred career pathways. | Critically investigate and describe the labour market and preferred career pathways. |
| | BIG IDEA: EXPERIENCING POTENTIAL CAREER PATHWAYS | | |
| | Engage in frequent and ongoing career connected experiential learning to learn about preferred career pathways and develop personal competencies. | Engage in frequent and ongoing career connected experiential learning to learn about preferred career pathways and develop personal competencies. | Engage in frequent and ongoing career connected experiential learning to learn about preferred career pathways and develop personal competencies. |

PHYSICAL EDUCATION

Learners develop an awareness of what it means to practice an active, healthy lifestyle. They make decisions about what activities they are most interested in. Fundamental movement concepts continue to develop and learners combine and transfer these skills to other areas of interest. Their developing use of strategies enables learners to explore various roles within a team setting through collaboration. Learners learn the routines, procedures, and protocols of certain sports. Self-awareness and self-management develop through a variety of social-emotional learning tools strategies, and the learner’s growing independence. 30 minutes of structured physical education time is recommended to build endurance, strength, balance, and flexibility. This will support immediate and long-term health and well-being.

| CONTEXTS | APPLICATION | | |
|----------|---|--|---|
| CONCEPTS | SKILLS AND CONCEPTS <ul style="list-style-type: none"> Connect fundamental movement skills and concepts to specific activities in multiple environments | STRATEGIES AND TACTICS <ul style="list-style-type: none"> Apply strategies and tactics in a variety of activities and games in multiple environments | WELL-BEING <ul style="list-style-type: none"> Apply social-emotional skills to promote healthy living |

| | GRADE 3 | GRADE 4 | GRADE 5 |
|---|---|---|---|
| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
| STRAND: SKILLS & CONCEPTS | BIG IDEA: MOVEMENT | | |
| | Connect movement concepts to activities. | Apply movement concepts to a variety of activities. | Refine movement concepts with a variety of activities. |
| | BIG IDEA: STABILITY AND BALANCE | | |
| | Apply principles of stability and balance, on a variety of surfaces while participating in activities. | Apply principles of stability and balance, on a variety of surfaces while participating in activities. | Refine and apply principles of stability and balance, on a variety of surfaces while participating in activities. |
| STRAND: SKILLS & CONCEPTS | BIG IDEA: FUNDAMENTAL LOCOMOTOR AND MANIPULATIVE SKILLS | | |
| | Apply combinations of fundamental locomotor skills and fundamental manipulative skills in various activities. | Apply combinations of fundamental locomotor skills and fundamental manipulative skills in various activities. | Apply combinations of fundamental locomotor skills and fundamental manipulative skills in complex activities. |
| | BIG IDEA: STRATEGIES AND TACTICS | | |
| STRAND: STRATEGIES & TACTICS | Apply strategies and tactics in a variety of games and activities. | Apply strategies and tactics in a variety of games and activities. | Apply strategies and tactics in a variety of games and activities. |
| | BIG IDEA: SOCIAL-EMOTIONAL SKILLS | | |
| STRAND: WELL-BEING | Apply social-emotional skills to learning and performing physical activities. | Apply social-emotional skills to learning and performing physical activities. | Apply social-emotional skills to learning and performing physical activities. |
| | BIG IDEA: PHYSICAL FITNESS CONCEPTS | | |
| | Apply physical fitness concepts to improve well-being and performance. | Apply physical fitness concepts to improve well-being and performance. | Apply physical fitness concepts to improve well-being and performance. |

SCIENCE

Learners acquire and use scientific vocabulary, apply measuring techniques, and collect data. Their explanations are supported with observations and collected data which often lead to further questions. The learning contexts include their local environment, properties and uses of Earth materials, and living and technological systems. The development of scientific literacy empowers engagement in society and increased skill in problem-solving and critical thinking.

| CONTEXTS | EXPERIMENTATION | | |
|----------|---|--|--|
| CONCEPTS | 3: OUR LOCAL ENVIRONMENT <ul style="list-style-type: none"> Natural cyclical events Seasonal weather conditions Weather hazards Climate Literacy Principles 1, 3 | 4: PROPERTIES AND USES OF EARTH MATERIALS <ul style="list-style-type: none"> Earth's composition Two types of crust Cycles | 5: LIVING AND TECHNOLOGICAL SYSTEMS <ul style="list-style-type: none"> Human body systems Explore how the different body systems are interconnected Determine what the body needs to be healthy and functional |
| | <ul style="list-style-type: none"> Introduction to ecosystems Interactions of living and non-living components | <ul style="list-style-type: none"> Forces changing Earth's surface (rapid and slow) | <ul style="list-style-type: none"> Common simple machines Different types of forces Body mechanics |
| | <ul style="list-style-type: none"> Characteristics, structures, functions, needs, and uses of local plants | <ul style="list-style-type: none"> Types of rocks Fossils Formation processes Physical properties | <ul style="list-style-type: none"> Sustainability & stewardship Healthy living |
| | <ul style="list-style-type: none"> Characteristics, structures, functions, needs, and uses of local animals | <ul style="list-style-type: none"> Scientific testing Identification of minerals | <ul style="list-style-type: none"> Practices for scientific inquiry/ technological inquiry |
| | <ul style="list-style-type: none"> Sustainability Environmental (biodiversity) awareness Conservation Stewardship | <ul style="list-style-type: none"> Weathering and soil formation Physical properties of soil | |
| | <ul style="list-style-type: none"> Practices for scientific inquiry/ technological inquiry Severe weather procedures | <ul style="list-style-type: none"> Characteristics of natural resources including rocks and minerals, soils, fossil fuels Renewable versus non-renewable | |
| | | <ul style="list-style-type: none"> Sustainability Conservation Stewardship: Earth Science Literacy Big Ideas 7, 9 | |
| | | <ul style="list-style-type: none"> Practices for scientific inquiry/ technological inquiry Personal Protective Equipment (PPE) | |

| | GRADE 3 | GRADE 4 | GRADE 5 |
|--|--|--|---|
| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
| STRAND: SCIENTIFIC LITERACY | BIG IDEA: INVESTIGATION | | |
| | Plan investigations to solve problems relating to the local natural world: weather and climate, habitats, plants, and animals. Collect data during scientific inquiry into the local natural world. | Plan investigations to solve problems relating to the natural world: the Earth's crust, changes in the Earth's surface, rocks, minerals, soils, and uses of Earth's resources. Collect data during scientific inquiry into the natural world. | Plan investigations to solve problems relating to simple machines or human systems: digestive, respiratory, circulatory, nervous, and musculoskeletal. Collect data during scientific inquiry into simple machines or the human systems. |
| | BIG IDEA: SENSEMAKING | | |
| | Analyze data to construct explanations and conclusions based on evidence from scientific inquiry. | Analyze data to construct explanations and conclusions based on evidence from scientific inquiry. | Analyze data to construct explanations and conclusions based on evidence from scientific inquiry. |
| | BIG IDEA: COMMUNICATION | | |
| | Communicate procedure, result, and conclusion of scientific inquiry using a variety of media. | Communicate procedure, result, and conclusion of scientific inquiry using a variety of media. | Communicate procedure, result, and conclusion of scientific inquiry using a variety of media. |
| STRAND: LEARNING & LIVING SUSTAINABLY | BIG IDEA: RESPONSIBLE AND SUSTAINABLE APPLICATION | | |
| | Apply scientific knowledge and an understanding of sustainable practices responsibly with respect to the local natural world. | Apply scientific knowledge and an understanding of sustainable practices responsibly with respect to the natural world. | Apply scientific and technological knowledge and an understanding of sustainable practices responsibly with respect to simple machines and human systems. |

SOCIAL STUDIES

Social Studies introduces learners to geographical and historical thinking skills including mapping and primary source inquiry, as well as civic engagement and economic thinking. Learners engage in their first formal study of Indian Residential and Day Schools in an age- and culturally appropriate manner. Learners explore historical and contemporary Atlantic Canada, including Indigenous and non-Western perspectives to provide a robust understanding of the world we live in today. Elementary Social Studies develops skills to ask questions about who decides what is significant enough to be studied, represented, and commemorated; how we know what we know; and what has changed and what has stayed the same. Learners use a range of tools and technologies to describe natural and human landscapes, undertake historical investigations on topics of interest, and feel encouraged to share their home languages, heritages, and traditions. Learners begin to understand who they are as treaty people and to understand how others view the world based on cultural lenses that have equal value to their own.

| CONTEXTS | MY PROVINCE, EXPLORATION, HISTORY OF THE ATLANTIC REGION | | | | |
|----------|---|--|--|---|--|
| CONCEPTS | GEOGRAPHY | HISTORY | CIVICS | WABANAKI | ECONOMICS |
| | <ul style="list-style-type: none"> The location, climate, and communities of New Brunswick Physical features of the world Human relationships with the natural environment British and French presence in the Atlantic region | <ul style="list-style-type: none"> The diverse peoples of New Brunswick Explorers and explorations of ideas, technologies, and places First Nations, and British settler, French settler, and Black arrivant interactions in the Atlantic region First Nations and Inuit history and culture The “Big Six” Historical Thinking Concepts | <ul style="list-style-type: none"> Government and governance in New Brunswick The rights and responsibilities of citizens Government and governance in Canada Contributions of Canadian citizens Governance in the Wabanaki Confederacy | <ul style="list-style-type: none"> The Peace and Friendship Treaties Reconciliation Indian Residential and Day Schools Wabanaki cultures and traditions Wabanaki life pre- and post-contact Contact with Europeans Treaty-making | <ul style="list-style-type: none"> New Brunswick’s natural resources Population patterns, communication, and transportation networks across Canada Resources and employment across Canada How worldview affects economic decision-making |

| | GRADE 3 | GRADE 4 | GRADE 5 |
|---|--|---|---|
| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
| STRAND: GEOGRAPHY | BIG IDEA: METHODS AND TOOLS | | |
| | <p>Locate New Brunswick in the Atlantic region, Canada, North America, and the world.</p> <p>Represent the actual size of places on maps and globes using scale.</p> <p>Locate Wolastoqey, Mi'kmaq, and Peskotomuhkati nations in New Brunswick.</p> | | |
| | BIG IDEA: PLACES AND REGIONS | | |
| | <p>Use evidence to investigate major physical features, climates, and vegetation of New Brunswick and the Atlantic region.</p> <p>Explain the importance of a particular human-made or natural landmark in New Brunswick.</p> <p>Define the concepts of urban and rural.</p> | <p>Describe and explain the importance of major physical features of the world.</p> <p>Compare the defining characteristics of Canada's seven physiographic regions.</p> <p>Describe the seven districts of Mi'kma'ki and the traditional territory of Wolastoqiyik and Peskotomuhkatyik.</p> | |
| BIG IDEA: HUMAN SYSTEMS AND INTERACTIONS | | | |
| | <p>Describe Wabanaki peoples' relationships with the natural environment.</p> | <p>Describe the relationship between humans and the physical environment.</p> <p>Describe Wabanaki peoples' relationships with the natural environment.</p> | <p>Identify evidence of British and French presence in the Atlantic region.</p> |
| STRAND: HISTORY | BIG IDEA: EVENTS AND PEOPLES | | |
| | <p>Research the diverse peoples in New Brunswick, including first and founding peoples</p> | <p>Describe the stories of various explorers of land, ocean, space, and ideas.</p> | <p>Describe interactions between the first and founding peoples of the Atlantic region.</p> <p>Describe the diverse societies of Wabanaki and other Indigenous peoples in what later became Canada.</p> |
| | BIG IDEA: SOURCES AND METHODS | | |
| | <p>Illustrate how the diversity of New Brunswick has changed over time.</p> | <p>Use primary and secondary source evidence to examine explorations and discoveries.</p> <p>Use criteria to identify why a scientific innovation/discovery was significant.</p> <p>Evaluate the impact of European explorations over time.</p> | <p>Discuss how historians use primary and secondary sources to create an historical narrative.</p> <p>Discuss how to answer questions about the past using historical thinking concepts.</p> |

| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
|--------------------------|--|--|---|
| STRAND: CIVICS | BIG IDEA: POWER AND GOVERNANCE | | |
| | Describe the purpose, function, and structure of governments. | Describe the political landscape of Canada. | Describe the governance structure and role of the Wabanaki Confederacy. |
| | BIG IDEA: RIGHTS AND RESPONSIBILITIES | | |
| | Describe the rights and responsibilities of citizens. | | |
| | BIG IDEA: CIVIC ENGAGEMENT | | |
| | Describe how citizens participate in public decision-making. | Discuss contributions to the development of Canada made by citizens and residents. | |
| STRAND: WABANAKI | BIG IDEA: TREATY EDUCATION | | |
| | Describe the Peace and Friendship treaties and discuss their importance. | | |
| | BIG IDEA: RECONCILIATION | | |
| | Discuss the Truth and Reconciliation Commission's Calls to Action. | | Discuss contact and colonization from Wabanaki perspectives. |
| STRAND: ECONOMICS | BIG IDEA: IDENTITY | | |
| | | Discuss Wabanaki cultures and traditions. Discuss the impact of colonization and dispossession of explored land on Indigenous Peoples and Nations. | |
| | BIG IDEA: SUSTAINABILITY | | |
| | Discuss New Brunswick's natural resources. | | |
| STRAND: ECONOMICS | BIG IDEA: SYSTEMS | | |
| | | Outline population patterns, communication and transportation networks, and employment across Canada. | |
| | BIG IDEA: DECISION-MAKING | | |
| | | Discuss worldview using the seven elements of worldview. Explain how different worldviews lead to different approaches to economic decision-making. | |

VISUAL ARTS

Learners place value on their skill as artists and reflect on the work they create. They develop the ability to collaborate and can respectfully share ideas and impressions of artwork created by others. Learners are realizing that their art is an expression of their experience, ideas, and identity. Learners create more detailed work and apply learned skills, techniques, and vocabulary to their own work. They build understanding and experience with the elements and principles of art. Learners explore the creative process which involves planning, testing, refining, problem-solving, and accepting that results are open to interpretation by others.

| CONTEXTS | EXPERIMENTATION | | |
|----------|--|--|---|
| CONCEPTS | CREATE <ul style="list-style-type: none"> Develop skill in creating art Experiment with a variety of genres and technologies Develop skills to support making art in a specific medium | CONNECT <ul style="list-style-type: none"> Connect the ways visual art is important to communication, history and understanding each other | COMMUNICATE <ul style="list-style-type: none"> Determine artistic intent Justify choices in making art |

