

DESTINATION TOKYO PROVINCIAL CURRICULUM LINKS

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YUKON

All grades	***See B.C. (Follows B.C. with adaptations to include Yukon content and Yukon First Nations' ways of knowing and doing)
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NORTH WEST TERRITORIES

Language Arts (Grade 2-7)	Create original narrative texts applying familiar narrative forms
Language Arts (Grades 8 -9)	Make and explain connections between previous experiences, prior knowledge and texts (oral, print, and other media)
Literacy 10	Accesses background information from both primary and secondary sources, with guidance
Literacy 20	Accesses background information from both primary and secondary sources, with guidance Experiments with new forms of language use
Literacy 30	Accesses background information from a variety of both primary and secondary sources, independently Represents new understandings in ways that expand personal preferences
Drama (Grades 6-7)	Investigate how dramatic character develops from role Use drama elements, strategies, negotiation, and collaboration to help shape the direction of the drama
Art Education (Grades 2-5)	Create art works using a variety of visual art concepts, forms, and media
Art Education (Grades 8-9)	***See Saskatchewan
Science (Grades 5-6)	Demonstrate an understanding of the importance of conservation of energy in relation to the wise use of renewable and non-renewable energy sources Evaluate the reasons for conserving natural resources and identify possible ways of conserving and using energy wisely.
Science (Grade 7)	Identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that give rise to them analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for scientific knowledge that can inform those decisions
Science (Grade 8)	***See Alberta

NUNAVUT

Language Arts (Grades 2-3)	Create original texts (oral, print, and other media)
Language Arts (Grades 4-5)	Generate ideas and develop a topic using a variety of strategies Create original texts (oral, print, and other media)
Language Arts (Grades 6-7)	Generate ideas and develop a topic using a variety of strategies Use appropriate form and genre to organize ideas and information for a particular audience and purpose
Language Arts (Grades 8- 9)	***See Northwest Territories
Arts Education (Grades 2-5)	Create art works using a variety of visual art concepts, forms, and media
Arts Education (Grades 6-7)	Investigate and use various visual art forms, images, and art-making processes to express ideas about place.
Science (Grades 4-5)	distinguish between a renewable and non- renewable source of energy
Science (Grades 6-7)	Identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that give rise to them Analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for scientific knowledge that can inform those decisions
Science (Grade 8)	***See Alberta

BRITISH COLUMBIA

Language Arts (Grades 2-3)	Create a variety of personal writing and representations that express connections to personal experiences, ideas, and opinions Use writing and representing to express personal responses and opinions about experiences and texts
Language Arts (Grades 4-5)	Write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions Use writing and representing to express personal responses and relevant opinions about experiences and texts
Language Arts (Grades 6-7)	Write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions Use writing and representing to extend thinking
Language Arts (Grades 8-10)	Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
English Language Arts – English First Peoples: Literary Studies + Writing 11	Transform ideas and information to create original texts, using various genres, forms, structures, and styles
English Language Arts – Composition 12	Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
Arts Education-Drama (Grades 4-5)	Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
Arts Education-Drama (Grades 6-7)	Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play Express, feelings, ideas, and experiences through the arts
Arts Education - Drama (Grade 8)	Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts
Arts Education -Drama (Grade 9)	Take creative risks to experience and express thoughts, emotions, and meaning
Art Education - Drama (Grade 10)	Develop performance skills in a variety of contexts Create dramatic works with an intended audience in mind
Art Education -Drama (Grade 11)	Explore and create dramatic works to express ideas, meaning, and emotions Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance

Art Education -Drama (Grade 12)	Experiment with a range of props, processes, and technologies to create and refine innovative dramatic works Develop dramatic works for an intended audience
Art Education - Visual Arts (Grades 2-7)	Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
Arts Education - Visual Arts (Grade 8)	Students are expected to know the following: - manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to: - visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony - ethical considerations and cultural appropriation related to the art
Art Education - Visual Arts (Grade 9)	Students are expected to know the following: - personal narrative as a means of representing self-perception and identity in artistic works - traditional and contemporary Aboriginal worldviews and cross-cultural perspectives as communicated through visual arts
Art Studio 10	Students are expected to know the following: - Elements of visual arts - Principles of design - Traditional and contemporary First Peoples worldviews, stories, and history as expressed through visual arts
Photography 10	Students are expected to know the following: - traditional and contemporary First Peoples worldviews, stories, and history as expressed through photography - elements of visual art - principles of composition
Studio Arts 2D 11	Design, create, and refine 2D artistic works for a specific audience Intentionally select and combine materials, processes, and technologies to convey ideas
Studio Arts 3D 11	Create 3D artistic works for a specific audience Express meaning, intent, and emotions through 3D artistic works
Graphic Arts 12	Create innovative graphic artworks for a specific audience
Science (Grade 4-7)	Consider social, ethical, and environmental implications of the findings from their own and others' investigations
Science (Grade 8)	Generate and introduce new or refined ideas when problem solving Exercise a healthy, informed skepticism and use scientific knowledge and findings from their own investigations to evaluate claims in secondary sources

Science (Grade 9)	Use knowledge of scientific concepts to draw conclusions that are consistent with evidence Analyze cause-and-effect relationships
Science (Grade 10)	Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods and those of others
Chemistry (Grade 11)	Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods
Environmental Science (Grade 11)	Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods
Earth Science (Grade 11)	Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods
Chemistry (Grade 12)	Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods
Environment Science (Grade 12)	Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods

ALBERTA

Language Arts (Grades 2-3)	Use own and respond to others' ideas to create oral, print and other media texts Add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts
Language Arts (Grades 4-5)	Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts Produce narratives that describe experiences and reflect personal responses
Language Arts (Grades 6-7)	Create a variety of oral, print and other media texts to explore ideas related to particular topics or themes
Language Arts (Grade 8)	Review, reread, discuss and reflect on oral, print and other media texts to explore, confirm or revise understanding Seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences
Language Arts (Grade 9)	Explore and explain how interactions with others and with oral, print and other media
Language Arts (10,20,30)	Identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion
Drama (Grades 2-6)	Develop the ability to originate a dramatic story Respond to a need to develop a dramatic story to meet a given situation Develop the ability to shape a dramatic story Develop the ability to communicate a story
Drama (Grades 7)	Develop the body and voice as tools of communication Develop the ability to give form or expression to feelings, ideas and images Develop belief in, identification with, and commitment to a role
Drama 10	Demonstrate willingness to challenge and extend oneself: physically, emotionally, intellectually and artistically. Demonstrate behaviour appropriate to given circumstances.
Drama 20	Demonstrate expressive reading of literature Communicate mood and emotion through voice
Visual Arts (Grades 2-7)	Use of art materials as a vehicle or medium for saying something in a meaningful way Students will illustrate or tell a story Continue to explore ways of using drawing materials Use a variety of drawing media in an exploratory way to see how each one has its own characteristics
Art 10	Combine description, expression and cognition in the drawing process.

	Use the vocabulary and techniques of art criticism to analyze their own works.
Art 11	Students will consider artifacts that convey different themes, meanings, beliefs and values of people in various times and cultures. The ways visual imagery is used to express, shape and reflect values, beliefs and conflicts in society
Science (Grades 4-5)	Recognize that human activity can lead to the production of wastes and identify alternatives for the responsible use and disposal of materials. Describe alternative methods of disposal and identify possible advantages and disadvantages of each.
Science (Grade 7)	Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions Describe examples of interaction and interdependency within an ecosystem Identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that give rise to them
Science (Grade 8)	Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues
Science (Grade 9)	Students will identify questions that may need to be addressed in deciding what substances—in what amounts—can be safely released into the environment (e.g., identify questions and considerations that may be important in determining how much phosphate can be released into river water without significant harm to living things) Examine mechanisms affecting the distribution of potentially harmful substances within an environment
Science 10	Students will develop an understanding of the nature of science and technology, the relationships between science and technology, and the social and environmental contexts of science and technology.
Biology 20-30	Students will develop an understanding of the nature of science and technology, the relationships between science and technology, and the social and environmental contexts of science and technology.
Chemistry 20-30	Students will develop an understanding of the nature of science and technology, the relationships between science and technology, and the social and environmental contexts of science and technology

