Clean Water Champions - Detailed Curriculum Connections

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Overall, the program content and students' projects Action Projects fulfill the BC Ministry of Education Core Competencies in the following areas:

Creative/Critical Thinking - I can learn a lot about something new, consider different perspectives, generate and develop new ideas, and implement them in real life.

Communication - I can share and develop ideas with others, take on roles and responsibilities within a group, summarize key ideas, and present what I have learned.

Personal & Social Responsibility - I can explain what my values are and how they affect the choices I make. I can participate in classroom and group activities to improve the wellbeing of myself, my community and the natural world.

- **Communication** - Sharing experiences and ideas about how students' individual, everyday actions can contribute to freshwater pollution. Using forms of digital media (i.e., images, video) to explore the world around them.

- **Thinking** - Creative and critical thinking to develop self awareness of students' impact on freshwater pollution, and to brainstorm solutions to the problems
- **Personal and social** - Recognizing students' personal role in environmental stewardship to reduce freshwater pollution, and fostering a deep connection to nature

Kindergarten

English Language Arts	Comprehend and connect (reading, listening, viewing) ● Use sources of information and prior knowledge to make meaning ● Use developmentally appropriate reading, listening, and viewing strategies to make meaning ● Explore foundational concepts of print, oral, and visual texts ● Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community ● Use personal experience and knowledge to connect to stories and other texts to make meaning (K-2)
	Create and communicate (writing, speaking, representing) ● Exchange ideas and perspectives to build shared understanding ● Use language to identify, create, and share ideas, feelings, opinions, and preferences
Science	Questioning and predicting ● Demonstrate curiosity and a sense of wonder about the world ● Ask simple questions about familiar objects and events
	Processing and analyzing data and information ● Experience and interpret the local environment ● Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge

	• Discuss observations • Represent observations and ideas by drawing charts and simple pictographs
	Applying and innovating • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving
	Communicating • Share observations and ideas orally • Express and reflect on personal experiences of place
Social Studies	Students are expected to be able to do the following • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Explain the significance of personal or local events, objects, people, or places (significance) • Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) • Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change) • Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence) • Acknowledge different perspectives on people, places, issues, or events in their lives (perspective) • Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)

Grade 1

English Language Arts	Comprehend and connect (reading, listening, viewing) • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and

	viewing strategies to make meaning ● Use foundational concepts of print, oral, and visual texts ● Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community ● Use personal experience and knowledge to connect to stories and other texts to make meaning
	Create and communicate (writing, speaking, representing) ● Exchange ideas and perspectives to build shared understanding ● Identify, organize, and present ideas in a variety of forms ● Plan and create a variety of communication forms for different purposes and audiences ● Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation
Science	Questioning and predicting ● Demonstrate curiosity and a sense of wonder about the world ● Observe objects and events in familiar contexts ● Ask questions about familiar objects and events ● Make simple predictions about familiar objects and events
	Processing and analyzing data and information ● Experience and interpret the local environment ● Sort and classify data and information using drawings, pictographs and provided tables ● Compare observations with predictions through discussion ● identify simple patterns and connections
	Evaluating ● Compare observations with those of others ● Consider some environmental consequences of their actions
	Applying and innovating ● Take part in caring for self, family, classroom and school through personal approaches

	• Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving
	Communicating • Communicate observations and ideas using oral or written language, drawing, or role-play • Express and reflect on personal experiences of place
Social Studies	Students are expected to be able to do the following: • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Explain the significance of personal or local events, objects, people, or places (significance) • Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) • Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change) • Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence) • Explore different perspectives on people, places, issues, or events in their lives (perspective) • Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)

Grade 2

English Language Arts	Comprehend and connect (reading, listening, viewing) • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Use personal experience and knowledge to connect to

	stories and other texts to make meaning
	Create and communicate (writing, speaking, representing) ● Exchange ideas and perspectives to build shared understanding ● Plan and create a variety of communication forms for different purposes and audiences ● Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation
Science	Questioning and predicting ● Demonstrate curiosity and a sense of wonder about the world ● Observe objects and events in familiar contexts ● Ask questions about familiar objects and events ● Make simple predictions about familiar objects and events
	Processing and analyzing data and information ● Experience and interpret the local environment ● Sort and classify data and information using drawings, pictographs and provided tables ● Compare observations with predictions through discussion ● Identify simple patterns and connections
	Evaluating ● Compare observations with those of others ● Consider some environmental consequences of their actions
	Applying and innovating ● Take part in caring for self, family, classroom and school through personal approaches ● Transfer and apply learning to new situations ● Generate and introduce new or refined ideas when problem solving