GRADE 3 - GRADE 5

| SKILL DESCRIPTORS | |
|----------------------------|--|
| STRAND: CREATE | BIG IDEAS: EXPLORATION AND PROCESS Apply the elements of art and the principles of design to develop skills, language, techniques and processes. |
| | BIG IDEAS: APPLICATION AND PRODUCT Create and present expressive work for a range of audiences and purposes using a variety of art media including technology. |
| STRAND: CONNECT | BIG IDEAS: ART AND CULTURE Discuss the role of visual art in creating, expressing, recording, and reflecting culture and human experiences. |
| | BIG IDEAS: ART FORM RELATIONSHIPS Discuss the relationship between visual art and other art forms. |
| STRAND: COMMUNICATE | BIG IDEAS: REFLECT AND RESPOND Reflect on and respond to artistic intent in their own and others' expressive works. |

WABANAKI LANGUAGES

Learners enrolled in Mi'kmaw and Wolastoqey Latuwewakon opportunities engage in authentic learning grounded in the cultures of Wabanaki communities and nations. They learn through play, exploration, hands on learning, and a variety of media. Learners are exposed to some written language (in the preferred orthography of their community), and instructional time focuses on the core skills of speaking and listening. Learners' experiences are rooted in the wisdom of Elders and the knowledge of their communities.

| CONTEXTS | DEVELOPING WABANAKI LANGUAGE SKILLS | | |
|----------|--|---|--|
| CONCEPTS | COMMUNICATING <ul style="list-style-type: none"> Receiving and providing, instructions, directions, and other information Asking and answering questions Expressing thoughts, feelings, hopes, and goals | DEMONSTRATING KNOWLEDGE <ul style="list-style-type: none"> Providing information in social, cultural, and school settings Describe people, places, ideas, experiences, feelings, hopes and goals Describe talents, interests, hobbies, and personal knowledge | PRIDE IN IDENTITY <ul style="list-style-type: none"> Demonstrating pride in Wabanaki identity Participating in ceremony, and/or cultural activities |

| | SKILL DESCRIPTORS |
|---|--|
| STRAND: SPEAKING & LISTENING | BIG IDEA: SPEAK AND LISTEN Use and demonstrate an understanding of common expressions, instructions, directions and questions. |
| | BIG IDEA: COMMUNICATE Communicate effectively in Mi'kmaw/ Wolastoqey in a variety of situations and for a variety of purposes. |
| STRAND: READING & VIEWING | BIG IDEA: READ, COMPREHEND, INTERPRET Understand the meaning of basic written vocabulary utilizing visuals. |
| STRAND: WRITING & REPRESENTING | BIG IDEA: CREATING SIMPLE TEXTS Produce simple texts on familiar and relevant topics. |

SKILL DESCRIPTORS

STRAND: WABANAKI KNOWLEDGE AND IDENTITY

BIG IDEA: PRIDE IN CULTURAL IDENTITY

Demonstrate pride in Wabanaki Identity through participation in cultural activities.

Demonstrate knowledge and application of Wabanaki protocols in and outside of the classroom.

STRAND: STRATEGIES FOR USE OUTSIDE OF THE CLASSROOM

BIG IDEA: USING WABANAKI LANGUAGES IN DAILY LIFE

Develop and utilize a variety of strategies for using Mi'kmaw or Wolastoqey languages in daily life for a variety of purposes.

MIDDLE BLOCK LEARNERS



We are strengthening our sense of self, agency, opinions, beliefs, and attitudes.

Teach us by making connections between our learning and real life.
Challenge us with abstract ideas of increasing complexity.

In Grade 6, 7, and 8, Middle Block learners develop unique identities and engage with increasingly abstract thought. In general, they have opinions, justifications, and beliefs, and are learning to critique what they observe both in school and in the world around them. They are developing the ability to identify prejudice, stereotyping, or bias in language and media and to recognize the consequent negative effect on individuals and cultures. Depending on their experiences, they can reason, use data, make predictions, and express ideas and attitudes using multiple forms of expression.

Middle Block learners have increasing agency and decision-making power over their recreation time and nutritional choices. Their peer group takes on increasing importance while the influence of families diminishes. Media and social media have an increasing influence on choices and decision-making. Learners want to feel grown-up and have varying responsibilities that they must balance, some chosen and some imposed on them.

IN THE MIDDLE BLOCK, LEARNERS ARE:

- finding their way and expressing their identities. They are learning how to stand out while still fitting in.
- able to describe a variety of concepts in an increasingly abstract way.
- communicating with inclusionary language, with intention and awareness of alternate worldviews and perspectives.
- usually proficient in selecting and using technologies with increasing ease to achieve their learning goals.

MIDDLE BLOCK LEARNERS NEED:

- opportunities to read about, represent, view, write about, listen to, and discuss ideas while developing interaction and cooperative skills.
- opportunities to learn within a variety of contexts by making connections relevant to them so that their experiences and knowledge are validated and their willingness to actively participate increases.
- to engage in meaningful practices based on interests, and to connect with relevant local, regional, and world events and cultural knowledge.
- to successfully navigate the unique challenges of adolescence.

MIDDLE BLOCK LEARNERS GROW:

- by making connections between subject-area concepts and real-life applications, and by contributing to discussions.
- when challenged with abstract ideas of increasing complexity.
- by working with a variety of materials, tools, and contexts when communicating their understandings.
- by exploring and expressing their future identities.

ENGLISH LANGUAGE ARTS

Learners in English Language Arts get to know themselves and others and use language to understand and navigate their world. Learners are offered a voice and choice while developing skills in reading, writing, speaking, and listening. In culturally responsive classrooms with inclusive classroom libraries, learners engage with a variety of text forms, genres, and modes. English Language Arts learning in middle school involves authentic, meaningful, and relevant materials and learning experiences. Ultimately, learners transfer their literacy skills across to other subjects, learn to advocate for themselves and others, and use their skills to achieve personal goals outside of the classroom.

| CONTEXTS | LITERACY EXPLORATION | | LITERACY EXPERIMENTATION | | LITERACY APPLICATION | |
|-----------------|---|--|--|---|--|--|
| CONCEPTS | DEVELOPING LANGUAGE <ul style="list-style-type: none"> Using complex language Communicating effectively and persuasively | IDENTIFYING AS A READER/WRITER <ul style="list-style-type: none"> Showing unique strengths and interests Connecting reading and writing Increasing stamina | USING LANGUAGE <ul style="list-style-type: none"> Knowing thematic and technical vocabulary knowledge across subject areas Transferring learning Evaluating and responding Seeking clarification Supporting and defending Using talk to grow thinking and understanding | ENGAGING AS A READER/WRITER <ul style="list-style-type: none"> Taking risks Reflecting authentically Referencing texts for verification Writing to influence and inform Writing for a variety of purposes Using writing as a tool for thinking | DEMONSTRATING KNOWLEDGE <ul style="list-style-type: none"> Conveying personal ideas, opinions, and commitments Reflecting on and applying feedback from others Questioning and analyzing situations Assessing self and others Communicating using technology | SEEKING INFORMATION <ul style="list-style-type: none"> Understanding societal values Supporting and extending understanding Analyzing critically Reading and writing to learn about self, world, and others |

| | GRADE 6 | GRADE 7 | GRADE 8 |
|-----------------------------|--|---|---|
| | SKILL DESCRIPTORS | | |
| STRAND: INTERACTIONS | BIG IDEA: EXPRESSION | | |
| | Describe and contribute thoughts, feelings, and experiences, and compare to those of their peers. Express and support ideas and opinions with evidence. Summarize and present content to communicate facts, ideas, and opinions. Use language of harmony and respect, self-monitoring and adjusting as appropriate. | Describe and contribute thoughts, feelings, and experiences, and compare to those of their peers. Defend and support ideas and opinions with evidence. Summarize and present content to communicate facts, ideas, and opinions. Use language of harmony and respect, self-monitoring and adjusting as appropriate. | Describe and communicate thoughts, feelings, and experiences, as well as personal strengths. Defend and support ideas and opinions with evidence. Evaluate and present content to communicate facts, ideas, and opinions. Use language of harmony and respect, self-monitoring and adjusting as appropriate. |

| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
|---|--|--|--|
| STRAND: INTERACTIONS | BIG IDEA: EXCHANGES | | |
| | Ask and respond to questions to clarify information, explore possibilities, and identify solutions to a problem. | Seek and respond to questions to clarify or explain ideas, concepts, problems, or solutions. | Seek and respond to questions to clarify or explain ideas, concepts, problems, or solutions. |
| | Give and respond to a variety of directions and instructions. | Give and respond to a variety of directions and instructions. | Give and respond to a variety of directions and instructions. |
| | Understand communication conventions for a diverse set of audiences. | Understand communication conventions for a diverse set of audiences. | Understand communication conventions for a diverse set of audiences. |
| | Respond personally and critically to a variety of text. | Respond personally and critically to a variety of text. | Respond personally and critically to a variety of text. |
| | Adjust interactions to reflect the situation, audience, and purpose. | Adjust interactions to reflect the situation, audience, and purpose. | Adjust interactions to reflect the situation, audience, and purpose. |
| STRAND: READING | BIG IDEA: RECEPTION | | |
| | Critically reflect on the contributions of others. | Critically reflect on the contributions of others. | Critically reflect on the contributions of others to extend understanding. |
| | BIG IDEA: WORD STUDY | | |
| | Begins to explain how advanced word structure can be used as a word solving strategy. | Apply knowledge of advanced word structures as word solving strategy. | Explain how a variety of word structures can be used to solve unfamiliar words. |
| | BIG IDEA: FLUENCY | | |
| | Read with accuracy and expression. | Read an increasing variety of text with accuracy and expression. | Begin to read less familiar text with accuracy and expression. |
| STRAND: READING | BIG IDEA: VOCABULARY | | |
| | Recognize how different strategies are used to determine the meaning of words. | Recognize how different strategies are used to determine the meaning of words. | Begin to use a range of strategies to determine new vocabulary in all texts. |
| | BIG IDEA: READING COMPREHENSION | | |
| Examine information critically considering the source, intended audience, and purpose. | Examine information to critically construct literal and inferred meaning from a variety of text. | Examine information critically considering the source, intended audience, inferred meaning, and explicit bias. | |
| Adjust and use a variety of strategies to make meaning. | Adjust and use a wide variety of strategies to make meaning. | Use appropriate comprehension strategies to clarify understanding of a range of text with increasing confidence. | |
| Reflect and respond personally and critically to a range of texts across genres, interests, and complexities. | Analyze and respond personally and critically to a range of texts across genres, interests, and complexities. | Analyze and respond personally and critically to a range of texts across genres, interests, and complexities, citing evidence. | |

| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
|--------------------------------|---|---|---|
| STRAND: READING | BIG IDEA: TEXT ANALYSIS AND CRITICALITY | | |
| | <p>Independently select, read, and construct meaning from a variety of texts representing all voices.</p> <p>Explore the characteristics, language, form, features, and genres of a range of texts.</p> | <p>Independently select, read, and construct meaning from a variety of texts representing all voices.</p> <p>Analyze the characteristics, language, form, features, and genre of a range of texts.</p> | <p>Independently select, read, and construct meaning from a variety of texts representing all voices.</p> <p>Critically analyze the characteristics, language, form, features, and genre of a range of texts.</p> |
| STRAND: REPRESENTATIONS | BIG IDEA: PROCESS | | |
| | <p>Develop strategies to enhance clarity in written works.</p> | <p>Develop strategies to enhance clarity in written works.</p> | <p>Develop strategies to enhance clarity in written works.</p> |
| STRAND: REPRESENTATIONS | BIG IDEA: COMPOSITION | | |
| | <p>Create a variety of texts with purpose and understand the influence of the writer/creator.</p> <p>Select an appropriate form and use an engaging introduction that includes the purpose where appropriate.</p> <p>Include interesting and/or domain specific words and phrases to convey and enhance meaning.</p> <p>Provide evidence of author’s style, personality, and experience.</p> <p>Include well-crafted sentences to support meaning and readability.</p> <p>Demonstrate correct spelling, punctuation, capitalization, and usage.</p> | <p>Create a variety of texts with purpose and understand the influence of the writer/creator.</p> <p>Select an appropriate form and use an engaging introduction that includes the purpose where appropriate.</p> <p>Include interesting and/or domain specific words and phrases to convey and enhance meaning.</p> <p>Provide evidence of author’s style, personality, and experience.</p> <p>Include well-crafted sentences to support meaning and readability.</p> <p>Demonstrate correct spelling, punctuation, capitalization, and usage.</p> | <p>Create a variety of texts with purpose and understand the influence of the writer/creator.</p> <p>Select an appropriate form and use an engaging introduction that includes the purpose where appropriate.</p> <p>Include interesting and/or domain specific words and phrases to convey and enhance meaning.</p> <p>Provide evidence of author’s style, personality, and experience.</p> <p>Include well-crafted sentences to support meaning and readability.</p> <p>Demonstrate correct spelling, punctuation, capitalization, and usage.</p> |

FRENCH SECOND LANGUAGE

(Post Intensive French)

Post Intensive French is an educational program for grades 6-8 that focuses on creating a positive and enriching environment for learners to develop their French language skills. It uses a learner-centered approach, emphasizing language modeling and meaningful communication. The program also incorporates components such as citizenship, personal development, effective communication, critical thought, creativity, innovation, and technological fluency. It aims to foster French literacy through real-life language use and informal learning based on the learner’s interests and experiences. Post Intensive French (PIF), equips students with language proficiency and essential life skills.

| CONTEXTS | LITERACY EXPLORATION, LITERACY EXPERIMENTATION, LITERACY APPLICATION | |
|----------|--|---|
| CONCEPTS | DEMONSTRATING KNOWLEDGE <ul style="list-style-type: none"> • Provide information in social and school settings with a range accuracy • Describe persons, objects, places, events, experiences, hopes, impact of life choices • Provide arguments for and against a topic with explanations for opinions • Narrate a personal event • Express feelings, thoughts, ambitions | SEEKING/SHARING INFORMATION <ul style="list-style-type: none"> • Ask for information on a range of topics • Converse with sensitivity and respect of individual, situation, audience • Read/View and respond to a variety of texts and media • Interpret a variety of texts on unfamiliar topics in guided situations • Select information relating to personal interests • Choose, read, view, and understand a range of fiction and non-fiction texts, including visual texts, presented via various media in order to meet a range of needs • Provide personal and critical responses to various texts |

| | GRADE 6 | GRADE 7 | GRADE 8 |
|--------------------------------|---|---|---|
| STRAND: ORAL COMMUNICATION | SKILL DESCRIPTORS | | |
| | BIG IDEA: SPEAK, LISTEN, COMMUNICATE, INTERACT | | |
| | Ask for and provide information in social and school settings with some accuracy. | Ask for and provide information in social and school settings with some accuracy. | Ask for and provide information in social and school settings with some accuracy. |
| STRAND: READING & VIEWING | SKILL DESCRIPTORS | | |
| | BIG IDEA: READ, COMPREHEND, RESPOND, INTERPRET | | |
| | Read, comprehend, respond, and interpret a variety of texts. | Read, comprehend, respond, and interpret a variety of texts. | Read, comprehend, respond, and interpret a variety of texts. |
| STRAND: WRITING & REPRESENTING | SKILL DESCRIPTORS | | |
| | BIG IDEA: CREATE SIMPLE TEXTS | | |
| | Produce simple, connected texts on familiar topics of personal interest. | Produce simple, connected texts on familiar topics of personal interest. | Produce simple, connected texts on familiar topics of personal interest. |