SASKATCHEWAN

Language Arts (Grades 2-3)	Compose and create a range of visual, multimedia, oral, and written texts Write to communicate ideas, information, and experiences pertaining to a topic
Language Arts (Grades 4-5)	Compose and create a range of visual, multimedia, oral, and written texts Use a writing process to experiment with and produce multi-paragraph compositions that clearly develop topic and provide transitions for the reader
Language Arts (Grades 6-7)	Create various visual, oral, written, and multimedia texts Create and present a teacher-guided inquiry project related to a topic, theme, or issue studied in English language arts Create and present a variety of representations including visual and multimedia presentations
Language Arts (Grade 8)	Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.
Language Arts (Grade 9)	Use pragmatic (e.g., language suitable for intended audience), textual (e.g., author's thesis or argument, how author organized text to achieve unity, coherence, and effect), syntactic (e.g., parallel structures), semantic/lexical /morphological (e.g., connotation and denotation), graphophonetic (e.g., common spellings and variants for effect or dialect), and other cues (e.g., fonts, colour) to construct and to confirm meaning.
Language Arts 10	Listen to, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of literary and informational texts including group discussions, oral readings, interviews, and prepared talks about a topic being studied.
Language Arts 20	Speak to present ideas and information appropriately in informal (including discussions and collaborative work) and formal (including an interview, a dramatic reading, and introducing and thanking a speaker) situations.
Language Arts 30	Present and express a range of ideas and information in formal (including a panel presentation and a business or community meeting) and informal (including discussions and collaborative work) situations for differing audiences and purposes
Arts Education (Grades 2-3)	Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects)
Arts Education (Grades 4-5)	Demonstrate how various roles, strategies, and elements function within a drama Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint).
Arts Education (Grades 6-7)	Investigate how dramatic character develops from roles Use drama elements, strategies, and collaboration to help shape the direction of a drama Investigate and use various visual art forms, images, and art-making processes to express ideas about place. Use image-making skills, tools, techniques, and problem-solving abilities in a variety of visual art media.

Arts Education (Grade 8)	Create three-dimensional and two-dimensional art works, and use knowledge of art elements and design principles to enhance the work. Analyze and discuss how images and materials work together to express ideas in a work of art
Arts Education (Grade 9)	Select and use appropriate forms, technologies, images, and art-making processes to convey ideas about a topic of concern to youth. Analyze topics presented by artists in relation to own understanding, value, and experiences. Collaborate on development of technical theatre elements to support dramatic purpose (e.g., lighting, set, costume, sound design)
Drama 10	Present and sustain a performance for an audience
Drama 20	Use storytelling to inspire own dramatic work.
Drama 30	Select an aspect of theory and/or style and apply to own work through, for example: • improvised play, performance art, monologue, scene, video.
Science (Grades 4-5)	Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.
Science (Grades 6-7)	Assess personal, societal, economic, and environmental impacts of electricity use in Saskatchewan and propose actions to reduce those impacts. Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem
Science (Grade 8)	Analyze natural factors and human practices that affect productivity and species distribution in marine and fresh water environments Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems.
Science (Grade 10)	Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods Investigate factors that influence Earth's climate system, including the role of the natural greenhouse effect
Environmental Science 20	Investigate technologies and processes used for mitigating and managing resource use, waste generation and pollution associated with a growing human population