	Communicating ● Communicate observations and ideas using oral or written language, drawing, or role-play ● Express and reflect on personal experiences of place
Social Studies	Students are expected to be able to do the following: ● Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions ● Explain why people, events, or places are significant to various individuals and groups (significance) ● Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) ● Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change) ● Recognize the causes and consequences of events, decisions, or developments (cause and consequence) ● Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective) ● Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)

Grade 3

English Language Arts	Comprehend and connect (reading, listening, viewing) ● Use sources of information and prior knowledge to make meaning ● Make connections between ideas from a variety of sources and prior knowledge to build understanding ● Use developmentally appropriate reading, listening, and viewing strategies to make meaning ● Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community ● Use personal experience and knowledge to connect to text and make meaning

	Create and communicate (writing, speaking, representing) ● Exchange ideas and perspectives to build shared understanding (K-5) ● Plan and create a variety of communication forms for different purposes and audiences ● Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation ● Develop and apply expanding word knowledge
Science	Questioning and predicting ● Demonstrate curiosity and a sense of wonder about the world ● Observe objects and events in familiar contexts ● Identify questions about familiar objects and events that can be investigated scientifically ● Make predictions based on prior knowledge
	Processing and analyzing data and information ● Experience and interpret the local environment ● Identify First Peoples perspectives and knowledge as sources of information ● Sort and classify data and information using drawings or provided tables ● Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends ● Compare results with predictions, suggesting possible reasons for findings
	Evaluating ● Demonstrate an understanding and appreciation of evidence ● Identify some simple environmental implications of their and others' actions
	Applying and innovating ● Contribute to care for self, others, school, and neighborhood through personal or collaborative approaches ● Cooperatively design projects

	• Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving
	Communicating • Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate • Express and reflect on personal or shared experiences of place
Social Studies	Students are expected to be able to do the following: • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Explain why people, events, or places are significant to various individuals and groups (significance) • Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) • Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change) • Recognize the causes and consequences of events, decisions, or developments (cause and consequence) • Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events • Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)

Grade 4

English Language Arts	Comprehend and connect (reading, listening, viewing) • Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding • Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text

	• Apply a variety of thinking skills to gain meaning from texts • Recognize the role of language in personal, social, and cultural identity • Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world • Show an increasing understanding of the role of organization in meaning
	Create and communicate (writing, speaking, representing) • Exchange ideas and perspectives to build shared understanding • Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences • Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation • Develop and apply expanding word knowledge • Transform ideas and information to create original texts
Science	Questioning and predicting • Demonstrate curiosity about the natural world • Observe objects and events in familiar contexts • Identify questions about familiar objects and events that can be investigated scientifically • Make predictions based on prior knowledge
	Planning and conducting • Suggest ways to plan and conduct an inquiry to find answers to their questions • Consider ethical responsibilities when deciding how to conduct an experiment • Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate • Collect simple data
	Processing and analyzing data and information • Experience and interpret the local environment • Sort and classify data and information using drawings or provided tables • Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends • Compare results with predictions, suggesting possible reasons

	for findings
	Evaluating ● Make simple inferences based on their results and prior knowledge ● Demonstrate an understanding and appreciation of evidence ● Identify some simple environmental implications of their and others' actions
	Applying and innovating ● Co-operatively design projects ● Transfer and apply learning to new situations ● Generate and introduce new or refined ideas when problem solving
	Communicating ● Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate ● Express and reflect on personal or shared experiences of place
Social Studies	**Key skills:** ● Compare information and viewpoints about a selected problem or issue ● Summarize information and opinions about a selected problem or issue ● Give reasons for using more than one source of information (e.g., differing points of view, currency of information, level of detail, reliability) ● Apply a variety of strategies for information gathering (e.g., headings, indices, Internet searches) ● Apply strategies for note taking and organizing information gathered from a variety of information sources ● Organize information to plan a presentation ● Prepare a presentation using selected communication forms (e.g., debate, diorama, multimedia presentation, dance) to support the purpose of the presentation ● Apply established criteria for a presentation (e.g., historical accuracy and context) ● Identify problems or issues that are local, national, and/or global in focus (e.g., natural disasters, endangered species, poverty, disease) ● Clarify a selected problem or issue (e.g., provide details; state

	reasons, implications) ● Create a plan of action to address a chosen problem or issue