FRENCH IMMERSION LANGUAGE ARTS

(Grade 1 Entry)

Learners are developing autonomy in their use of French and are embracing the concept of bilingualism. Lessons are structured using a comprehensive literacy approach whereby learners, with the support of the educator, develop skills and competencies in oral language, reading, and writing. Learners are engaged in authentic and personalized learning experiences. They can speak with confidence about subjects with which they have prior knowledge, and participate in conversations on familiar and studied subjects, subjects of personal interest, some current events, and concepts explored through other subject areas.

| CONTEXTS | LITERACY ENGAGEMENT: USING LANGUAGE AUTHENTICALLY AND IDENTIFYING AS A READER AND A WRITER | | |
|----------|--|---|---|
| CONCEPTS | ENGAGING AS AN ORAL COMMUNICATOR IN FRENCH <ul style="list-style-type: none"> Engaging in authentic communication regarding subjects related to daily life, current events, personal interests, studied subjects, topics from the imagination, and topics important to adolescents | ENGAGING AS A READER IN FRENCH <ul style="list-style-type: none"> Engaging with reading materials of various types and genres | ENGAGING AS A WRITER IN FRENCH <ul style="list-style-type: none"> Developing skills needed for writing in French, such as vocabulary building, literary style, precision, and critical thinking |

| | GRADE 6 | GRADE 7 | GRADE 8 |
|---------------------------------------|---|--|--|
| | SKILL DESCRIPTORS (B1.1) | SKILL DESCRIPTORS (B1.1-B1.2) | SKILL DESCRIPTORS (B1.2) |
| STRAND: SPEAKING AND LISTENING | BIG IDEA: ORAL COMPREHENSION | | |
| | Demonstrate understanding of different oral texts on a variety of topics using comprehension strategies. | Demonstrate understanding of increasingly complex oral texts on a variety of topics using comprehension strategies. | Demonstrate understanding of increasingly complex oral texts on a variety of topics using comprehension strategies. |
| | BIG IDEA: ORAL PRODUCTION AND INTERACTION | | |
| | Share information, knowledge, ideas, and opinions on a variety of topics using various types of presentations and/or exchanges. | Share information, knowledge, ideas, and opinions on a variety of topics using various types of presentations and/or exchanges. | Share information, knowledge, ideas, and opinions on a variety of topics using various types of presentations and/or exchanges. |
| | Use oral language with increased accuracy, fluency, coherence, and more sophisticated vocabulary when speaking about a variety of topics. | Demonstrate accuracy, fluency, coherence, and use of more sophisticated vocabulary consistently when speaking about a variety of topics. | Demonstrate accuracy, fluency, coherence, and use of more sophisticated vocabulary consistently when speaking about a variety of topics. |
| | BIG IDEA: MULTILINGUAL IDENTITIES AND CULTURAL APPRECIATION | | |
| | Describe how languages and cultures shape learners' own evolving identities and worldviews. | Describe how languages and cultures shape learners' own evolving identities and worldviews. | Describe how languages and cultures shape learners' own evolving identities and worldviews. |

| | SKILL DESCRIPTORS (B1.1) | SKILL DESCRIPTORS (B1.1-B1.2) | SKILL DESCRIPTORS (B1.2) |
|--|--|--|--|
| STRAND: READING AND VIEWING | BIG IDEA: VOCABULARY | | |
| | Use expanding vocabulary knowledge to support reading and comprehension of increasingly complex and diverse texts. | Use expanding vocabulary knowledge to support reading and comprehension of increasingly complex and diverse texts. | Use expanding vocabulary knowledge to support reading and comprehension of increasingly complex and diverse texts. |
| | BIG IDEA: FLUENCY AND ACCURACY | | |
| | Use various strategies to read more complex and diverse texts with increased fluency and accuracy. | Read a variety of complex texts with sustained accuracy and fluency. | Read a variety of complex texts with sustained accuracy and fluency. |
| | BIG IDEA: COMPREHENSION | | |
| Critically engage with a variety of more complex and diverse texts using comprehension strategies. | Critically engage with a variety of more complex and diverse texts using comprehension strategies. | Critically engage with a variety of more complex and diverse texts using comprehension strategies. | |
| BIG IDEA: MULTILINGUAL IDENTITIES AND CULTURAL APPRECIATION | | | |
| Identify how languages and cultures shape learners' own evolving identities and worldviews in written texts. | Identify how languages and cultures shape learners' own evolving identities and worldviews in written texts. | Analyze how languages and cultures shape learners' own evolving identities and worldviews in written texts. | |
| STRAND: WRITING & REPRESENTING | BIG IDEA: WRITTEN PRODUCTION | | |
| | Write different types of texts about a variety of topics using the writing process. | Write different types of texts about a variety of topics using the writing process. | Write different types of texts about a variety of topics using the writing process. |
| | BIG IDEA: WRITING TRAITS | | |
| | Apply the writing traits to strengthen the quality of various writing pieces on different topics. | Apply the writing traits to strengthen the quality of various writing pieces on different topics. | Apply the writing traits to strengthen the quality of various writing pieces on different topics. |
| BIG IDEA: MULTILINGUAL IDENTITY AND CULTURAL APPRECIATION | | | |
| Identify as a multilingual writer. | Identify as a multilingual writer. | Identify as a multilingual writer. | |

FRENCH IMMERSION LANGUAGE ARTS

(Grade 6 Entry)

Learners engage in a wide variety of activities to increase language proficiency while developing skills and competencies in oral language, reading, and writing. Learning experiences are personalized, authentic, and engaging. Learners build language skills through participation in modeled interactions, use reading strategies to understand texts, and apply critical thinking skills to make inferences and predictions. They use modeled writing tools to develop skills for supported writing.

| | | | |
|-----------------|--|--|---|
| CONTEXTS | LITERACY EXPERIMENTATION: NURTURING THE DEVELOPMENT OF THE SECOND LANGUAGE AND IDENTIFYING AS A READER AND WRITER. | | |
| CONCEPTS | LEARN AND USE A SECOND OR ADDITIONAL LANGUAGE <ul style="list-style-type: none"> Intentionally communicating Reflecting and interacting in French with the world around us. Embracing the concept of bilingualism or plurilingualism Sharing information and ideas on familiar topics, personal interests, and concepts explored in other fields Maintaining conversations about concepts learned in class and those that spark personal interest. | IDENTIFY YOURSELF AS A READER <ul style="list-style-type: none"> Interacting with various types and genres of text Reading and exploring French expressions and stories | IDENTIFY YOURSELF AS A WRITER <ul style="list-style-type: none"> Developing skills from an emerging writer Integrating vocabulary learned through a variety of subjects in written productions |

| | GRADE 6 | GRADE 7 | GRADE 8 |
|---|---|---|--|
| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
| STRAND: SPEAKING & LISTENING | BIG IDEA: ORAL COMPREHENSION | | |
| | Use listening strategies to understand the overall meaning of a simple message in a familiar and academic context. | Use listening strategies to understand the overall meaning and essential details of a simple message in a variety of contexts that include elements of Francophone culture. | Use listening strategies to understand the overall meaning and essential details of a simple message in a variety of contexts that include elements of Francophone culture. |
| STRAND: SPEAKING & LISTENING | BIG IDEA: ORAL PRODUCTION AND INTERACTION | | |
| | Present knowledge and preferences on familiar and academic topics using a variety of sentence structures and vocabulary learned. Express knowledge, ideas, feelings, and opinions with simple justifications on familiar topics and interests using a variety of sentence structures and learned vocabulary. Actively participate in conversations related to familiar and academic topics using a variety of sentence structures and learned vocabulary. Recognize spoken sounds. | Present knowledge of familiar, academic, and interesting topics using a variety of sentence structures and appropriate vocabulary in various formats. Express knowledge, ideas, feelings and opinions with simple justifications on familiar topics and interests using a variety of sentence structures, appropriate vocabulary, and expressions of Francophone culture. Actively participate in and maintain conversations related to familiar and academic topics using a variety of sentence structures and appropriate vocabulary. Recognize and produce spoken sounds. | Present knowledge of familiar, academic, and interesting topics using a variety of sentence structures and appropriate vocabulary in various formats. Express knowledge, ideas, feelings, and opinions with simple justifications on familiar topics and interests using a variety of sentence structures, appropriate vocabulary, and expressions of Francophone culture. Actively participate in and maintain conversations related to familiar and academic topics using a variety of sentence structures and appropriate vocabulary. Recognize and produce spoken sounds. |

| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
|---|--|--|--|
| STRAND: READING & VIEWING | BIG IDEA: READING | | |
| | Make connections between spoken sounds (phonemes) and written sounds (graphemes). | Make connections between spoken sounds (phonemes) and written sounds (graphemes). | Make connections between spoken sounds (phonemes) and written sounds (graphemes). |
| | Use strategies appropriate to the complexity of a text to comprehend its message/meaning. | Use strategies appropriate to the complexity of a text to comprehend its message/meaning. | Use strategies appropriate to the complexity of a text to comprehend its message/meaning. |
| | Use strategies appropriate to the complexity of the vocabulary in a text to comprehend unfamiliar words. | Use strategies appropriate to the complexity of the vocabulary in a text to comprehend unfamiliar words. | Use strategies appropriate to the complexity of the vocabulary in a text to comprehend unfamiliar words. |
| | Use strategies appropriate to the complexity of a text to read accurately and fluently. | Use strategies appropriate to the complexity of a text to read accurately and fluently. | Use strategies appropriate to the complexity of a text to read accurately and fluently. |
| STRAND: WRITING & REPRESENTING | BIG IDEA: PRODUCTION | | |
| | Write simple texts about familiar topics. | Write texts about topics of interest and academic topics. | Write texts about topics of interest and academic topics. |
| | Write simple texts following the phases of the writing process as modelled by the educator. | Write simple texts following the phases of the writing process as modelled by the educator. | Write texts following the phases of the writing process. |
| | Write simple texts using the writing traits from model texts. | Write texts using the writing traits from model texts. | Write texts using the writing traits from model texts. |

MATHEMATICS

Learners work individually, with partners, or in teams within the context of critical thinking, reasoning and justification, and problem solving. They calculate percent, rate, and probability, and work with increasingly bigger and smaller numbers, interpret graphs, and critique data. Learners develop their understanding, communicate, and justify through concrete, pictorial, and/or symbolic representations of mathematics. Problem solving includes the use of mathematical tools (manipulatives), graphing, written work, and technology. Learners enact prior mathematics knowledge, create, and ask questions while applying understanding to concepts and events in their lives and other subject areas. Increasingly complex and formal mathematics allows learners to quantify and organize their world.

| CONCEPTS | APPLICATION | | | |
|----------|---|---|---|---|
| | STRATEGIES | PROCESSES | FLUENCY | COMMUNICATION |
| | <ul style="list-style-type: none"> Determining when to use algorithms, mental procedures, technology/ tools, or other strategies Determining appropriate units of measure Discovering the most efficient strategies Determining the reasonableness of an answer and explaining thinking or rules Verifying solutions with substitution | <ul style="list-style-type: none"> Developing mathematical rules and algorithms Using manipulatives Modeling Determining unit rate Creating graphs | <ul style="list-style-type: none"> Conversion between formats, representations, and equivalents of numbers Ways to present information/data Automaticity (with perfect squares) Scale | <ul style="list-style-type: none"> Representing mathematics concretely, pictorially, and symbolically Algebraic expressions Using formal mathematical vocabulary Using formal mathematical symbols Decimal notation Bar notation Introducing terms repeating and period Equations Using variables Using coefficients Using the congruence symbol |

| | GRADE 6 | GRADE 7 | GRADE 8 |
|---|--|--|--|
| | SKILL DESCRIPTORS | | |
| STRAND: NUMBER | BIG IDEA: NUMBER SENSE | | |
| | Describe numbers, ways of representing numbers, relationships among numbers, and number systems. | Describe numbers, ways of representing numbers, relationships among numbers, and number systems. | Describe numbers, ways of representing numbers, relationships among numbers, and number systems. |
| | Describe percentage, ratio and rate. | | |
| | BIG IDEA: OPERATIONS | | |
| Add, subtract, multiply and divide decimals to solve problems (1-digit whole number multipliers and 1-digit natural number divisors). | Add and subtract positive and negative integers to solve problems. | Multiply and divide integers to solve problems (2-digit by 1- digit). | |
| Add, subtract, multiply, and divide fractions and mixed numbers to solve problems (limited to positive sums and differences). | Add, subtract, multiply, and divide decimals to solve problems (1-digit divisors and 2-digit multipliers). | Apply the order of operations (including whole numbers, integers, positive fractions, mixed numbers, decimals, and percent). | |
| Apply the order of operations (excluding exponents). | Add, subtract, multiply, and divide positive fractions and mixed numbers to solve problems. | | |

| | GRADE 6 | GRADE 7 | GRADE 8 |
|---|---|---|---|
| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
| STRAND: STATISTICS & PROBABILITY | BIG IDEA: DATA ANALYSIS | | |
| | Collect data. Justify elements and compare graphs to solve problems. Identify points and transformations in the first quadrant of the Cartesian Plane using whole number ordered pairs. | Calculate measures of central tendency to solve problems. Use tables of values and compare graphs to solve problems. Identify points and transformations in the four quadrants of the Cartesian Plane using integral ordered pairs. | Compare and critique the presentation of data. Analyze two-variable linear relations and compare graphs to solve problems. |
| | BIG IDEA: CHANCE AND UNCERTAINTY | | |
| | Determine the probability of outcomes occurring in probability experiments to solve problems. | Determine the probability of outcomes occurring in probability experiments to solve problems. | Determine the probability of outcomes occurring in probability experiments to solve problems. |
| STRAND: PATTERNS & RELATIONS | BIG IDEA: ALGEBRA | | |
| | Develop equations using letter variables. | Solve linear equations. | Solve linear equations. |
| STRAND: SHAPE & SPACE | BIG IDEA: MEASUREMENT | | |
| | Apply formulae to solve problems. Describe angles. | Perform geometric constructions. | Apply formulae to solve problems. Apply properties of circles to solve problems. Apply the Pythagorean Theorem to solve problems. |
| | BIG IDEA: 2-D SHAPES AND 3-D OBJECTS | | |
| | Describe 3-D Objects. | Draw and verify nets. | |