MANITOBA

Language Arts (Grades 2-3)	Create original texts to communicate and demonstrate understanding Develop and arrange ideas in oral, written, and visual texts using organizers
Language Arts (Grades 4-5)	Create original texts to communicate and demonstrate understanding Prepare and share information on a topic using print and audio-visual to engage the audience
Language Arts (Grades 6-7)	Create original texts to communicate and demonstrate understanding Organize information and ideas by selecting or developing categories appropriate to a topic and purpose Consider form and audience when generating ideas and focusing on topic
Language Arts (Grade 8)	Organize information and ideas in order of priority according to topic and task requirements.
Language Arts Senior 1	Examine the use of a variety of techniques to portray gender, cultures, and socio-economic groups in oral, literary [including books], and media texts.
Language Arts Senior 2	Develop and use an inquiry or research plan to access relevant ideas and information from a variety of sources
Language Arts Senior 3	Make notes in point form, summarizing major ideas and supporting details; reference sources
Language Arts Senior 4	Evaluate information for completeness, accuracy, currency, historical context, relevance, balance of perspectives, and bias
Drama (Grades 4-5)	Demonstrate understanding of voice, dialogue, body, gesture, and movement as tools for communicating character Take on different points of view in dramatic play
Drama (Grades 6-7)	Develop characters and roles from different points of view Use the elements of characterization (voice, dialogue, body, gesture, and movement) selectively to develop a range of characters
Drama (Grade 8)	Students creatively integrate ideas, elements, and forms in developing drama.
Drama (Grade 9)	The learner develops competencies* for using the tools and techniques of body, mind, and voice in a variety of contexts.
Drama (Grade 10)	The learner develops competencies for using elements* of drama/theatre in a variety of contexts.
Arts Education (Grades 2-4)	Generate multiple ideas for artmaking in response to a given stimulus
Arts Education	Search for and discover ideas for artmaking through experimentation with art elements, principles, and media

(Grades 5-7)	Generate multiple ideas and images for artmaking Collect and explore a wide range of visual and other resources
Visual Art A-U3	Describe works of art and design experienced first-hand in own community and the places and venues (e.g., galleries, places of worship, public buildings, parks) where these experiences occurred
Visual Arts (VA) - 1	Experimenting with art elements and principles, and their relationships in natural and constructed environments
Visual Arts (VA) - 2	The learner critically observes and describes visual arts experiences.
Visual Arts (VA) - 3	Examining ways that visual arts reflect, interpret, and record traditions, values, beliefs, issues, and events in society and culture
Science (Grades 4-5)	Develop, implement, and evaluate personal and group action plans that contribute to a healthy environment for themselves and for other living things. Identify substances that pollute air and water, and describe ways of reducing such pollution.
Science (Grades 6-7)	Identify and describe positive and negative examples of human interventions that have an impact on ecological succession or the makeup of ecosystems. Identify environmental, social, and economic factors that should be considered in the management and preservation of ecosystems.
Science Senior 1	Identify substances that may pollute water, related environmental and societal impacts of pollution, and ways to reduce or eliminate effects of pollution
Science Senior 2	Investigate and evaluate evidence that climate change occurs naturally and can be influenced by human activities Discuss potential consequences of climate change

ONTARIO

Language Arts (Grades 2-3)	Generate ideas about a potential topic, using a variety of strategies and resources Write short texts using several simple forms
Language Arts (Grades 4-7)	Generate ideas about a potential topic and identify those most appropriate for the purpose Write longer and more complex texts using a variety of forms
Language Arts (Grades 8 -12)	Generate, gather, and organize ideas and information to write for an intended purpose and audience; Draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
Drama (Grades 4-7)	Engage actively in drama exploration and role play Plan and shape the direction of the drama or role play by collaborating with others to develop ideas
Drama (Grades 8)	Apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;
Drama (Grades 9-12)	Use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.
Visual Art (Grades 2-5)	Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic Use elements of design in art works to communicate ideas, messages, and understandings
Visual Art (Grades 6-7)	Demonstrate an understanding of composition using multiple principles of design to create narrative art works or art works on a theme or topic Use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose
Visual Arts (Grade 8)	Apply the creative process (see pages 19–22) to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies;
Visual Arts (Grade 9)	Apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
Visual Arts (Grade 10)	Produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