Grade 5

English Language Arts	***Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:*** Comprehend and connect (reading, listening, viewing) ● Access information and ideas from a variety of sources and from prior knowledge to build understanding ● Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text ● Synthesize ideas from a variety of sources to build understanding ● Apply a variety of thinking skills to gain meaning from texts ● Use personal experience and knowledge to connect to text and develop understanding of self, community, and world
	Create and communicate (writing, speaking, representing) ● Exchange ideas and perspectives to build shared understanding ● Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences ● Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation ● Develop and apply expanding word knowledge ● Transform ideas and information to create original texts
Science	*Students are expected to be able to do the following:* Questioning and predicting ● Demonstrate a sustained curiosity about a scientific topic or problem of personal interest ● Make observations in familiar or unfamiliar contexts ● Identify questions to answer or problems to solve through scientific inquiry ● Make predictions about the findings of their inquiry
	Planning and conducting ● With support, plan appropriate investigations to answer their questions or

	solve problems they have identified ● Choose appropriate data to collect to answer their questions
	Processing and analyzing data and information ● Experience and interpret the local environment ● Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data ● Identify patterns and connections in data ● Demonstrate an openness to new ideas and consideration of alternatives
	Evaluating ● Suggest improvements to their investigation methods ● Identify some of the assumptions in secondary sources ● Demonstrate an understanding and appreciation of evidence ● Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations
	Applying and innovating ● Contribute to care for self, others, and community through personal or collaborative approaches ● Co-operatively design projects ● Transfer and apply learning to new situations ● Generate and introduce new or refined ideas when problem solving
	Communicating ● Communicate ideas, explanations, and processes in a variety of ways ● Express and reflect on personal, shared, or others' experiences of place
Social Studies	***Students are expected to be able to do the following:*** ● Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions ● Develop a plan of action to address a selected problem or issue ● Construct arguments defending the significance of individuals/groups, places, events, and developments (significance) ● Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) ● Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present(continuity and change) ● Differentiate between intended and unintended consequences of events,

	decisions, and developments, and speculate about alternative outcomes (cause and consequence) ● Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations(perspective) ● Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

Grade 6

English Language Arts	**Comprehend and connect (reading, listening, viewing)** ● Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability ● Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking ● Synthesize ideas from a variety of sources to build understanding ● Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts ● Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts ● Construct meaningful personal connections between self, text, and world
	Create and communicate (writing, speaking, representing) ● Exchange ideas and viewpoints to build shared understanding and extend thinking ● Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message ● Use and experiment with oral storytelling processes ● Transform ideas and information to create original texts
Science	***Students are expected to be able to do the following:*** Questioning and predicting ● Demonstrate a sustained curiosity about a scientific topic or problem of personal interest ● Make observations in familiar or unfamiliar contexts ● Identify questions to answer or problems to solve through scientific inquiry ● Make predictions about the findings of their inquiry

	Planning and conducting ● With support, plan appropriate investigations to answer their questions or solve problems they have identified ● Choose appropriate data to collect to answer their questions ● Observe, measure, and record data, using appropriate tools, including digital technologies
	Processing and analyzing data and information ● Experience and interpret the local environment ● Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data ● Identify patterns and connections in data ● Compare data with predictions and develop explanations for results ● Demonstrate an openness to new ideas and consideration of alternatives
	Evaluating ● Identify possible sources of error ● Identify some of the assumptions in secondary sources ● Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations
	Applying and innovating ● Contribute to care for self, others, and community through personal or collaborative approaches ● Co-operatively design projects ● Transfer and apply learning to new situations ● Generate and introduce new or refined ideas when problem solving
	Communicating ● Communicate ideas, explanations, and processes in a variety of ways ● Express and reflect on personal, shared, or others' experiences of place
Social Studies	***Students are expected to be able to do the following:***

	• Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Develop a plan of action to address a selected problem or issue • Construct arguments defending the significance of individuals/groups, places, events, or developments (significance) • Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change) • Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence) • Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

Grade 7

English Language Arts	***Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:*** Comprehend and connect (reading, listening, viewing) • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking • Synthesize ideas from a variety of sources to build understanding • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Construct meaningful personal connections between self, text, and world • Respond to text in personal, creative, and critical ways •
	Create and communicate (writing, speaking, representing) • Exchange ideas and viewpoints to build shared understanding and extend thinking • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message

	• Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation • Use and experiment with oral storytelling processes • Select and use appropriate features, forms, and genres according to audience, purpose, and message • Transform ideas and information to create original texts
Science	Questioning and predicting • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest • Make observations aimed at identifying their own questions about the natural world • Identify a question to answer or a problem to solve through scientific inquiry • Make predictions about the findings of their inquiry Planning and conducting • Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified • Measure and control variables (dependent and independent) through fair tests • Observe, measure, and record data (qualitative and quantitative), using equipment, including digital technologies, with accuracy and precision • Ensure that safety and ethical guidelines are followed in their investigations Processing and analyzing data and information • Experience and interpret the local environment • Construct and use a range of methods to represent patterns or relationships in data, including tables, graphs, keys, models, and digital technologies as appropriate • Seek patterns and connections in data from their own investigations and secondary sources • Use scientific understandings to identify relationships and draw conclusions Evaluating • Reflect on their investigation methods, including the adequacy of controls on variables (dependent and independent) and the quality of the data collected • Identify possible sources of error and suggest improvements to their investigation methods • Demonstrate an awareness of assumptions and bias in their own work and secondary sources • Demonstrate an understanding and appreciation of evidence

	(qualitative and quantitative) ● Exercise a healthy, informed skepticism and use scientific knowledge and findings from their own investigations to evaluate claims in secondary sources ● Consider social, ethical, and environmental implications of the findings from their own and others' investigations Applying and innovating ● Contribute to care for self, others, community, and world through personal or collaborative approaches ● Co-operatively design projects ● Transfer and apply learning to new situations ● Generate and introduce new or refined ideas when problem solving Communicating ● Communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate ● Express and reflect on a variety of experiences and perspectives of place
Social Studies	***Students are expected to be able to do the following:*** ● Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions ● Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence) ● Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change) ● Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence) ● Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective) ● Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)

Grade 8

English	Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Language Arts	Comprehend and connect (reading, listening, viewing) ● Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability ● Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking ● Synthesize ideas from a variety of sources to build understanding ● Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts ● Construct meaningful personal connections between self, text, and world
	Create and communicate (writing, speaking, representing) ● Exchange ideas and viewpoints to build shared understanding and extend thinking ● Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences ● Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message ● Select and use appropriate features, forms, and genres according to audience, purpose, and message ● Transform ideas and information to create original texts.
Science	Students are expected to be able to do the following: Questioning and predicting ● Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest ● Make observations aimed at identifying their own questions about the natural world ● Identify a question to answer or a problem to solve through scientific inquiry ● Formulate alternative “If…then…” hypotheses based on their questions ● Make predictions about the findings of their inquiry
	Planning and conducting ● Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified ● Measure and control variables (dependent and independent) through fair tests ● Observe, measure, and record data (qualitative and quantitative), using equipment, including digital technologies, with accuracy and precision
	Processing and analyzing data and information ● Experience and interpret the local environment

	• Construct and use a range of methods to represent patterns or relationships in data, including tables, graphs, keys, models, and digital technologies as appropriate • Seek patterns and connections in data from their own investigations and secondary sources • Use scientific understandings to identify relationships and draw conclusions
	Evaluating • Demonstrate an awareness of assumptions and bias in their own work and secondary sources • Demonstrate an understanding and appreciation of evidence (qualitative and quantitative) • Exercise a healthy, informed skepticism and use scientific knowledge and findings from their own investigations to evaluate claims in secondary sources • Consider social, ethical, and environmental implications of the findings from their own and others' investigations
	Applying and innovating • Contribute to care for self, others, community, and world through personal or collaborative approaches • Co-operatively design projects • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving
	Communicating • Communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate • Express and reflect on a variety of experiences and perspectives of place
Social Studies	Students are expected to be able to do the following: • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence) • Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence) • Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective) • Make ethical judgments about past events, decisions, or actions,

	and assess the limitations of drawing direct lessons from the past (ethical judgment)

Grade 9

English Language Arts	Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Comprehend and connect (reading, listening, viewing) ● Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability ● Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking ● Synthesize ideas from a variety of sources to build understanding ● Construct meaningful personal connections between self, text, and world ● Recognize an increasing range of text structures and how they contribute to meaning
	Create and communicate (writing, speaking, representing) ● Exchange ideas and viewpoints to build shared understanding and extend thinking ● Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences ● Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message ● Select and use appropriate features, forms, and genres according to audience, purpose, and message ● Transform ideas and information to create original texts ● Express an opinion and support it with credible evidence
Science	Students are expected to be able to do the following: Questioning and predicting ● Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest ● Make observations aimed at identifying their own questions, including increasingly complex ones, about the natural world Planning and conducting ● Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative) ● Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data Processing and analyzing data and information