MUSIC

In Music, learners continue to expand their ability to connect music learning to personal experiences and/or background. They compose independently with few prompts, explore the role of music in society, and consider its power to effect change in individuals and groups. While developing competency in some instruments and learning new skills on others, learners create and compose their own music and continue to develop communication through selecting songs which reflect a mood or purpose. Learners create, connect, and communicate through music with increasing confidence as performers and creators.

| CONTEXTS | APPLICATION | | |
|----------|--|---|---|
| CONCEPTS | CREATE <ul style="list-style-type: none"> • Compose music with skill and purpose • Compose music in a variety of genres • Compose music using a variety of technologies • Develop aural skills to support performance and composition • Develop proficiency in performance | CONNECT <ul style="list-style-type: none"> • Connect the ways music is important to communication, history and understanding each other | COMMUNICATE <ul style="list-style-type: none"> • Analyze artistic intent to determine meaning |

GRADE 6 - GRADE 8

| SKILL DESCRIPTORS | |
|--------------------------------|--|
| STRAND: CREATE | BIG IDEA: COMPOSITION Analyze the elements of music to compose music using a variety of sound sources and repertoire. |
| | BIG IDEA: AURAL LITERACY Analyze the elements of music to develop aural literacy using a variety of sound sources and repertoire. |
| | BIG IDEA: APPLICATION AND PERFORMANCE Create and present expressive products for a range of audiences and purposes. |
| STRAND: CONNECT | BIG IDEA: ART AND CULTURE Describe the role of music in creating, expressing, recording, and reflecting culture and human experiences. |
| | BIG IDEA: ART FORM RELATIONSHIPS Compare the relationship between music and other art forms. |
| STRAND: COMMUNICATE | BIG IDEA: REFLECT AND RESPOND Analyse artistic intent in their own and others' expressive works. |

PERSONAL WELLNESS

In Personal Wellness, learners examine their own personal health and how their choices and habits impact personal wellness. They learn the importance of making meaningful connections with their peers while respecting individual choices, lifestyles, and beliefs. Learners examine social, emotional, and cognitive changes associated with adolescence and how those choices impact relationships, personal safety, and mental health. Understanding social, emotional, and cognitive changes through puberty enables learners to make healthy life choices.

| CONTEXTS | SELF-CARE AND WELL-BEING | | WHO YOU ARE MATTERS | | PERSONAL CONNECTIONS |
|-----------------|---|---|--|--|---|
| CONCEPTS | WELLNESS <ul style="list-style-type: none"> Health habits – impact on self and community Use and misuse of substances, food, and screen time Boundaries | MENTAL FITNESS <ul style="list-style-type: none"> Mental health and resilience Decision-making | HUMAN GROWTH AND DEVELOPMENT GRADE 6 <ul style="list-style-type: none"> Healthy sexuality and self-image Reproduction GRADE 7/8 <ul style="list-style-type: none"> Healthy sexuality and self-image Sexual health, contraception, abstinence, STBBIs | RELATIONSHIPS <ul style="list-style-type: none"> Healthy communication and emotional regulation Bullying and conflict Rights, justice, and injustice Anti-discrimination, bias, and stereotypes | CAREER CONNECTED LEARNING <ul style="list-style-type: none"> Developing personal interests, skills, and competencies Labour market information Career pathways and career conversations |

| STRAND: WELLNESS | GRADE 6 | GRADE 7 | GRADE 8 |
|------------------|---|---|--|
| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
| | BIG IDEA: HEALTHY LIFESTYLE | | |
| | Examine personal health habits and their impact on the seven domains of wellness. | Describe the impact of health habits on self and community. | Evaluate the impact of health habits on self and community well-being. |
| | BIG IDEA: HELPFUL AND HARMFUL CHOICES | | |
| | Describe factors that influence food, substance, and screen time use/misuse. | Describe the impacts of food, substance, and screen time use/misuse on health and well-being. | Evaluate the impacts of food, screen time, and substance use/misuse on self and community. |
| | BIG IDEA: PERSONAL SAFETY | | |
| | Explain how media and technology influence health and well-being. | Examine how media and technology influence health and well-being. | Evaluate how media and technology influence the health and well-being of self and community. |

| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
|---|---|---|--|
| STRAND: HUMAN GROWTH & DEVELOPMENT | BIG IDEA: PERSONAL GROWTH | | |
| | Explain the four stages of pregnancy: preconception, fertilization, gestation, and childbirth. | Describe social, emotional, and cognitive changes associated with adolescence. | Discuss care, sensitivity, and respect for the changes during adolescence that are unique and occur at different rates for everyone. |
| | BIG IDEA: HEALTHY SEXUALITY | | |
| | Identify sexuality as a natural part of being human throughout one's lifespan. | Discuss how thoughts, feelings, and behaviours associated with sexuality are natural and occur throughout one's lifespan. | Examine the knowledge, responsibilities, and skills necessary to make informed decisions about becoming sexually active. |
| STRAND: MENTAL FITNESS | BIG IDEA: SELF IMAGE | | |
| | Discuss how media influence individual beliefs about self image. | Discuss how media present messages about sexuality and relationships that can influence body image and self-worth. | Analyze how media present messages about bodies, sexuality, and relationships. |
| | BIG IDEA: POSITIVE MENTAL HEALTH | | |
| STRAND: MENTAL FITNESS | Describe strategies to maintain positive mental health. | Analyze the impact of mental health on well-being. | Evaluate behaviours/ environments that help foster positive mental health and build resilience. |
| | BIG IDEA: DECISION-MAKING | | |
| | Describe how decision-making impacts personal wellness. | Analyze how decision-making impacts personal wellness. | Assess how decision-making impacts personal wellness. |
| | Discuss decision-making about money. | Describe the five components of financial literacy. | Explore the five components of financial literacy. |
| STRAND: RELATIONSHIPS | BIG IDEA: HEALTHY RELATIONSHIPS | | |
| | Discuss characteristics of healthy relationships. | Describe strategies to build and maintain healthy relationships. | Apply strategies to build and maintain healthy relationships. |
| | BIG IDEA: BULLYING AND CONFLICT | | |
| | Identify differences between conflict and bullying. | Develop skills for responding to conflict, bullying, and violence. | Evaluate factors and influences that contribute to a safe society. |
| STRAND: RELATIONSHIPS | BIG IDEA: ANTI-DISCRIMINATION | | |
| | Identify ways to promote anti-discrimination. | Examine ways to promote anti-discrimination. | Assess ways to promote anti-discrimination. |
| | BIG IDEA: THINKING ABOUT POTENTIAL CAREER PATHWAYS | | |
| STRAND: CAREER CONNECTED LEARNING | Demonstrate an informed vision for the future linked to own interests, preferences, values and abilities. | Demonstrate an informed vision for the future linked to own interests, preferences, values and abilities. | Demonstrate an informed vision for the future linked to own interests, preferences, values and abilities. |
| | BIG IDEA: EXPLORING POTENTIAL CAREER PATHWAYS | | |
| | Critically investigate and describe the labour market and preferred career pathways. | Critically investigate and describe the labour market and preferred career pathways. | Critically investigate and describe the labour market and preferred career pathways. |
| | BIG IDEA: EXPERIENCING POTENTIAL CAREER PATHWAYS | | |
| Engage in frequent and ongoing career connected experiential learning to learn about preferred career pathways and develop personal competencies. | Engage in frequent and ongoing career connected experiential learning to learn about preferred career pathways and develop personal competencies. | Engage in frequent and ongoing career connected experiential learning to learn about preferred career pathways and develop personal competencies. | |

PHYSICAL EDUCATION

Physical Education learners set goals and make positive choices about their own physical wellness and well-being and seek out increased opportunities for healthy decision making. They demonstrate understanding about the importance of safety and procedure through their actions and participation in guided and self-directed activities. Learners develop increased efficiency and effectiveness of movement skills and concepts. They take previously learned skills and transfer them to more complex situations. 30 minutes of structured daily physical education time is recommended to build endurance, strength, balance, and flexibility. This will support immediate and long-term health and well-being.

| CONTEXTS | REFINEMENT | | |
|----------|---|---|---|
| CONCEPTS | SKILLS AND CONCEPTS <ul style="list-style-type: none"> Refine fundamental movement skills (locomotor, manipulative, stability, and balance) to specific activities in multiple environments | STRATEGIES AND TACTICS <ul style="list-style-type: none"> Apply specific strategies and tactics to a variety of activities and games in multiple environments | WELL-BEING <ul style="list-style-type: none"> Define well-being for own self and create SMART goals to enhance it |

| | GRADE 6 | GRADE 7 | GRADE 8 |
|---|--|---|--|
| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
| STRAND: SKILLS & CONCEPTS | BIG IDEA: MOVEMENT | | |
| | Refine movement concepts with a variety of activities alone and with others. | Combine movement concepts with a variety of activities alone and with others. | Evaluate movement concepts with a variety of activities, alone and with others. |
| | BIG IDEA: STABILITY AND BALANCE | | |
| | Refine principles of stability and balance, on a variety of surfaces while participating in activities. | Refine principles of stability and balance, on a variety of surfaces while participating in activities. | Evaluate principles of stability and balance, on a variety of surfaces while participating in activities. |
| | BIG IDEA: FUNDAMENTAL LOCOMOTOR AND MANIPULATIVE SKILLS | | |
| | Apply combinations of fundamental locomotor skills and fundamental manipulative skills in more complex activities and in various environments. | Extend combinations of fundamental locomotor skills and fundamental manipulative skills in more complex activities and in various environments. | Integrate combinations of fundamental locomotor skills and fundamental manipulative skills in complex activities and various environments. |
| STRAND: STRATEGIES & TACTICS | BIG IDEA: STRATEGIES AND TACTICS | | |
| | Apply strategies and tactics in a variety of games, activities, and environments. | Apply strategies and tactics in a variety of games, activities, and environments. | Apply strategies and tactics in a variety of games, activities, and environments. |

| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
|---------------------------|---|---|---|
| STRAND: WELL-BEING | BIG IDEA: SOCIAL-EMOTIONAL SKILLS | | |
| | Apply social-emotional skills used in learning and performing physical activities, alone and with others. | Analyze social-emotional skills used in learning and performing physical activities, alone and with others. | Analyze social-emotional skills used in learning and performing physical activities, alone and with others. |
| | BIG IDEA: PHYSICAL FITNESS CONCEPTS | | |
| | Apply physical fitness concepts to construct personal wellness goals. | Apply personal wellness SMART goals that use fitness concepts. | Apply personal wellness SMART goals that use fitness concepts and principles. |

SCIENCE

Learners generate inquiries, investigate problems, find solutions, and create prototypes. Learners apply critical thinking and scientific literacy to their investigations to the concepts of wayfinding, Earth surface processes, and human presence in the solar system. Through hands-on inquiry, learners transfer science and technological understandings to situational contexts through the Sustainable Development Goals. Learners are provided opportunities to demonstrate proficiency in developing and using models, planning and conducting investigations, analyzing and interpreting data, designing solutions, and engaging in argument from evidence. Communication of experimental findings involve creative multi-modal forms of presentation.

| CONTEXTS | APPLICATION | | |
|----------|--|---|---|
| CONCEPTS | 6 WAYFINDING: MAKING SENSE OF YOUR WORLD <ul style="list-style-type: none"> Behaviour and properties of light, sound and olfactory receptors | 7: EARTH SURFACE PROCESSES <ul style="list-style-type: none"> Particle model of matter Quantitative analysis of physical properties Energy transfer and conservation Heating curve | 8 BEYOND EARTH: HUMAN PRESENCE IN THE SOLAR SYSTEM <ul style="list-style-type: none"> Qualitative descriptions of motion Force as a physical property Forces and interactions |
| | <ul style="list-style-type: none"> Interactions among sense organs, nerves and the brain enabling organisms to predict, analyse, and respond to changes in their environments Information processing | <ul style="list-style-type: none"> Weather systems and climate Earth systems Definitions Cycles Water in the atmosphere Quantitative analysis Weather patterns Meteorology | <ul style="list-style-type: none"> Laws of Motion definitions Law of Gravity Newton's Laws |
| | <ul style="list-style-type: none"> Wayfinding technologies Corrective technologies Adaptive technologies | <ul style="list-style-type: none"> Correct use of equipment and tools Conducting field work and investigations safely Emergency preparedness, severe weather | <ul style="list-style-type: none"> Solar system, movement of celestial body, types of celestial objects Space travel Living and working in space |
| | <ul style="list-style-type: none"> Correct use of equipment and tools Conducting field work and investigations safely Safety and prevention practices Sensory processing issues | <ul style="list-style-type: none"> Climate science basics, climate resilience Global climate systems, local and global impacts Technology for good, mitigation and adaptation simulations Impact analysis across spatial and temporal scales, impact of geographic locale on weather, impact of weather on land and infrastructure Life and career pathways Science and the UN Sustainable Development Goals 11, 13, 14, 15 | <ul style="list-style-type: none"> Robotics Remote sensing, telescopes, RADARSTAT satellites, etc. |
| | | | |

| | | | |
|--|---|---|--|
| | <ul style="list-style-type: none"> • Health and well-being of self • Empathy for those with sensory impairments, sensory processing issues, sensory seeking, sensory avoiding • Life and career pathways • Science and the UN Sustainable Development Goals 3, 10, 14, 15 | <ul style="list-style-type: none"> • Provincial weather sensor array | <ul style="list-style-type: none"> • Correct use of equipment and tools • Conducting field work and investigations safely • Space hazards |
| | <ul style="list-style-type: none"> • Design challenge • Ecological systems | | <ul style="list-style-type: none"> • Human survival, zero-gravity • History of space exploration • Exosphere (space) traffic • Cost-benefit analysis of space exploration • Life and career pathways • Science and the UN Sustainable Development Goals 3, 9, 13, 17 |
| | | | <ul style="list-style-type: none"> • Space technology and innovation used in everyday life • Space technologies and climate change |

| | GRADE 6 | GRADE 7 | GRADE 8 |
|--|--|--|--|
| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
| STRAND: SCIENTIFIC LITERACY | BIG IDEA: INVESTIGATION | | |
| | <p>Plan investigations to answer questions about relationships between and among variables observed in natural and technical sensory systems.</p> <p>Collect and represent data using tools and methods appropriate for investigations of natural and technical sensory systems.</p> | <p>Plan investigations to answer questions about relationships between and among variables observed in matter and earth surface processes.</p> <p>Collect and represent data using tools and methods appropriate for investigations of matter and earth surface processes.</p> | <p>Plan investigations to answer questions about relationships between and among variables observed in motion and stability, the laws of motion, and space exploration.</p> <p>Collect and represent data using tools and methods appropriate for investigations of motion and stability, the laws of motion, and space exploration.</p> |
| | BIG IDEA: SENSEMAKING | | |
| | Analyze and interpret qualitative and quantitative data to construct explanations and conclusions. | Analyze and interpret qualitative and quantitative data to construct explanations and conclusions. | Analyze and interpret qualitative and quantitative data to construct explanations and conclusions. |
| STRAND: LEARNING & LIVING SUSTAINABLY | BIG IDEA: COMMUNICATION | | |
| | Communicate procedure, result, and conclusion using a variety of media and working collaboratively. | Communicate procedure, result, and conclusion using a variety of media and working collaboratively. | Communicate procedure, result, and conclusion using a variety of media and working collaboratively. |
| | BIG IDEA: RESPONSIBLE AND SUSTAINABLE APPLICATION | | |
| | Apply scientific and technological knowledge and an understanding of sustainable practices responsibly with respect to natural and technical sensory systems | Apply scientific and technological knowledge and an understanding of sustainable practices responsibly with respect to matter and earth surface processes. | Apply scientific and technological knowledge and an understanding of sustainable practices responsibly with respect to motion and stability, the laws of motion, and space exploration. |

SOCIAL STUDIES

Social Studies focuses on exploring local connections to world cultures and researching and problem-solving for enduring social and climate issues. Learners engage in participatory citizenship and explore civics in their region and around the globe including elections, the democratic process, and civic engagement. Learners develop an increasing sense of agency and can see where their unique skills and gifts may be needed. Interconnections between regions and peoples become more apparent to the learners when they celebrate what makes their own regions and heritages unique while also acknowledging the roots of pervasive issues, historical wrongdoing, and enduring challenges. They engage thoughtfully and meaningfully with issues of sustainability, commemoration, representation, and rights.

| CONTEXTS | ATLANTIC CANADA AND THE WORLD; CULTURES; EMPOWERMENT | | | | |
|----------|---|--|---|--|--|
| CONCEPTS | GEOGRAPHY | HISTORY | CIVICS | WABANAKI | ECONOMICS |
| | <ul style="list-style-type: none"> Physical features and weather patterns in the Atlantic region Relative location, absolute location, latitude, longitude, coordinates, scale, time zone, physical feature, and cultural feature Cultural, ethnic, and linguistic groups in the Atlantic region Surface, shallow, and deep culture Cross-cultural understanding and stereotypes The lands and peoples of British North America Treaties and treaty rights | <ul style="list-style-type: none"> Cross-cultural understanding in the Atlantic region Stereotyping, discrimination, and racism How migration influences culture Historically diverse regions of the world The African Diaspora Enslavement and resistance Confederation Emancipation and abolitionism The Red River and Northwest Resistances; the pass system; and the National Policy Canada's discriminatory immigration laws World War I | <ul style="list-style-type: none"> Civic engagement Lobby groups, NGOs, power of the ballot, political activism, and party politics Global communities and interdependence in Atlantic Canada Political, economic, technological, and cultural systems The Holocaust The UN Declaration of Human Rights; the Canadian Charter of Rights and Freedoms; the NB Human Rights Act Empowerment Government and governance in Canada Development of children's rights, labour rights, women's rights, and social reform movements | <ul style="list-style-type: none"> Reconciliation and resiliency Worldviews, languages, cultures, and traditions of Wabanaki people Ceremonial medicines Oral traditions Appreciation vs. appropriation Impact of national policies, treaties, and the Indian Act on Wabanaki peoples Wabanaki experiences of displacement and poverty Impacts of colonization on languages, emotional and mental health Indian Residential and Day Schools | <ul style="list-style-type: none"> Atlantic Canadian and global economics Federal, provincial, and municipal services Taxation Economic opportunities and challenges Distribution of wealth around the world Poverty Colonialism Income inequality Practices that lead to economic empowerment Land and natural resources as commodities Economic trends and sustainability |

| | GRADE 6 | GRADE 7 | GRADE 8 |
|---|--|---|---|
| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
| STRAND: GEOGRAPHY | BIG IDEA: METHODS AND TOOLS | | |
| | Locate the Atlantic Region in relation to other regions. Investigate the physical features and weather patterns of the Atlantic Region. | | |
| | BIG IDEA: HUMAN SYSTEMS AND INTERACTIONS | | |
| | Examine contemporary cultures in the Atlantic region and their connections to other global cultures. Investigate the cultural, ethnic, and linguistic groups the Atlantic Region. | Assess how worldview and culture influence identity. Investigate the importance of cross-cultural understanding. | Describe, using primary and secondary sources, the living conditions for peoples living in British North America. |
| STRAND: HISTORY | BIG IDEA: EVENTS AND PEOPLES | | |
| | Investigate the history of cross-cultural understanding in the Atlantic region. | Research historically diverse regions of the world. | Research the lives of early Black inhabitants in the Atlantic region. Explain how the expansion and development of Canada affected various peoples and regions. Analyze the struggle for empowerment by groups immigrating to Canada. |
| | BIG IDEA: SOURCES AND METHODS | | |
| | | | Analyze the causes and consequences of Confederation. |
| STRAND: CIVICS | BIG IDEA: POWER AND GOVERNANCE | | |
| | Explain how peoples in the Atlantic region shape political culture by exercising power and influencing political decisions. | | Develop a concept of empowerment. Analyze how Wabanaki governance empowered Wabanaki peoples. |
| | BIG IDEA: RIGHTS AND RESPONSIBILITIES | | |
| | | Examine selected human rights issues relating to human rights legislation around the world. | Research the development of rights and social reform movements in Canada. |
| BIG IDEA: CIVIC ENGAGEMENT | | | |
| Explain how peoples in the Atlantic region are members of global communities. | Take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens. | Take age-appropriate actions to demonstrate understanding of social, political, or cultural issues facing youth today. | |

| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
|--------------------------|--|---|--|
| STRAND: WABANAKI | BIG IDEA: TREATY EDUCATION | | |
| | | | |
| | BIG IDEA: RECONCILIATION | | |
| | Explore the impacts of reconciliation in the Atlantic region. | | Describe the impact of contact and colonization on Wabanaki empowerment. |
| STRAND: ECONOMICS | BIG IDEA: IDENTITY | | |
| | | Discuss the worldviews, languages, cultures, and traditions of Wabanaki peoples with respect. | |
| | BIG IDEA: SUSTAINABILITY | | |
| | Analyze local, regional, and global economic patterns and related issues that are challenging the Atlantic region. | | Assess practices and commodities that lead to economic empowerment. |
| STRAND: ECONOMICS | BIG IDEA: SYSTEMS | | |
| | Discuss the role of economics in the Atlantic region. | Analyze the effects of the distribution of wealth around the world. | |
| | BIG IDEA: DECISION-MAKING | | |
| | Research trade and other economic linkages between the Atlantic region and national and global communities. | | |

TECHNOLOGY

Technology focuses on learners developing technology skills needed for personal wellness, self-sufficiency, and foundational skills for future technology learning. Learners will develop digital and applied technology skills for their own immediate and future needs as they develop self-awareness and autonomy. Working through project and problem-based learning situations, learners apply processes of design thinking and computational thinking to issues affecting them. Learners experience and interact with a variety of technological skill areas including coding, networking cooking, food production, design, repairing and maintaining items related to the technical world. This skill development will allow students to develop strengths and awareness in many technological competencies informing specialisation in the later years.

| CONTEXTS | EXPLORATION / DESIGN & EXPERIMENTATION / APPLICATION | | |
|----------|--|--|---|
| CONCEPTS | PRACTICAL SKILLS <ul style="list-style-type: none"> • Growing and preparing food • Maintaining and repairing clothing • Fire Safety • Personal Protective Equipment (PPE) • Safe work habits and procedures • Hand and power tool skill development • Measuring, layout, and design • Material processing • Finishing techniques | INFORMATION TECHNOLOGY SKILLS <ul style="list-style-type: none"> • Coding • Computer repair • Data transfer and storage • Cyber security • Digital communication | DESIGN THINKING SKILLS <ul style="list-style-type: none"> • Needs assessments • Project management • Troubleshooting • Reporting |

| | GRADE 6 | GRADE 7 | GRADE 8 |
|---|--|--|---|
| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
| STRAND: PRACTICAL SKILLS | BIG IDEA: FOOD PREPARATION AND SAFETY | | |
| | Explore techniques used to grow food. Explore ways to prepare and store food safely. | Develop techniques used to grow food. Develop preparation skills and maintain food safely. | Develop techniques used to grow food. Develop preparation skills and maintain food safely. |
| | BIG IDEA: TEXTILE CARE AND REPAIR | | |
| | Explore techniques to clean, repair, and maintain clothing. | Explore techniques to clean, repair, and maintain clothing. | Develop techniques to clean, repair, and maintain clothing. |
| | BIG IDEA: SAFETY | | |
| Investigate fire safety procedures. Identify and practice safe work habits. | Apply fire safety procedures. Identify and demonstrate safe work habits. | Apply fire safety procedures. Identify and demonstrate safe work habits. | |
| BIG IDEA: TOOL USE | | | |
| Demonstrate safe use, cleaning, and storage of basic hand tools. Explore a variety of measuring tools. Explore a variety of materials for projects. | Identify and use basic and specialty hand tools. Identify and use portable, cordless power tools. Measure materials using a variety of measuring tools. Select materials for projects including adhesives and finishes. | Identify and use basic and specialty hand tools. Identify and use portable, cordless power tools. Identify and use stationary power tools. Measure materials using a variety of measuring tools. Select and use materials, adhesives and finishes related to specific projects | |

| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
|--|--|---|---|
| STRAND: INFORMATION TECHNOLOGY SKILLS | BIG IDEA: DEVICES | | |
| | Identify parts of contemporary digital devices. | Integrate sensor input, computational algorithms, and output devices. | Disassemble and reassemble a computer. |
| | BIG IDEA: NETWORKING | | |
| | Identify technologies connecting networked devices and connections. | Identify technologies involving connecting networked devices and connections. | Distinguish between cloud data storage and local storage. |
| | BIG IDEA: COMPUTATIONAL PRACTICE | | |
| Apply basic coding skills to solve problems. | Apply basic coding skills to solve problems. | Represent data visually using coding scripts. | |
| STRAND: DESIGN THINKING SKILLS | BIG IDEA: DIGITAL CITIZENSHIP | | |
| | Apply cybersecurity knowledge to personal data. | Apply cybersecurity practices to hardening of computers. Identify ethical use of computing technology. | Distinguish between types of cybersecurity attacks. Use collaborative tools while working with others. |
| | BIG IDEA: PROBLEM SOLVING | | |
| | Construct and present a project within given parameters and with assistance. | Plan, execute and present a project within given parameters and with assistance. | Plan, execute and present a project within given parameters and with assistance. |

VISUAL ARTS

In Visual Arts, learners are encouraged to be creative and appreciative of the wealth of visual artwork in their environments. As personal identities continue to develop, expressions of self will frequently appear in their artwork; therefore, learners continue to build vocabulary to respectfully give and receive feedback. The introduction of different art styles and materials broadens their understanding of what it means to be an artist, extends their worldview by providing opportunities to reflect and build understanding of diverse perspectives, and helps to build confidence in themselves as creators. Learners build on previously learned skills and techniques, developing a foundational understanding of the elements and principles of art. This allows for personalization of the creative process through planning, testing, refining, problem-solving, and accepting that results are open to interpretation by others.

| CONTEXTS | APPLICATION | | |
|----------|---|--|--|
| CONCEPTS | CREATE <ul style="list-style-type: none"> • Create art with skill and purpose • Create art in a variety of genres • Create art using a variety of technologies • Develop skills to support making art in a specific medium | CONNECT <ul style="list-style-type: none"> • Connect the ways visual art is important to communication, history and understanding each other | COMMUNICATE <ul style="list-style-type: none"> • Analyse artistic intent to determine meaning • Justify choices in making art |

GRADE 6 - GRADE 8

| SKILL DESCRIPTORS | |
|----------------------------|--|
| STRAND: CREATE | BIG IDEAS: EXPLORATION AND PROCESS Analyze the elements of art and the principles of design to develop skills, language, techniques and processes. |
| | BIG IDEAS: APPLICATION AND PRODUCT Create and present expressive work for a range of audiences and purposes using a variety of art media including technology. |
| STRAND: CONNECT | BIG IDEAS: ART AND CULTURE Describe the role of visual art in creating, expressing, recording, and reflecting culture and human experiences. |
| | BIG IDEAS: ART FORM RELATIONSHIPS Compare the relationship between visual art and other art forms. |
| STRAND: COMMUNICATE | BIG IDEAS: REFLECT AND RESPOND Analyze artistic intent in their own and others' expressive works. |

WABANAKI LANGUAGES

Learners in Wabanaki Languages classes acquire the skills necessary to communicate with others for a variety of purposes while learning that language is more than everyday conversational exchanges. Wabanaki Languages revives, maintains, and preserves Wabanaki languages. Language is alive. It teaches the past and informs the present. Wabanaki language learning seeks to ensure that Wabanaki learners are proud of their culture. Through language, the worldviews, ceremonies, teachings, and philosophy of Wabanaki Peoples are preserved, revived, and restored to their rightful places.

| CONTEXTS | DEVELOPING WABANAKI LANGUAGE SKILLS | | |
|----------|--|---|--|
| CONCEPTS | COMMUNICATING <ul style="list-style-type: none"> Receiving and providing, instructions, directions, and other information Asking and answering questions Expressing thoughts, feelings, hopes, and goals | DEMONSTRATING KNOWLEDGE <ul style="list-style-type: none"> Providing information in social, cultural, and school settings Describe people, places, ideas, experiences, feelings, hopes and goals Describe talents, interests, hobbies, and personal knowledge | PRIDE IN IDENTITY <ul style="list-style-type: none"> Demonstrating pride in Wabanaki identity Participating in ceremony, and/or cultural activities |

| | GRADE 6 | GRADE 7 | GRADE 8 |
|--------------------------------|---|--|---|
| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
| STRAND: SPEAKING & LISTENING | BIG IDEA: SPEAK AND LISTEN | | |
| | Use and demonstrate an understanding of common expressions, instructions, directions and questions. | use and demonstrate understanding of simple, everyday expressions, directions, instructions and questions. | use and demonstrate understanding of everyday expressions, directions, instructions and questions with increasing complexity. |
| STRAND: SPEAKING & LISTENING | BIG IDEA: COMMUNICATE | | |
| | Communicate effectively in Mi'kmaw/Wolastoqey in a variety of situations and for a variety of purposes. | Communicate effectively in Mi'kmaw/Wolastoqey in a variety of situations and for a variety of purposes. | communicate in simple and routine tasks and handle very short social exchanges. |
| STRAND: READING & VIEWING | BIG IDEA: READ, COMPREHEND, INTERPRET | | |
| | Understand the meaning of basic written vocabulary utilizing visuals. | Read, comprehend, and interpret very simple texts on relevant topics. | demonstrate understanding of short simple texts on familiar topics. |
| STRAND: WRITING & REPRESENTING | BIG IDEA: CREATING SIMPLE TEXTS | | |
| | Produce simple texts on familiar and relevant topics. | Produce simple texts on familiar and relevant topics. | write a few simple sentences that relate to a topic of personal interest or importance. |

| | SKILL DESCRIPTORS | SKILL DESCRIPTORS | SKILL DESCRIPTORS |
|--|---|--|--|
| STRAND: WABANAKI KNOWLEDGE & IDENTITY | BIG IDEA: PRIDE IN CULTURAL IDENTITY | | |
| | <p>Demonstrate pride in Wabanaki Identity through participation in cultural activities.</p> <p>Demonstrate knowledge and application of Wabanaki protocols in and outside of the classroom.</p> | <p>Demonstrate pride in Wabanaki Identity through participation and leadership in cultural activities.</p> <p>Demonstrate knowledge and application of Wabanaki protocols in and outside of the classroom.</p> | <p>Demonstrate pride in Wabanaki Identity through participation and leadership in cultural activities.</p> <p>Demonstrate knowledge and application of Wabanaki protocols in and outside of the classroom.</p> |
| STRAND: STRATEGIES FOR USE OUTSIDE OF THE CLASSROOM | BIG IDEA: USING WABANAKI LANGUAGES IN DAILY LIFE | | |
| | <p>Develop and utilize a variety of strategies for using Mi'kmaw or Wolastoqey languages in daily life for a variety of purposes.</p> | <p>Develop and utilize a variety of strategies for using Mi'kmaw or Wolastoqey languages in daily life for a variety of purposes.</p> | <p>Develop and utilize a variety of strategies for using Mi'kmaw or Wolastoqey languages in daily life for a variety of purposes.</p> |



HIGH SCHOOL BLOCK LEARNERS

I want to explore and strengthen my interests, passions, and sense of identity. Teach me to develop agency by helping me connect and apply my learning in my community and in my role as a global citizen.

Learners in Grades 9 – 12 are increasingly aware of the challenges they will face as adults. They appreciate relevant learning that supports their understanding of current events and how to make sense of complex issues. In general, they are empowered by connections to local contexts, especially when these connections provide clarity about how their learning within and outside of school can be applied to improve and/or enhance their communities.

Entry into high school marks an important transition in an adolescent's life. Learners may be nervous about what to expect as they move to high school. Most have a sense of anticipation with potential course possibilities, friendships, and extracurricular opportunities. Grade 9 marks the year that learners must develop a career plan as this will inform their course choices as they begin to earn credits for graduation. While there is a common curriculum in Grade 9, learners who have demonstrated a high level of performance on the indicators may have the opportunity to begin accumulating credits.

IN THE HIGH SCHOOL BLOCK, LEARNERS ARE:

- excited about the freedom that comes with high school.
- examining the values around them and the messages that media and social media are communicating.
- developing personal beliefs informed by their interactions.
- influenced by those with whom they feel connected and to whom they feel respect.
- bombarded by questions about what they want to be when they grow up and they are often concerned that they do not know the answer.

HIGH SCHOOL BLOCK LEARNERS NEED:

- a sense of belonging as it is so important to how they view themselves.
- reassurance of hope about the future.
- opportunities to practice civil discourse and to debate complex issues.
- support to develop a career/life plan, beginning in Grade 9, so they see how their skills, talents, and abilities align to labor market and to community needs and can make informed choices about their learning (e.g., courses, social activities, co and extracurriculars, and community involvement).
- positive, patient, and present mentors who guide their developing sense of competence and identify opportunities for them to explore areas of strength.

HIGH SCHOOL BLOCK LEARNERS BECOME:

- more focused on peers and relationships.
- aware of complexities and clearer on their personal values.
- interested in career-connected and experiential learning.
- increasingly independent as they make immediate and long-term decisions.

ENGLISH LANGUAGE ARTS

In Grade 9, English Language Arts involves learning about new and diverse perspectives and experiences. Oral language plays a role in the development of conceptual understanding and learning from others' experiences, stories, and points of view. Knowledge gained from reading and viewing a wide variety of text forms, genres, and modes can be personal and individual, or can be social and collaborative. The English Language Arts classroom provides the context in which the development of writing and representing skills depend on other elements of language arts, such as speaking, listening, reading, and viewing.

English Language Arts 9 may be offered spanning an entire year (ELA 9) or it may be divided holistically across two semesters (ELA 9 A and ELA 9 B) to create flexibility for scheduling.

| CONTEXTS | LITERACY EXPLORATION | | LITERACY EXPERIMENTATION | | LITERACY APPLICATION | |
|----------|---|--|---|---|---|---|
| CONCEPTS | DEVELOPING LANGUAGE <ul style="list-style-type: none"> Showing understanding in multiple ways Recognizing bias | IDENTIFYING AS A READER/WRITER <ul style="list-style-type: none"> Selecting reading materials with intentionality Demonstrating original, individual writing voice Reading for interest and pleasure | USING LANGUAGE <ul style="list-style-type: none"> Speaking, reading, and writing about relevant issues and topics Using inclusive language | ENGAGING AS A READER/WRITER <ul style="list-style-type: none"> Constructing meaning from a variety of text forms and reading genres Using metacognitive strategies Using writing as a tool for thinking Understanding transactional relationship between reader and writer | DEMONSTRATING KNOWLEDGE <ul style="list-style-type: none"> Requesting, obtaining, and making decisions about feedback Assessing for reliability and implications in various contexts | SEEKING INFORMATION <ul style="list-style-type: none"> Examining societal values Deepening and extending emerging understandings |

GRADE 9

| SKILL DESCRIPTORS | |
|--|---|
| STRAND: INTERACTIONS | BIG IDEA: EXPRESSION |
| | Construct and communicate personal strengths and an awareness of self, others, and the world. |
| | Persuade and support ideas and opinions with evidence. |
| | Evaluate and present content to communicate facts, ideas, and opinions. |
| | Use language of harmony and respect, self-monitoring and adjusting as appropriate. |
| | BIG IDEA: EXCHANGES |
| | Seek and provide clarification and explanation of ideas and concepts, problems, or solutions. |
| | Give and respond to a variety of directions and instructions. |
| | Understand communication conventions for a diverse set of audiences. |
| | Respond personally and critically to a variety of text. |
| Adjust interactions to reflect the situation, audience, and purpose. | |
| BIG IDEA: RECEPTION | |
| Critically reflect on the contributions of others to extend understanding. | |

SKILL DESCRIPTORS

STRAND: READING

BIG IDEA: WORD STUDY

Quickly use word structure knowledge to independently solve unfamiliar and technical words.

BIG IDEA: FLUENCY

Read less familiar texts with accuracy and expression.

BIG IDEA: VOCABULARY

Use a range of strategies to determine new vocabulary in all texts.

BIG IDEA: READING COMPREHENSION

Examine information critically considering the source, intended audience, inferred meaning, and implicit bias.

Confidently apply appropriate comprehension strategies to clarify understanding of a range of text independently.

Evaluate and respond personally and critically to a range of texts across genres, interests, and complexities, citing evidence.

BIG IDEA: TEXT ANALYSIS AND CRITICALITY

Independently select, read, construct meaning from, and evaluate a variety of texts representing all voices.

Critically analyze and evaluate the characteristics, language, form, features, and genre of a range of texts.

STRAND: REPRESENTATIONS

BIG IDEA: PROCESS

Develop strategies to enhance clarity in written works.

BIG IDEA: COMPOSITION

Create a variety of texts with purpose and understand the influence of the writer/creator.

Select an appropriate form and use an engaging introduction that includes the purpose where appropriate.

Include interesting and/or domain specific words and phrases to convey and enhance meaning.

Provide evidence of author's style, personality, and experience.

Include well-crafted sentences to support meaning and readability.

Demonstrate correct spelling, punctuation, capitalization, and usage.

CREATIVE ARTS

In Grade 9, learners consolidate concepts and skills to ensure readiness for more advance learning in the arts. Learners continue to connect music and visual art learning to personal experiences; explore the role of the arts in society and its power to effect change; use music and visual art to communicate, create, and compose with intention; develop competency in some areas while developing new skills in others; use transferrable skills in creating, connecting, and communicating; demonstrate increased confidence as performers and creators; and demonstrate respect for varying opinions and tastes.

GRADE 9: MUSIC

| CONTEXT | APPLICATION | | |
|----------|--|---|---|
| CONCEPTS | CREATE <ul style="list-style-type: none"> • Compose music with skill and purpose • Compose music in a variety of genres • Compose music using a variety of technologies • Develop aural skills to support performance and composition • Develop proficiency in performance | CONNECT <ul style="list-style-type: none"> • Connect the ways music is important to communication, history and understanding each other | COMMUNICATE <ul style="list-style-type: none"> • Analyze artistic intent to determine meaning |

GRADE 9: MUSIC

| SKILL DESCRIPTORS | |
|----------------------------|---|
| STRAND: CREATE | BIG IDEA: COMPOSITION Synthesize the elements of music to compose music using a variety of sound sources and repertoire. |
| | BIG IDEA: AURAL LITERACY Synthesize the elements of music to develop aural literacy using examples from a variety of cultural perspectives. |
| | BIG IDEA: APPLICATION AND PERFORMANCE Create and present expressive products for a range of audiences and purposes. |
| STRAND: CONNECT | BIG IDEA: ART AND CULTURE Analyze the role of music in creating, expressing, recording, and reflecting culture and human experiences. |
| | BIG IDEA: CAREER CONNECTIONS Analyze the role of music in industry and potential career pathway. |
| STRAND: COMMUNICATE | BIG IDEA: ARTISTIC INTENT Synthesize artistic intent in their own and others' expressive works. |
| | BIG IDEA: CRITIQUE Develop skills in music critique. |

GRADE 9: VISUAL ARTS

| CONTEXT | APPLICATION | | |
|----------|---|--|--|
| CONCEPTS | CREATE <ul style="list-style-type: none"> • Create art with skill and purpose • Create art in a variety of genres • Create art using a variety of technologies • Develop skills to support making art in a specific medium | CONNECT <ul style="list-style-type: none"> • Connect the ways visual art is important to communication, history and understanding each other | COMMUNICATE <ul style="list-style-type: none"> • Analyse artistic intent to determine meaning • Justify choices in making art |

GRADE 9: VISUAL ARTS

| | SKILL DESCRIPTORS |
|--------------------------------|--|
| STRAND: CREATE | BIG IDEA: EXPLORATION AND PROCESS Synthesize elements of art and principles of design to develop skills, language, techniques, and processes. |
| | BIG IDEA: APPLICATION AND PRODUCT Create and present expressive work in visual arts for a range of audiences and purposes using a variety of art media including technology. |
| STRAND: CONNECT | BIG IDEA: ART AND CULTURE Analyze the role of visual art in creating, expressing, recording, and reflecting culture and human experiences. |
| | BIG IDEA: ART FORM RELATIONSHIPS Interpret the relationship between visual art and other art forms. |
| STRAND: COMMUNICATE | BIG IDEA: REFLECT AND RESPOND Critique artistic intent in their own and others' expressive works. |

FRENCH SECOND LANGUAGE

(Post Intensive)

Post Intensive French is an educational program that focuses on creating a positive and enriching environment for learners to develop their French language skills that progresses throughout a learner’s academic time in school. It uses a learner-centered approach, emphasizing language modeling and meaningful communication. The program also incorporates components such as citizenship, personal development, effective communication, critical thought, creativity, innovation, and technological fluency. It aims to foster French literacy through real-life language use and informal learning based on the learner’s interests and experiences. Overall, the program equips students with language proficiency and essential life skills.

| CONTEXTS | LITERACY EXPLORATION, LITERACY EXPERIMENTATION, LITERACY APPLICATION | |
|----------|---|--|
| CONCEPTS | DEMONSTRATING KNOWLEDGE <ul style="list-style-type: none"> • Speak and listen in order to explore, deepen, and clarify thoughts, ideas, feelings, and experiences while participating fully in conversation • Communicate efficiently in French and converse in a Francophone environment • Discuss hypothetical situations • Converse with sensitivity and respect while taking into account the situation, the audience, and the intention of the conversation | SEEKING/SHARING INFORMATION <ul style="list-style-type: none"> • Choose, read, view, and understand a range of texts and media • Interpret, choose, and regroup information using a number of strategies and resources • Provide personal and critical responses to various texts • Consider texts and express connections between the texts in conversation • Write and use other forms of representation to explore, clarify, study, and summarize thoughts, feelings, and experiences about learning • Produce texts in a variety of modes for a range of audiences and for a variety of intentions • Revise texts using various media and a range of strategies for clarification, precision, and efficiency |

GRADE 9

| SKILL DESCRIPTORS | |
|--------------------------------|---|
| STRAND: ORAL COMMUNICATION | BIG IDEA: SPEAK, LISTEN, COMMUNICATE, INTERACT Communicate preferences, qualities, comparisons, critiques, hypotheses, and syntheses effectively. |
| | BIG IDEA: READ, COMPREHEND, RESPOND, INTERPRET Read and view texts pertaining to interests, preferences, emotions, influences, injustices, and social responsibilities. |
| STRAND: WRITING & REPRESENTING | BIG IDEA: CREATE SIMPLE TEXTS Write about and represent preferences, activities, emotions, information, influences, and injustices. |

FRENCH IMMERSION LANGUAGE ARTS

(Grade 3 Entry)

In Grade 9, learners are embracing the concept of bilingualism and can understand detailed messages. French Immersion Language Arts is structured using a comprehensive literacy approach whereby learners, with the support of the educator, develop skills and competencies in oral language, reading, and writing. Learners are engaged in authentic and personalized learning experiences and can speak with confidence about subjects in which they have prior knowledge and participate in conversations on familiar and studied subjects, subjects of personal interest, current events, and concepts explored through other subject areas.