Visual Arts (Grade 11)	Apply the creative process to create a variety of art works, individually and/or collaboratively
Visual Arts (Grade 12)	Demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect both social and personal values
Science (Grades 4-5)	Analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts Evaluate the effects of various technologies on energy consumption
Science (Grades 6-7)	assess positive and negative environmental impacts evaluate the effects of various technologies on energy consumption
Science (Grade 8)	Assess the impact of human activities and technologies on the sustainability of water resources;
Science (Grade 9)	Assess the impact of human activities on the sustainability of terrestrial and/or aquatic ecosystems, and evaluate the effectiveness of courses of action intended to remedy or mitigate negative impacts Investigate factors related to human activity that affect terrestrial and aquatic ecosystems, and explain how they affect the sustainability of these ecosystems;
Science (Grade 10)	Analyse some of the effects of climate change around the world, and assess the effectiveness of initiatives that attempt to address the issue of climate change; Investigate various natural and human factors that influence Earth's climate and climate change; Demonstrate an understanding of natural and human factors, including the greenhouse effect, that influence Earth's climate and contribute to climate change.
Chemistry (Grade 11)	Analyse the cumulative effects of human activities and technologies on air quality, and describe some Canadian initiatives to reduce air pollution, including ways to reduce their own carbon footprint;
Environmental Science (Grade 11)	Investigate various methods of conserving energy and improving energy efficiency; Demonstrate an understanding of energy production, consumption, and conservation with respect to a variety of renewable and non-renewable sources.

QUEBEC

Language Arts (Grades 2-6)	Communicates appropriately in various situations, orally and in writing Acquires oral and written language to meet his/her personal, school and social needs To write self-expressive, narrative and information-based texts
Language Arts (Grades 7-8)	Follows a production process to create media texts for specific purposes and audiences Explores the relationship between producer, text and audience in specific contexts Produces spoken texts for a familiar audience in specific contexts To develop the students' capacity for oral (speaking and listening) and written (reading and writing) communication
Language Arts (Grade 9-12)	The student applies the stages of the production process to produce spoken, written, media, multigenre and multimodal texts in a given context or situation.
Drama (Grades 2-6)	To invent short scenes To use elements of the language of drama, performance techniques, styles of theatre and elements of drama
Drama (Grades 7-8)	Creates dramatic works: Uses elements of dramatic language and technique Applies elements of dramatic language: Respects the conventions regarding unified performance
Drama (Grades 9-12)	Creates dramatic works: Applies ideas for the creation of a dramatic work Uses elements of dramatic language: Becomes familiar with the expressive nature of the work
Visual Arts (Grades 2-6)	To use personal ideas inspired by the stimulus for creation To use elements of visual arts language
Visual Arts (Grades 7- 8)	Carry out two types of complex tasks: transforming tangible matter; transforming imagery and image content.
Visual Arts (Grades 9-12)	Communicate and give concrete expression, by means of symbolic language, to ideas, mental images, impressions, sensations and emotions in various artistic productions or performances
Science (Grades 4-6)	To propose explanations for or solutions to scientific or technological problems Formulate questions and propose explanations concerning various scientific phenomena
Science and Technology (Grades 7-8)	Explains that sunlight, moving water and wind are renewable sources of energy Describe the methods invented by humans to transform renewable sources of energy into electricity (hydroelectric dam, wind turbine, solar panels)
Science and the Environment (Grade 9-10)	Describes factors that influence the toxicity of a contaminant (e.g. concentration, characteristics of the environment into which it is released, nature of the organisms with which it is in contact, duration of exposure)