	• Experience and interpret the local environment • Construct, analyze and interpret graphs (including interpolation and extrapolation), models and/or diagrams • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence • Analyze cause-and-effect relationships Evaluating • Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions • Describe specific ways to improve their investigation methods and the quality of the data • Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and secondary sources • Exercise a healthy, informed skepticism, and use scientific knowledge and findings to form their own investigations and to evaluate claims in secondary sources • Consider social, ethical, and environmental implications of the findings from their own and others' investigations • Critically analyze the validity of information in secondary sources and evaluate the approaches used to solve problems Applying and innovating • Contribute to care for self, others, community, and world through individual or collaborative approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving • Contribute to finding solutions to problems at a local and/or global level through inquiry Communicating • Communicate scientific ideas, claims, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations • Express and reflect on a variety of experiences, perspectives, and worldviews through place
Social Studies	Students are expected to be able to do the following: • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence) • Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing

	norms, values, worldviews, and beliefs (perspective) • Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment) • Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)

Grade 10

English Language Arts	Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Comprehend and connect (reading, listening, viewing) ● Access information for diverse purposes and from a variety of sources to inform writing ● Explore the relevance, accuracy, and reliability of texts ● Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts ● Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact ● Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts ● Construct meaningful personal connections between self, text, and world ● Identify bias, contradictions, and distortions
	Create and communicate (writing, speaking, representing) ● Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking ● Assess and refine texts to improve clarity and impact ● Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes ● Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences ● Use digital media to collaborate and communicate both within the classroom and beyond its walls ● Express and support an opinion with evidence ● Use acknowledgements and citations to recognize intellectual property rights ● Transform ideas and information to create original texts
Science	Students are expected to be able to do the following: Questioning and predicting ● Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest ● Make observations aimed at identifying their own questions, including increasingly complex ones, about the natural world
	Planning and conducting ● Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative) ● Assess risks and address ethical, cultural, and/or environmental

	issues associated with their proposed methods and those of others ● Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data
	Processing and analyzing data and information ● Experience and interpret the local environment ● Seek and analyze patterns, trends, and connections in data, including describing relationships between variables (dependent and independent) and identifying inconsistencies ● Construct, analyze, and interpret graphs (including interpolation and extrapolation), models, and/or diagrams ● Analyze cause-and-effect relationships
	Evaluating ● Describe specific ways to improve their investigation methods and the quality of the data ● Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled ● Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and secondary sources ● Consider the changes in knowledge over time as tools and technologies have developed ● Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations and to evaluate claims in secondary sources ● Consider social, ethical, and environmental implications of the findings from their own and others' investigations ● Critically analyze the validity of information in secondary sources and evaluate the approaches used to solve problems
	Applying and innovating ● Contribute to care for self, others, community, and world through individual or collaborative approaches ● Transfer and apply learning to new situations ● Generate and introduce new or refined ideas when problem solving ● Contribute to finding solutions to problems at a local and/or global level through inquiry ● Consider the role of scientists in innovation
	Communicating ● Communicate scientific ideas, claims, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations

	• Express and reflect on a variety of experiences, perspectives, and worldviews through place
Social Studies	Students are expected to be able to do the following: • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions • Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence) • Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence) • Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective) • Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)

Grade 11

English Language Arts	Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Comprehend and connect (reading, listening, viewing) • Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability • Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry and to extend thinking • Recognize and appreciate how various forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors • Construct meaningful personal connections between self, text, and world • Evaluate how literary elements and new media techniques and devices reflect different purposes and audiences • Identify bias, contradictions, distortions, and omissions

	Create and communicate (writing, speaking, representing) ● Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking ● Respond to text in personal, creative, and critical ways ● Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes ● Select and use a variety of media appropriate to purpose, audience, and context ● Select and apply an appropriate oral language format for an intended purpose ● Use digital and multimedia writing and design processes to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences ● Express and support an opinion with evidence ● Reflect on, assess, and refine texts to improve clarity, effectiveness, and impact according to purpose, audience, and message ● Use acknowledgements and citations to recognize intellectual property rights ● Transform ideas and information to create original texts, using various genres, forms, structures, and styles
Science: Environmental	Students are expected to be able to do the following: Questioning and predicting ● Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest ● Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world