Learners are comfortable with making choices based on their own interests and can respond to what they read in a meaningful and critical manner by making connections with prior knowledge. Learners are adept at following the steps of the writing process, discussing ideas orally, engaging in modeled writing tasks, and creating their own writing pieces. In Grade 9, learners continue to write about topics of personal interest, concepts explored through other subject areas, and various current events. They can share and justify their opinions and feelings in their writing.

GRADE 9

| SKILL DESCRIPTORS | |
|---|--|
| STRAND: SPEAKING & LISTENING | BIG IDEA: ORAL COMPREHENSION |
| | Use listening strategies to understand the overall meaning and essential elements of a more complex and detailed message related to topics of interest or current events or providing information and incorporating elements of Francophone culture. |
| | BIG IDEA: ORAL PRODUCTION AND INTERACTION |
| STRAND: SPEAKING & LISTENING | Present, in various formats, their knowledge, ideas, opinions, and arguments on topics of interest and current events by using a variety of sentence structures, specific vocabulary, and expressions of Francophone culture. |
| | Express their knowledge, ideas, feelings and justify their opinions, with arguments on topics of interest and current events by using a variety of sentence structures, specific vocabulary, and expressions of Francophone culture. |
| | Participate actively in and encourage the exchange of ideas and opinions on topics of interest and current events using a variety of sentence structures, specific vocabulary, and expressions of Francophone culture. |
| STRAND: READING & VIEWING | BIG IDEA: COMPREHENSION |
| | Use appropriate strategies to manage the comprehension of a text according to its complexity. Use appropriate strategies to grasp the meaning of vocabulary and the elements of French culture of a text according to its complexity. |
| STRAND: WRITING & REPRESENTING | BIG IDEA: PRODUCE TEXTS |
| | Write texts about a topic of interest and an academic topic. |
| | Write a text following the phases of the writing process. Write a text using the writing traits from model texts. |

(Grade 6 Entry)

Grade 9 Late FI learners engage in a wide variety of activities to increase language proficiency and skill in oral language, reading, and writing. They participate actively in the exchange of ideas and opinions on topics of interest and academic topics using a variety of sentence structures, specific vocabulary, and expressions of the Francophone culture. They are engaged in authentic personalized experiences while building language skills through participation in modeled interactions. Learners can use reading strategies to understand texts and apply critical thinking skills to make inferences and predictions. Learners can write about familiar topics and those studied in class by using modeled writing tools to develop skills for supported writing. Learning experiences are both authentic and engaging while creating opportunities for personalized learning in an inclusive environment.

GRADE 9

| GRADE 9 | |
|--------------------------------|---|
| SKILL DESCRIPTORS | |
| STRAND: SPEAKING & LISTENING | BIG IDEA: ORAL COMPREHENSION |
| | Use listening strategies to understand the overall meaning and essential elements of a complex message related to topics of interest, current events, or providing information which incorporate elements of Francophone culture. |
| | BIG IDEA: ORAL PRODUCTION AND INTERACTION |
| STRAND: SPEAKING & LISTENING | Present knowledge and ideas, express feelings, and justify opinions on a range of topics of interest, current events, and information by using a variety of sentence structures, specific vocabulary, and expressions of Francophone culture. |
| | Express knowledge, ideas, and feelings, and justify opinions on a range of topics of interest, current events, and information by using a variety of sentence structures, specific vocabulary, and expressions of Francophone culture. |
| | Actively participate in and encourage the exchange of ideas and opinions on topics of interest and academic topics using a variety of sentence structures, specific vocabulary, and expressions of Francophone culture. |
| STRAND: READING & VIEWING | BIG IDEA: READING |
| | Use strategies appropriate to the complexity of a text to comprehend its message/meaning. Use strategies appropriate to the complexity of the vocabulary in a text to comprehend unfamiliar words and elements of Francophone culture. |
| STRAND: WRITING & REPRESENTING | BIG IDEA: PRODUCTION |
| | Write texts about topics of interest and academic topics. |
| | Write texts following the phases of the writing process Write texts using the writing traits from model texts. |

MATHEMATICS

Mathematics in grade 9 represents the end of the K-9 mathematics continuum of learning. Learners work individually, with partners, or in teams within the context of critical thinking, reasoning and justification, and problem solving. They apply exponent laws, proportional reasoning, and work with polynomials, and interpret, interpolate, and extrapolate graphs. Learners develop their understanding, communicate, and justify through concrete, pictorial, and/or symbolic representations of mathematics. Problem solving includes the use of mathematical tools (manipulatives), graphing, written work, and technology. Learners apply and consolidate primary, elementary, and middle level mathematical knowledge and the processes of communication, connection, reasoning, problem-solving, technology, and visualization. Complex and formal mathematics allows learners to quantify and organize their world.

| CONCEPTS | SYNTHESIS | | | |
|----------|--|--|---|---|
| | STRATEGIES <ul style="list-style-type: none"> Using algorithms, mental procedures, technology/ tools, and other strategies Determining appropriate units of measure and precision Using the most efficient strategies Determining the reasonableness of the answer and explaining thinking Verifying solutions with substitution Simplifying Comparing | PROCESSES <ul style="list-style-type: none"> Deriving mathematical rules and algorithms Using calculators Modeling and using simulations Working with exponent laws Extrapolation and interpolation Using area tiles Order and angle of rotation Samples Determining intervals or classes and range Working with circles, chords, central angles, inscribed angles, arcs, tangents, points of tangency Creating scale diagrams Working with line and rotational symmetry Working with and/or collecting population and census data Creating histograms Creating frequency tables | FLUENCY <ul style="list-style-type: none"> Conversion between formats, representations, and equivalents of numbers Ways to present information/data Similarity Scale | COMMUNICATION <ul style="list-style-type: none"> Continuous data Using variable terms and constant terms Using coefficients, exponents, powers, and bases Working with rational numbers Working with inequalities Polynomial expressions Using degrees of terms and degrees of polynomials Using titles, labels for axis, values Addressing data and mathematical assumptions |

GRADE 9

SKILL DESCRIPTORS

STRAND: NUMBER

BIG IDEA: NUMBER SENSE

Describe numbers, ways of representing numbers, relationships among numbers, and number systems.
Describe powers with integral bases and whole number exponents (excluding base 0).

BIG IDEA: OPERATIONS

Apply the order of operations (including exponents).
Apply operations to powers (integral bases excluding base 0 and whole-number exponents).

STRAND: STATISTICS & PROBABILITY

BIG IDEA: DATA ANALYSIS

Compare and critique the presentation of data.
Create and interpret graphs to solve problems.

BIG IDEA: CHANCE AND UNCERTAINTY

Describe theoretical, experimental, and subjective probability in society.

STRAND: PATTERNS & RELATIONS

BIG IDEA: ALGEBRA

Solve linear equations.
Solve linear inequalities (single variable with rational coefficients).
Describe polynomials (limited to polynomials of a degree less than or equal to 2).
Apply operations to polynomial expressions (limited to polynomials of a degree less than or equal to 2).

STRAND: SHAPE & SPACE

BIG IDEA: MEASUREMENT

Estimate and measure using personal referents and measurement tools.
Apply properties of circles to solve problems.

BIG IDEA: 2-D SHAPES AND 3-D OBJECTS

Describe polygons and 3-D objects.
Describe line and rotational symmetry.
Solve scale diagram problems.

PERSONAL WELLNESS

In Personal Wellness, learners examine their own personal health and how their choices and habits impact personal wellness and the community. They learn the importance of communication and boundary setting in developing healthy relationships both with peers and romantically. Learners examine social, emotional, and cognitive changes associated with adolescence and how those choices impact relationships, personal safety, and mental health. Developing strategies for conflict resolution, facing challenges, and setting personal boundaries enables learners to build positive mental fitness competencies. In Grade 9, learners explore ways to apply healthy decision-making strategies within their life and towards future goals.

| CONTEXTS | SELF-CARE AND WELL-BEING | | WHO YOU ARE MATTERS | | PERSONAL CONNECTIONS |
|----------|---|--|---|---|--|
| CONCEPTS | WELLNESS <ul style="list-style-type: none"> • Healthy interactions • Use and misuse of substances, food, and screen time • Boundaries | MENTAL FITNESS <ul style="list-style-type: none"> • Positive mindset • Building resiliency • Suicide prevention • Financial decision-making | HUMAN GROWTH AND DEVELOPMENT <ul style="list-style-type: none"> • Identities and relationships • Decision-making around sexual activity • Healthy self-image • Influences of media | RELATIONSHIPS <ul style="list-style-type: none"> • Healthy interpersonal and sexual relationships • Consent • Bullying and conflict • Anti-discrimination and responsibilities | CAREER CONNECTED LEARNING <ul style="list-style-type: none"> • Personal interests, skills, and competencies • Equitable career access • Career pathways and career experiences |

GRADE 9

| SKILL DESCRIPTORS | |
|------------------------------------|--|
| STRAND: WELLNESS | BIG IDEA: HEALTHY LIFESTYLE Demonstrate knowledge of health habits that have a positive impact on self. Demonstrate knowledge of health habits that have a positive impact on community well-being. |
| | BIG IDEA: HELPFUL AND HARMFUL CHOICES Apply strategies that have a positive impact on food, screen time, and substance use/misuse. |
| | BIG IDEA: PERSONAL SAFETY Demonstrate competency in healthy interactions with media and technology. |
| STRAND: HUMAN GROWTH & DEVELOPMENT | BIG IDEA: PERSONAL GROWTH Demonstrate care, sensitivity, and respect for identities and for changes that occur during adolescence. |
| | BIG IDEA: HEALTHY SEXUALITY Demonstrate the knowledge, responsibilities, and skills necessary to make informed decisions about becoming sexually active. |
| | BIG IDEA: SELF IMAGE Analyze how media present messages about bodies, sexuality, and relationships. |

| SKILL DESCRIPTORS | |
|--|---|
| STRAND: MENTAL FITNESS | <p>BIG IDEA: POSITIVE MENTAL HEALTH</p> <p>Explore the components of positive mental health</p> |
| | <p>BIG IDEA: MENTAL FITNESS STRATEGIES</p> <p>Demonstrate skills to improve mental fitness.</p> |
| | <p>BIG IDEA: DECISION-MAKING</p> <p>Apply the five components of financial literacy.</p> |
| STRAND: RELATIONSHIPS | <p>BIG IDEA: HEALTHY RELATIONSHIPS</p> <p>Evaluate the influence of respect, empathy, power, and coercion on establishing and maintaining respectful relationships, including sexual relationships.</p> |
| | <p>BIG IDEA: BULLYING AND CONFLICT</p> <p>Identify strategies for navigating situations where their own or others' health, safety, or well-being may be at risk.</p> |
| | <p>BIG IDEA: ANTI-DISCRIMINATION</p> <p>Assess strategies to enact anti-discrimination practices in their communities.</p> |
| STRAND: CAREER CONNECTED LEARNING | <p>BIG IDEA: THINKING ABOUT POTENTIAL CAREER PATHWAYS</p> <p>Demonstrate an informed vision for the future linked to own interests, preferences, values and abilities.</p> |
| | <p>BIG IDEA: EXPLORING POTENTIAL CAREER PATHWAYS</p> <p>Critically investigate and describe the labour market and preferred career pathways.</p> |
| | <p>BIG IDEA: EXPERIENCING POTENTIAL CAREER PATHWAYS</p> <p>Engage in frequent and ongoing career connected experiential learning to learn about preferred career pathways and develop personal competencies.</p> |

PHYSICAL EDUCATION

In Physical Education 9, learners set SMART goals to enhance their own physical, emotional, and social well-being. In their pursuit to live healthy active lifestyles, they seek out opportunities to learn about nutrition, fitness goals, and principles. They model respectful, ethical, and safe behaviours during activities and games in a variety of environments. They demonstrate increased efficiency and effectiveness in modeling movement concepts and principles. They take learned strategies and tactics skills and apply them to offensive and defensive patterns of play. 30 minutes of structured daily physical education time is recommended to build endurance, strength, balance, and flexibility. This will support immediate and long-term health and well-being.

| CONTEXTS | DEMONSTRATE | | |
|----------|---|--|--|
| CONCEPTS | SKILLS AND CONCEPTS <ul style="list-style-type: none"> Model combinations of fundamental movement skills (locomotor, manipulative, stability, and balance) in complex activities in multiple environments | STRATEGIES AND TACTICS <ul style="list-style-type: none"> Apply specific strategies and tactics relating to offensive and defensive play to a variety of activities and games in multiple environments | WELL-BEING <ul style="list-style-type: none"> Analyze well-being for own self and create SMART goals to enhance it |

GRADE 9

| SKILL DESCRIPTORS | |
|---------------------------|--|
| STRAND: SKILLS & CONCEPTS | BIG IDEA: FUNDAMENTAL LOCOMOTOR AND MANIPULATIVE SKILLS Model efficient and effective combinations of fundamental locomotor skills and fundamental manipulative skills in complex activities and various environments. |
| | BIG IDEA: STRATEGIES AND TACTICS Apply appropriate strategies and tactics relating to offensive and defensive patterns of play within games, activities, and environments. |
| STRAND: WELL-BEING | BIG IDEA: SOCIAL-EMOTIONAL SKILLS Analyze personal and group use of social-emotional skills for learning and performing physical activities. |
| | BIG IDEA: PHYSICAL FITNESS CONCEPTS Create and justify the efficacy of personal wellness SMART goals that use fitness concepts and principles. Describe major body systems functions. |
| | BIG IDEA: NUTRITION FOR HEALTHY LIVING Connect the relationship of nutrition and its categories to wellness. |

SCIENCE

Ecosystem dynamics enables learners to explore the relationship between matter and energy interactions on a macro scale. Learners deepen their understanding of the origins of matter, diversity of life, heredity, and ecology, as well as the main principles of environmental stewardship and conservation. The unifying ideas diversity, equilibrium, matter, models, and systems serve as sense-making strategies to consolidate science learning from elementary and middle school.

Learners use hands-on investigations to learn how energy-releasing and energy-requiring chemical reactions connect living systems to the physical components of the biosphere. They are introduced to chemical thinking skills and develop a wider scientific world view applying the main theories and general laws to biological inquiries. Learners explore concepts related to the Sustainable Development Goals: Good Health and Well-being (3), Climate Action (13), Life on Land (14), and Life Below Water (15).

SCIENCE 9: ECOSYSTEM DYNAMICS

| CONTEXTS | SYNTHESIS | | | | | | |
|-----------------|--|---|--|--|--|--|--|
| CONCEPTS | EARTH AND ITS PLACE IN THE UNIVERSE <ul style="list-style-type: none"> • Earth and the solar system • Earth systems | ECOSYSTEMS: ENERGY, MATTER, & INTERACTIONS <ul style="list-style-type: none"> • Energy • Ecosystems • Energetics • Structure and properties of matter • Biochemical reactions | FROM MOLECULES TO ORGANISMS <ul style="list-style-type: none"> • Structure and function of molecules and organisms • Organization of matter • Energy flow in organisms | BIOLOGICAL EVOLUTION: VARIATION & DIVERSITY <ul style="list-style-type: none"> • Biodiversity and humans • Inheritance of traits • Adaptations | SAFETY <ul style="list-style-type: none"> • Knowledge and application of safety guidelines | SUSTAINABILITY <ul style="list-style-type: none"> • Earth and human activity • Conservation and stewardship | APPLIED TECHNOLOGY <ul style="list-style-type: none"> • Design challenge |

GRADE 9

SKILL DESCRIPTORS

STRAND: SCIENTIFIC LITERACY

BIG IDEA: INVESTIGATION

Plan investigations to answer questions about relationships between and among variables observed in the solar system, ecosystems, and molecules and organisms.

Collect and represent accurate data using tools and methods appropriate for investigations of the solar system, ecosystems, and molecules and organisms.

BIG IDEA: SENSEMAKING

Analyze and interpret qualitative and quantitative data to construct explanations and conclusions.

BIG IDEA: COMMUNICATION

Communicate procedure, result, and conclusion using a variety of media and working collaboratively

STRAND: LEARNING & LIVING SUSTAINABLY

BIG IDEA: RESPONSIBLE AND SUSTAINABLE APPLICATION

Apply scientific and technological knowledge and an understanding of sustainable practices responsibly with respect to the solar system, ecosystems, and molecules and organisms.

Identify community-based challenges connected to at least two of Sustainable Development Goals 3, 13, 14, and 15, and apply iterative processes to design solutions.

SOCIAL STUDIES

Learners have opportunities for personalization through explorations of Canadian Identities and Civics in compulsory Grade 9 and 10 courses, and a wide range of elective courses to support their interests, passions, and sense of identity. Learners will engage with persistent issues across Canada and the globe and apply the skills they have developed in history, geography, civics, and economics to real-world problems locally and globally. By the end of Grade 12 this looks like having a strong sense of personal agency to effect change, a clear sense of the systems that influence the lives of citizens, a solid understanding of place, and a developed identity as a global citizen.

| CONCEPTS | CANADIAN IDENTITIES | | | | |
|----------|--|---|--|--|---|
| | GEOGRAPHY <ul style="list-style-type: none"> Canada’s physical and human landscapes Types of maps Climate and climate change Natural and human resources Pervasive geographical issues in Canada | HISTORY <ul style="list-style-type: none"> National identity over time in Canada Immigration and migration Canada’s history Indian Residential and Day Schools World War II Pervasive historical issues in Canada | CIVICS <ul style="list-style-type: none"> Nationalism and regionalism Human rights legislation and issues Government and governance in Canada Minority rights in Canada Pervasive civic issues in Canada | WABANAKI <ul style="list-style-type: none"> Historic and contemporary influences on the treaty relationship Indigenous governance Sovereignty Pervasive Indigenous issues in Canada | ECONOMICS <ul style="list-style-type: none"> Cost of living Minimum wage Standard of living Food security Pervasive economic issues in Canada |

GRADE 9

| SKILL DESCRIPTORS | |
|--------------------------|---|
| STRAND: GEOGRAPHY | BIG IDEA: PLACES AND REGIONS Investigate basic features of Canada’s landscape and climate. |
| | BIG IDEA: HUMAN SYSTEMS AND INTERACTIONS Analyse the effect of human settlement on place over time. |
| STRAND: HISTORY | BIG IDEA: EVENTS AND PEOPLES Analyse various perceptions of identities in Canada. Analyse the impact of migration and immigration on identities in Canada. |

| SKILL DESCRIPTORS | |
|-------------------|--|
| STRAND: CIVICS | BIG IDEA: POWER AND GOVERNANCE Explain the structures and operations of governance in Canada. |
| | BIG IDEA: RIGHTS AND RESPONSIBILITIES Investigate persistent issues involving the rights, responsibilities, roles, and status of individuals and groups in Canada. |
| | BIG IDEA: CIVIC ENGAGEMENT Take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national, and global). |
| STRAND: WABANAKI | BIG IDEA: TREATY EDUCATION Examine key issues involving treaty relationships in Canada. |
| STRAND: ECONOMICS | BIG IDEA: SUSTAINABILITY Investigate living conditions for groups in Canada. |

TECHNOLOGY

Grade 9 technology further develops skills introduced through the middle level technology continuum block. Learners begin their journey through an introduction to advanced digital and skilled trades learning strands. Once required pre-requisite learning is achieved, learners combine informational technology skills and applied skills to solve and explore sector related problems. A focus on project-based learning emphasizing design thinking and project management is realized. Final capstone projects are shared through presentations highlighting the design, systems thinking, and entrepreneurial mindset achieved.

| CONTEXT | EXPLORATION / DESIGN & EXPERIMENTATION / APPLICATION | | |
|----------|--|--|---|
| CONCEPTS | PRACTICAL SKILLS <ul style="list-style-type: none"> • Growing and preparing food • Maintaining and repairing clothing • Fire Safety • Personal Protective Equipment (PPE) • Safe work habits and procedures • Hand and power tool skill development • Measuring, layout, and design • Material processing • Finishing techniques | INFORMATION TECHNOLOGY SKILLS <ul style="list-style-type: none"> • Coding • Computer repair • Data transfer and storage • Cyber security • Digital communication | DESIGN THINKING SKILLS <ul style="list-style-type: none"> • Needs assessments • Project management • Troubleshooting • Reporting |

GRADE 9

| SKILL DESCRIPTORS | |
|--|--|
| STRAND: DESIGN THINKING SKILLS | BIG IDEA: PROBLEM SOLVING Plan, execute and present a project to address a need or problem |
| | BIG IDEA: DEVICES Identify uses of internet communication devices. |
| STRAND: INFORMATION TECHNOLOGY SKILLS | BIG IDEA: NETWORKING Identify technologies connecting networked devices and connections. |
| | BIG IDEA: COMPUTATIONAL PRACTICE Apply algorithmic functions in code to solve problems. |
| | BIG IDEA: DIGITAL CITIZENSHIP Apply access controls and cryptography to cybersecurity practices. |

BIG IDEA: WORK SITE SAFETY

Apply safe working procedures appropriate to practical situations

Successfully complete WHMIS Training

BIG IDEA: TOOL USE

Select, use, and maintain tools to support a specific task.

Select and process materials to create a product.

WABANAKI LANGUAGES

Mi'kmaw and Wolastoqey Latuwewakon learners in high school continue to acquire the skills necessary to communicate for a variety of purposes through authentic language learning opportunities. Storytelling, observation, hands-on learning, placed-based learning, exploration, and community engagement are used as instructional methods. While most class time focuses on listening and speaking skills, learners begin to write and read in an orthography (either that which is included in the curriculum document, or of their community's choosing). By developing skills and competencies in their Indigenous language, learners build pride in themselves and in their communities.

| CONTEXTS | DEVELOPING WABANAKI LANGUAGE SKILLS | | |
|----------|--|---|--|
| CONCEPTS | COMMUNICATING <ul style="list-style-type: none"> Receiving and providing, instructions, directions, and other information Asking and answering questions Expressing thoughts, feelings, hopes, and goals | DEMONSTRATING KNOWLEDGE <ul style="list-style-type: none"> Providing information in social, cultural, and school settings Describe people, places, ideas, experiences, feelings, hopes and goals Describe talents, interests, hobbies, and personal knowledge | PRIDE IN IDENTITY <ul style="list-style-type: none"> Demonstrating pride in Wabanaki identity Participating in ceremony, and/or cultural activities |

GRADE 9

| SKILL DESCRIPTORS | |
|---|---|
| STRAND: SPEAKING & LISTENING | BIG IDEA: SPEAK AND LISTEN Use and demonstrate understanding of simple, everyday expressions, directions, instructions and questions. |
| | BIG IDEA: COMMUNICATE Use and demonstrate recognition of simple statements and questions about immediate concrete surroundings. |
| STRAND: READING & VIEWING | BIG IDEA: READ, COMPREHEND, INTERPRET Demonstrate understanding of familiar words, phrases, and short simple sentences. |

SKILL DESCRIPTORS

STRAND: WRITING & REPRESENTING

BIG IDEA: CREATING SIMPLE TEXTS

Produce simple texts on familiar and relevant topics.

STRAND: WABANAKI KNOWLEDGE & IDENTITY

BIG IDEA: PRIDE IN CULTURAL IDENTITY

Demonstrate pride in Wabanaki Identity through participation and leadership in cultural activities.

Demonstrate knowledge and application of Wabanaki protocols in and outside of the classroom.

STRAND: STRATEGIES FOR USE OUTSIDE OF THE CLASSROOM

BIG IDEA: USING WABANAKI LANGUAGES IN DAILY LIFE

Develop and utilize a variety of strategies for using Mi'kmaw or Wolastoqey languages in daily life for a variety of purposes.

GRADES 10 – 12 CURRICULA

As the various High school curriculum is updated, they will follow the format in K – 9. Skills developed in the common curriculum and outlined in this framework are foundational to the choices learners will make as they accumulate credits toward their graduation requirements. High school curricula will be added to the framework in 2026.

| K – 9 COMMON CURRICULUM | HIGH SCHOOL COURSES WILL BE CATEGORIZED IN THE FOLLOWING CLUSTERS |
|--|---|
| English Language Arts French Immersion Language Arts French Second Language (Intensive French) Wabanaki Languages | Language Arts and Languages |
| Social Studies | Humanities |
| Mathematics | Mathematics |
| Science Technology | Science |
| Music Visual Art | Creative Arts |
| Physical Education Personal Wellness | Wellness and Physical Education |
| Personal Wellness Technology | Career-Connected |

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GLOSSARY OF TERMS

ACHIEVEMENT INDICATORS

Achievement indicators clarify the expectation required to meet the learning goal. They are provided to assist in the assessment of how well learners achieve the skill descriptors.

BIG IDEAS

The Big Ideas organizer groups the learning within Strands and are overarching to the Skill Descriptors. Big Ideas are usually consistent through grade levels program blocks. They support educators to focus the skill development on the key areas of development. In some learning areas, there will be no new learning in that Grade level within a “big idea” and in this case there will be blank space.

CONTEXTS AND CONCEPTS

The Contexts identify the circumstances for learning in the program block and subject. In some curricular areas the contexts provide an overarching theme or topic area, others are more process oriented. The Concepts section provides a general picture of the understandings which will be the focal point of instruction. The Contexts and Concepts guide educator choices to situate skill development in purposeful, connected, and relevant content throughout the grade levels.

DISPOSITIONS

The dispositions are part of the lived curriculum. They are the kinds of values that are developed and strengthened through encouragement, modelling, and participating in a supportive and healthy environment. When these dispositions guide our interactions, they contribute to the health of the community and the quality of our relationships.

EARLY LEARNING PEDAGOGY

An emergent, values-based approach that is grounded in play, inquiry, communication, diversity, and relationships. Within this approach, learners are viewed as capable and competent contributors to the learning community.

GLOBAL COMPETENCIES

The New Brunswick Global Competencies recognize and prioritize a continuum of life-long learning that begins at birth. Competencies include the skills, knowledge, and attitudes that empower learners to reflect and take agency in their own learning and lives. The global competencies are: Collaboration; Communication; Critical Thinking and Problem Solving; Innovation, Creativity, and Entrepreneurship; Self-Awareness and Self-Management; and Sustainability and Global Citizenship. The skill descriptors in the learning areas have been mapped to the global competencies.

LEARNING AREAS

Learning areas include subject specific strands, big ideas, skills descriptors, and achievement indicators. The Learning Areas encompass the goals and facets of the Early Childhood Frameworks and subject areas in K-12.

PEDAGOGY

A pedagogy is an approach to educating others—it is how an educator teaches. There is no formula that will guarantee learning for every learner in every context but there is well-documented evidence about the kinds of instructional approaches that consistently have a positive impact on learning. This evidence tells us that learners achieve the most when educators promote: Holding Each Learner in the Highest Regard, Safe and Positive Spaces for Learning, Direct Instruction, Experiential Learning, Play and Inquiry-based Learning, and Relevant Learning.

PROGRAM BLOCKS

The curriculum is divided into five program blocks: Early Learning and Childcare, Primary, Elementary, Middle, and High. The blocks revolve around an image of the learner at particular age groupings and are intended to facilitate an understanding of the general transitions that happen as learners gain experiences and mature.

SHARED TENETS

Shared tenets are beliefs that articulate what is important in and foundational to the provincial curriculum. They are agreed upon principles that serve to guide school-based decision making and should be embedded in school improvement decisions. The Shared Tenets foundational to the New Brunswick Curriculum Framework are: First Nation History and Culture, Identities, Inclusion and Equity, Lifelong Learning, Relationships and Connections, Sustainable Futures, and Well-Being.

SKILL DESCRIPTORS

Skill Descriptors clearly describe the outcome to be evaluated. These relate to the Big Idea Organizers and to the overarching Strand. The skill descriptors may remain the same across grade levels and in this case the achievement indicators clarify the difference of the observable behaviors for that level.

STRANDS

Strands are categories organized across the curriculum continuum and are overarching to Big Ideas. In K – 8, these are the areas assessed on the report card on a 4-point scale.

VISION

The vision for the New Brunswick Curriculum Framework outlines the long-term goals and aspirations for the enacted curriculum of the New Brunswick Anglophone Sector. As stated in Portrait of a Learner (2019): “All learners will develop learner agency so they can take action to make life better for themselves and others, now and for future generations”.)