NEW BRUNSWICK

Language Arts (Grades 2-3)	Use writing and others forms of representing for a variety of functions Select, organize, and combine, with assistance, relevant information to construct and communicate meaning
Language Arts (Grades 4-5)	Use strategies in writing and other ways of representing to...formulate questions and organize ideas, discover and express personal attitudes, feelings and opinions, and describe feelings, reactions, values, and attitudes Create written and media texts, collaboratively and independently, in different modes
Language Arts (Grades 6-7)	Use a range of strategies in writing and other ways of representing to; record, develop and reflect on ideas, record and reflect on experiences and responses to them Create written and media texts using an increasing variety of forms
Language Arts (Grades 8)	Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes Introduce a specific topic with a main idea that clearly defines the purpose and engages the audience
Language Arts (Grade 9)	Gather ideas from a variety of sources and use a framework (for example, web or graphic organizer) to sort and classify the information/ideas, recognize different perspectives, and make new connections.
Language Arts (Grade 10)	Select and develop a topic; define purpose; consider audience Refine ideas by creating hypotheses, generating questions and conducting research
Language Arts (Grade 11-12)	Select and develop a topic; define purpose; consider audience
Drama (Grades 8)	Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.
Theatre Arts 120	The student should have the ability to plan and carry out the rehearsal process
Visual Arts (Grades 2-3)	Students will be expected to create, independently or collaboratively, a variety of artworks Create art for a variety of reasons and recognize that there are many kinds of visual arts Students will be expected to create and/or present, independently and collaboratively, expressive products in the arts for a range of audiences and purposes.
Visual Arts (Grades 4-5)	Create an art work, independently, based on memory, observation, imagination, fantasy, mood and in response to expressive art forms

Visual Arts (Grades 6-7)	Create art works based on a response to a variety of art styles
Visual Art (Grade 8)	Create art works based on a response to a variety of art styles, e.g., Realism, Impressionism and Renaissance.
Visual Arts (Grades 9-10)	Students will explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.
Visual Arts 100	Student Objectives – Create an image that explores the possibilities presented by the elements and principles of design.
Visual Arts 110	Students will demonstrate the necessary visual skills and knowledge related to graphic art and design
Science (Grade 8)	Provide examples of problems that arise at home, in an industrial setting, or in the environment that cannot be solved using scientific and technological knowledge
Science Grade 10	Propose a course of action on social issues related to science and technology, taking into account human and environmental needs
Introduction to Environmental Science 120	In this unit students are given the opportunity to develop their inquiry skills as they investigate and report on environmental issues of concern to them. The intention of this unit is to identify issues of concern and interest, understand the natural ecology of the environment and how it has been impacted by human economic, social, and cultural activity, and to explore ways to ensure sustainability.
Advanced Environmental Science 120	Examine and demonstrate an understanding of atmosphere composition and dynamics, and current issues in air pollution and global warming

NOVA SCOTIA

Language Arts (Grades 2-3)	Choose forms of writing that are appropriate to specific purposes and audiences Include information that is relevant and purposeful for an intended audience
Language Arts (Grades 4-5)	Use various forms/genres of writing to develop imagination with growing independence
Language Arts (Grades 6-7)	Use types of writing that are appropriate to specific purposes and audiences, with increasing independence
Language Arts (Grades 8-9)	Demonstrate a number of writing and representing strategies as language learners
Language Arts (Grade 10)	Communicate information and ideas effectively and clearly, and to respond personally and critically Interact with sensitivity and respect, considering the situation, audience, and purpose
Language Arts (Grades 11-12)	Use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations Create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
Visual Arts (Grades 2-3)	Create artworks, individually and in small groups, using a variety of materials and technologies to express emotion and ideas
Visual Arts (Grades 4-7)	Explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts Create, collaboratively and independently, expressive products in the arts for a range of audiences and purposes
Visual Arts (Grade 8)	Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context
Visual Arts (Grade 9)	Explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts Create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purpose
Visual Arts (Grade 10)	Explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts Create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes
Advanced Visual Arts (Grade 11)	Respect the contributions of individuals and cultural groups to the arts in local and global contexts and value the arts as a record of human experience and expression
Visual Arts (Grade 12)	Explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts Create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes
Drama	It is expected that students will be able to respond with sensitivity and respect to the ideas of others

(Grade 10)	It is expected that students will be able to use various forms for reflection and debriefing
Drama (Grade 11)	It is expected that students will be able to use an increasing number of various forms for reflection and debriefing to extend their own engagement in dramatic creation
Science (Grades 4-5)	Describe how personal actions help conserve natural resources and care for living things and their habitats
Science (Grades 6-7)	Identify the roles of producers, consumers, and decomposers in a local ecosystem, and describe both their diversity and their interactions
Science (Grade 8)	Describe factors that affect glaciers and polar icecaps, and describe their consequent effects on the environment Identify and examine new questions and problems that arise from all water being connected
Science (Grades 9-10)	Predict and analyze the impact of external factors on the sustainability of an ecosystem, using a variety of formats

PEI

Language Arts (Grades 2-3)	Use writing and other forms of representing to convey meaning
Language Arts (Grades 4-5)	Create written and media texts, collaboratively and independently, in different modes and in an increasing variety of forms
Language Arts (Grades 6-8)	Use writing and representing to explore, clarify, and reflect on their thoughts, feelings, and experiences, and learnings and to use their imaginations
Language Arts (Grades 9)	Student will be expected to use note-making to reconstruct knowledge and select effective strategies appropriate to the task
Language Arts (Grades 10)	Produce an oral presentation advocating for an idea or cause
Language Arts (Grades 11)	Enhance personal text based on self, peer, and/or teacher critical feedback
Language Arts (Grades 12)	Evaluate the effectiveness of literary devices within literature, media, and various forms of representing Critically evaluate their own and others' oral text
Drama DRA701A	Students will be expected to use various forms for reflection and debriefing (i.e. Record journal entries and monologues)
Visual Arts (Grades 2-3)	Create works of art that express feelings and ideas inspired by personal experiences Demonstrate an understanding of composition, using principles of art and design to create narrative art works or art works on a theme or topic
Visual Arts (Grades 4-5)	Create works of art that express feelings and ideas inspired by their own and others' points of view Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic
Visual Arts (Grades 6-7)	Explore, challenge, develop, and express ideas, using skills, language, techniques and processes of the arts Create expressive products in the arts
Science (Grade 7)	Propose actions to reduce the impact of human activities on a specific ecosystem
Science (Grade 8)	Analyse the global distribution of water and its impact on local environments. Propose a plan of action to reduce personal water consumption to help address water sustainability issues.
Science 421 A	The issue of human impact on the carbon cycle should be discussed. Student discussion could include ideas on how, as individuals, people can each make a small contribution to reducing their impact on the carbon cycle.
Environmental Science 621 A	This unit also describes the main sources and types of air and water pollution and solid domestic waste. Students will discuss prevention strategies and management strategies for dealing with pollution and municipal waste.

NEWFOUNDLAND AND LABRADOR

Language Arts (Grades 2-3)	Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes. Express feelings and imaginative ideas through writing and representing
Language Arts (Grades 4-5)	Students will be expected to use writing and representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.
Language Arts (Grades 6-7)	Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
Language Arts (Grades 8-9)	Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
Language Arts (1201- 2201-3201)	Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
Drama (Grades 4-7)	Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
Visual Arts (Grades 2-7)	Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
Visual Arts (Grades 8-9)	Create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes;
Visual Arts (1202)	Explore and demonstrate appropriate skills and techniques while working with a variety of media within the disciplines in the creation of art 3.0 Select and manipulate various art media to convey their intended messages, meaning and themes.
Art and Design (2200/3200)	Create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes
Science	Identify changes that have occurred in a local ecosystem over time

(Grade 7)	Recognize that humans have influenced the natural environment
Science (Grade 8)	Students will be expected to analyze factors that affect productivity and species distribution in freshwater and marine environments
Environmental Science 3205	“This section is intended to provide a brief review of the language and terminology for later use in discussion of atmospheric pollution and changes.”
Science 1206	Students will propose a course of action on social issues related to science and technology, taking into account human and environmental needs
Science 2200	Students will propose a course of action on social issues related to science and technology, taking into account human and environmental needs