	Planning and conducting
	● Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative)
	● Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods
	● Apply the concepts of accuracy and precision to experimental procedures and data:
	  ○ significant figures
	  ○ uncertainty

	Processing and analyzing data and information ● Experience and interpret the local environment ● Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies ● Construct, analyze, and interpret graphs, models, and/or diagrams ● Use knowledge of scientific concepts to draw conclusions that are consistent with evidence

	• Analyze cause-and-effect relationships
	Evaluating • Describe specific ways to improve their investigation methods and the quality of their data • Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources • Consider the changes in knowledge over time as tools and technologies have developed • Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources • Consider social, ethical, and environmental implications of the findings from their own and others' investigations • Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems • Assess risks in the context of personal safety and social responsibility
	Applying and innovating • Contribute to care for self, others, community, and world through individual or collaborative approaches • Co-operatively design projects with local and/or global connections and applications • Contribute to finding solutions to problems at a local and/or global level through inquiry • Implement multiple strategies to solve problems in real-life, applied, and conceptual situations
	Communicating • Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations • Express and reflect on a variety of experiences, perspectives, and worldviews through place
Social Studies	Students are expected to be able to do the following: • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Assess the credibility and justifiability of evidence, data, and interpretations (evidence) • Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence)

	• Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective) • Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment)

Grade 12

Arts Education	Students are expected to be able to do the following: Explore and create • Experiment with media arts materials and processes to create media artworks • Explore established, new, and emerging technologies used in media arts • Create artistic works for a specific audience • Refine skills and techniques in creating media artworks • Demonstrate active engagement in creating media artworks and resolving creative challenges
	Reason and reflect • Analyze creative choices in the planning, making, interpreting, and analyzing of media artworks • Develop personal answers to aesthetic questions
	Communicate and document • Document, share, and appreciate media artworks in a variety of contexts • Communicate ideas and express emotions through art making • Demonstrate awareness of self, others, and place through art making • Communicate about and respond to social and environmental issues through media arts
	Connect and expand • Demonstrate personal and social responsibility associated with creating, perceiving, and responding in media arts • Create artistic works to reflect personal voice, story, and values • Explore the relationships between media arts, culture, and society • Explore personal, educational, and professional opportunities in media arts and related fields • Engage in digital citizenship throughout the creative process • Connect with others on a local, regional, or national scale through media arts

English Language Arts	Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: Comprehend and connect (reading, listening, viewing) ● Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability ● Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry and to extend thinking ● Recognize and appreciate how various forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages ● Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts ● Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors ● Construct meaningful personal connections between self, text, and world ● Evaluate how literary elements and new media techniques and devices reflect different purposes and audiences ● Identify bias, contradictions, distortions, and omissions
	Create and communicate (writing, speaking, representing) ● Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking ● Respond to text in personal, creative, and critical ways ● Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes ● Select and use a variety of media appropriate to purpose, audience, and context ● Select and apply an appropriate oral language format for an intended purpose ● Use digital and multimedia writing and design processes to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences ● Express and support an opinion with evidence ● Reflect on, assess, and refine texts to improve clarity, effectiveness, and impact according to purpose, audience, and message ● Use acknowledgements and citations to recognize intellectual property rights ● Transform ideas and information to create original texts, using various genres, forms, structures, and styles
Science	Students are expected to be able to do the following: Questioning and predicting ● Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest

	• Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world
	Planning and conducting • Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative) • Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods • Apply the concepts of accuracy and precision to experimental procedures and data: ○ significant figures uncertainty
	Processing and analyzing data and information • Experience and interpret the local environment • Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies • Construct, analyze, and interpret graphs, models, and/or diagrams • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence • Analyze cause-and-effect relationships
	Evaluating • Describe specific ways to improve their investigation methods and the quality of their data • Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources • Consider the changes in knowledge over time as tools and technologies have developed • Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources • Consider social, ethical, and environmental implications of the findings from their own and others' investigations • Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems • Assess risks in the context of personal safety and social responsibility
	Applying and innovating • Contribute to care for self, others, community, and world through individual or collaborative approaches • Co-operatively design projects with local and/or global connections and applications • Contribute to finding solutions to problems at a local and/or

	global level through inquiry ● Implement multiple strategies to solve problems in real-life, applied, and conceptual situations
Social Studies	Students are expected to be able to do the following: ● Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions ● Assess the credibility and justifiability of evidence, data, and interpretations (evidence) ● Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence) ● Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective) ● Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment)