

Prescribed Learning Outcomes for Grade 8 Required Areas of Study

Term			English Language Arts 8 (2007)
1	2	3	It is expected that students will:
			Oral Language (Speaking and Listening)
			<i>Purposes (Oral Language)</i>
			<ul style="list-style-type: none"> interact and collaborate in pairs and groups to support the learning of self and others, explore experiences, ideas, and information, understand the perspectives of others, comprehend and respond to a variety of texts, and create a variety of texts
			<ul style="list-style-type: none"> express ideas and information in a variety of situations and forms to explore and respond, recall and describe, narrate and explain, persuade and support, engage and entertain
			<ul style="list-style-type: none"> listen to comprehend, interpret, and evaluate ideas and information from a variety of texts, considering, purpose, messages, tone, structure, effects and impact, and bias
			<i>Strategies (Oral Language)</i>
			<ul style="list-style-type: none"> select and use a range of strategies to interact and collaborate with others in pairs and groups, including selecting methods for working together effectively, listening actively, contributing ideas and recognizing the ideas of others, demonstrating awareness of diverse points of view, and reaching consensus or agreeing to differ
			<ul style="list-style-type: none"> select and use a range of strategies to prepare oral communications, including interpreting a task and setting a purpose, considering audience, generating ideas, making connections among relevant knowledge and experiences, and planning and rehearsing presentations
			<ul style="list-style-type: none"> select and use a range of strategies to express ideas and information in oral communications, including vocal techniques, style and tone, nonverbal techniques, visual aids, organizational and memory aids, and monitoring methods
			<ul style="list-style-type: none"> use listening strategies to understand, recall, and analyse a variety of texts, including connecting to prior knowledge, making reasonable predictions, identifying main points, generating thoughtful questions, and clarifying and confirming meaning
			<i>Thinking (Oral language)</i>
			<ul style="list-style-type: none"> speak and listen to make personal responses to texts, by making connections with prior knowledge and experiences, describing reactions and emotions, generating thoughtful questions, and developing opinions with reasons
			<ul style="list-style-type: none"> speak and listen to interpret and analyse ideas and information from texts, by examining and comparing ideas and elements within and among texts, identifying perspectives, and identifying bias and contradictions
			<ul style="list-style-type: none"> speak and listen to synthesize and extend thinking, by personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, and transforming existing ideas and information

		<ul style="list-style-type: none"> use metacognitive strategies to reflect on and assess their speaking and listening, by referring to criteria, setting goals for improvement, creating a plan for achieving goals, and evaluating progress and setting new goals
<i>Features (Oral Language)</i>		
		<ul style="list-style-type: none"> recognize and apply the structures and features of oral language to convey and derive meaning including, context, text structures, syntax, diction, usage conventions, rhetorical devices, vocal techniques, and nonverbal techniques
Reading and Viewing		
<i>Purposes (Reading and Viewing)</i>		
		<ul style="list-style-type: none"> read, both collaboratively and independently, to comprehend a variety of literary texts, including literature reflecting a variety of times, places, and perspectives, literature reflecting a variety of prose forms, poetry in a variety of narrative and lyric forms, significant works of Canadian literature (e.g., the study of plays, short stories, poetry or novels), traditional forms from Aboriginal and other cultures, student-generated material
		<ul style="list-style-type: none"> read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with some complexity of ideas and form, such as articles and reports, biographies and autobiographies, textbooks, magazines, and newspapers print and electronic reference material, advertising and promotional material, opinion-based material, and student-generated material
		<ul style="list-style-type: none"> view, both collaboratively and independently, to comprehend a variety of visual texts, such as broadcast media web sites, graphic novels, film and video, photographs, art, visual components of print media, and student-generated material
		<ul style="list-style-type: none"> independently select and read, for sustained periods of time, texts for enjoyment and to increase fluency
<i>Strategies (Reading and Viewing)</i>		
		<ul style="list-style-type: none"> before reading and viewing, select and use a range of strategies to anticipate content and construct meaning, including interpreting a task, setting a purpose, accessing prior knowledge, making logical predictions, and generating guiding questions
		<ul style="list-style-type: none"> during reading and viewing, select and use a range of strategies to construct, monitor, and confirm meaning, including predicting, questioning, visualizing, and making connections, making inferences and drawing conclusions, differentiating main ideas and supporting details, summarizing, using text features, determining the meaning of unknown words and phrases, and self-monitoring and self-correcting
		<ul style="list-style-type: none"> after reading and viewing, select and use a range of strategies to extend and confirm meaning including, responding to text, asking questions, reviewing text and purpose for reading, making inferences and drawing conclusions, and summarizing, synthesizing, and applying ideas
<i>Thinking (Reading and Viewing)</i>		
		<ul style="list-style-type: none"> explain and support personal responses to texts, by making connections with prior knowledge and experiences, describing reactions and emotions, generating thoughtful questions, and developing opinions using evidence
		<ul style="list-style-type: none"> interpret and analyse ideas and information from texts, by making and supporting judgments, examining and comparing ideas and elements within and among texts, identifying points of view, and identifying bias and contradictions

		<ul style="list-style-type: none"> synthesize and extend thinking about texts, by personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, and transforming existing ideas and information
		<ul style="list-style-type: none"> use metacognitive strategies to reflect on and assess their reading and viewing, by referring to criteria, setting goals for improvement, creating a plan for achieving goals, and evaluating progress and setting new goals
<i>Features (Reading and Viewing)</i>		
		<ul style="list-style-type: none"> recognize and explain how structures and features of text shape readers' and viewers' construction of meaning, including, form and genre, functions of text, literary elements, literary devices, use of language, non-fiction elements, and visual/artistic devices
		<ul style="list-style-type: none"> demonstrate increasing word skills and vocabulary knowledge, by analysing the origins and roots of words, determining meanings and uses of words based on context, and using vocabulary appropriate to audience and purpose
Writing and Representing		
<i>Purposes (Writing and Representing)</i>		
		<ul style="list-style-type: none"> write meaningful personal texts that explore ideas and information to, experiment, express self, make connections, reflect and respond, and remember and recall
		<ul style="list-style-type: none"> write purposeful information texts that express ideas and information to explore and respond, record and describe, analyse and explain, persuade, and engage
		<ul style="list-style-type: none"> write effective imaginative texts to explore ideas and information to make connections and develop insights, explore literary forms and techniques, experiment with language and style, and engage and entertain
		<ul style="list-style-type: none"> create thoughtful representations that communicate ideas and information to explore and respond, record and describe, explain and persuade, and engage
<i>Strategies (Writing and Representing)</i>		
		<ul style="list-style-type: none"> select and use a range of strategies to generate, develop, and organize ideas for writing and representing, including, making connections, setting a purpose and considering audience, gathering and summarizing ideas from personal interest, knowledge, and inquiry, analysing writing samples or models, and setting class-generated criteria
		<ul style="list-style-type: none"> select and use a range of drafting and composing strategies while writing and representing, including using a variety of sources to collect ideas and information, generating text, organizing ideas and information, analysing writing samples or models, and creating and consulting criteria
		<ul style="list-style-type: none"> select and use a range of strategies to revise, edit, and publish writing and representing, including, checking work against established criteria, enhancing supporting details and examples, refining specific aspects and features of text, and proofreading
<i>Thinking (Writing and Representing)</i>		
		<ul style="list-style-type: none"> write and represent to explain and support personal responses to texts, by making connections with prior knowledge and experiences, describing reactions and emotions, generating thoughtful questions, and developing opinions using evidence

		<ul style="list-style-type: none"> write and represent to interpret and analyse ideas and information from texts, by making and supporting judgments, examining and comparing ideas and elements within and among texts, identifying points of view, and identifying bias and contradictions
		<ul style="list-style-type: none"> write and represent to synthesize and extend thinking, by personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, and transforming existing ideas and information
		<ul style="list-style-type: none"> use metacognitive strategies to reflect on and assess their writing and representing, by relating their work to criteria, setting goals for improvement, creating a plan for achieving goal, and evaluating progress and setting new goals
		<i>Features (Writing and Representing)</i>
		<ul style="list-style-type: none"> use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including syntax and sentence fluency, diction, point of view, literary devices, and visual/artistic devices
		<ul style="list-style-type: none"> use and experiment with elements of form in writing and representing, appropriate to purpose, and audience, to enhance meaning and artistry, including, organization of ideas and information, and text features and visual/artistic devices
		<ul style="list-style-type: none"> use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including grammar and usage, punctuation, capitalization, and Canadian spelling, copyright and citation of references, and presentation/layout

Term			Fine Arts 8 (1996) (Students are required to study only <i>ONE</i> of dance, drama, music or visual arts)
1	2	3	DANCE
			<i>Elements of Movement</i>
			<i>It is expected that students will use the elements of movement (body, space, time, dynamics, and relationship) with increasing degrees of refinement, complexity, and variety.</i>
			It is expected that students will:
			<ul style="list-style-type: none"> demonstrate dance techniques associated with particular genres
			<ul style="list-style-type: none"> apply principles of movement (alignment, balance, breathing, flexibility, strength) to dance
			<ul style="list-style-type: none"> apply principles of fitness, health, and safety to dance
			<ul style="list-style-type: none"> use elements of movement in a variety of combinations, as appropriate to the given genre or purpose
			<i>Creation and Composition</i>
			<i>It is expected that students will use the creative process of exploration, selection, combination, refinement, and reflection to compose movement sequences and dances.</i>
			<ul style="list-style-type: none"> create movement in response to the expressive elements of sound and music
			<ul style="list-style-type: none"> transform a given dance sequence for a specific purpose
			<ul style="list-style-type: none"> choreograph a movement sequence for a variety of environments and purposes
			<ul style="list-style-type: none"> apply the creative process to revise and refine dance
			<i>Presentation and Performance</i>
			<i>It is expected that students will participate in the presentation and performance of dance.</i>
			<ul style="list-style-type: none"> rehearse and perform dance for a specific environment
			<ul style="list-style-type: none"> demonstrate dance movements in the appropriate style for the chosen genre or choreography
			<ul style="list-style-type: none"> demonstrate skills and attitudes appropriate to a range of dance experiences as performer, participant, and audience, demonstrating: - an awareness of a sense of community - audience and performer etiquette - performance skills - respect for others' contributions
			<ul style="list-style-type: none"> use established criteria to analyse the work of self and others
			<i>Dance and Society</i>
			<i>It is expected that students will demonstrate a growing awareness, understanding, and appreciation of the histories, diversities, roles, and influences of dance within society.</i>
			<ul style="list-style-type: none"> analyse dances of a variety of cultures, considering elements of movement, historical and social context, and use of music and stagecraft
			<ul style="list-style-type: none"> describe the purposes of dance in various cultures
			<ul style="list-style-type: none"> analyse roles in dance (e.g., of gender, status, age)

			<ul style="list-style-type: none"> identify personal and career opportunities in dance (occupation, recreation, entertainment)
			DRAMA
			<i>Exploration and Imagination (Expression and Trust)</i>
			<i>It is expected that students will trust themselves and others in order to express and reflect on thoughts, feelings, and beliefs; to take risks within a dramatic context; and to express themselves through active engagement in drama.</i>
			It is expected that students will:
			<ul style="list-style-type: none"> demonstrate trust through collaborative drama
			<ul style="list-style-type: none"> demonstrate the unique ability of drama to unify a diverse group
			<ul style="list-style-type: none"> demonstrate an appreciation for the diversity of others and their various perspectives
			<ul style="list-style-type: none"> make choices among a variety of ways to express thoughts, feelings, and beliefs
			<i>Exploration and Imagination (Critical Analysis)</i>
			<i>It is expected that students will evaluate and analyse the contributions of self and others within the dramatic context.</i>
			<ul style="list-style-type: none"> suggest and try a variety of appropriate solutions to a given problem
			<ul style="list-style-type: none"> make and act on reasoned and thoughtful decisions
			<ul style="list-style-type: none"> identify ways to advance dramatic action
			<ul style="list-style-type: none"> use given criteria to assess and evaluate their work
			<i>Drama Skills (Body and Voice)</i>
			<i>It is expected that students will use body and voice expressively in the discipline of drama.</i>
			<ul style="list-style-type: none"> identify a variety of movement possibilities that could be used to create a specific effect
			<ul style="list-style-type: none"> identify a variety of vocal techniques that could be used to communicate a specific meaning
			<ul style="list-style-type: none"> identify examples of the interrelationship of movement and voice in communicating meaning
			<ul style="list-style-type: none"> use sensory recall and visualization to enhance their work
			<ul style="list-style-type: none"> demonstrate how various emotions affect vocal and physical expression
			<i>Drama Skills (Role)</i>
			<i>It is expected that students will maintain concentration and focus while in role and experience the duality of being both participant and observer within a dramatic context.</i>
			<ul style="list-style-type: none"> compare the world of the role with the world of the player
			<ul style="list-style-type: none"> consistently apply the ability to sustain a role in a given situation with others

			<ul style="list-style-type: none"> adjust the movement, language, and gesture of the role to changing dramatic situations
			<ul style="list-style-type: none"> reflect on and express their experiences both in and out of role
			<i>Drama Skills (Drama as Metaphor)</i>
			<i>It is expected that students will develop the facility to move between the concrete and the abstract within a dramatic context.</i>
			<ul style="list-style-type: none"> suspend disbelief to transform objects and create character
			<ul style="list-style-type: none"> demonstrate an awareness that drama has symbolic meaning
			<ul style="list-style-type: none"> organize abstract ideas into a concrete dramatic form
			<ul style="list-style-type: none"> demonstrate an awareness of dramatic work as a metaphor
			<i>Drama Skills (Elements and Structures)</i>
			<i>It is expected that students will understand and apply the elements of drama and theatre.</i>
			<ul style="list-style-type: none"> identify the values, attitudes, and beliefs of characters
			<ul style="list-style-type: none"> analyse the motivation, tension, and conflict of a character with reference to other characters
			<ul style="list-style-type: none"> plan and create settings to enhance the dramatic situation
			<ul style="list-style-type: none"> portray the central image in a drama
			<ul style="list-style-type: none"> create a unified drama with a distinct beginning, middle, and end
			<ul style="list-style-type: none"> use a variety of dramatic forms to portray a given theme, story, or structure
			<ul style="list-style-type: none"> use appropriate vocabulary to describe drama and theatre elements
			<i>Drama Skills (Technique)</i>
			<i>It is expected that students will apply technical skills and knowledge to enhance dramatic communication.</i>
			<ul style="list-style-type: none"> apply theatrical conventions to dramatic forms
			<ul style="list-style-type: none"> select design elements—colour, level, space—to achieve a desired effect
			<ul style="list-style-type: none"> demonstrate an awareness of the need for rehearsal to create a polished presentation
			<ul style="list-style-type: none"> demonstrate respect for the nature of their audience
			<ul style="list-style-type: none"> enhance dramatic work with available technical elements
			<i>Context (Social and Cultural Context)</i>

			<i>It is expected that students will experience, understand, and develop sensitivity to the diversity of cultures through drama. Students will also interpret how drama celebrates, comments on, and questions the values, issues, and events of societies past and present.</i>
			<ul style="list-style-type: none"> reflect the cultural variety of their communities in their dramatic work
			<ul style="list-style-type: none"> identify and describe the influence of the media on their own work in drama
			<ul style="list-style-type: none"> identify and examine relationships between real-life experiences and dramatic presentations
Context (Making Connections)			
			<i>It is expected that students will acquire knowledge, skills, and attitudes through the study of drama that enhance their understanding of other art forms and contribute to their personal, educational, and career development.</i>
			<ul style="list-style-type: none"> identify criteria for their own aesthetic responses
			<ul style="list-style-type: none"> identify similarities and differences in how drama expresses ideas and emotions compared to other art forms
			<ul style="list-style-type: none"> select and use dramatic knowledge and skills to enhance learning in other subject areas
			<ul style="list-style-type: none"> investigate various career possibilities in which dramatic skills may be useful
			<ul style="list-style-type: none"> apply their knowledge of the arts in their choices of recreational activities
Music			
Structure (Elements of Rhythm)			
			<i>It is expected that students will create, listen to, and perform music, demonstrating understanding of expressive and physical properties of rhythm.</i>
			It is expected that students will:
			<ul style="list-style-type: none"> create, notate, and perform rhythms in a variety of metres
			<ul style="list-style-type: none"> analyse rhythmic choices in performing and listening repertoire
			<ul style="list-style-type: none"> use appropriate music terminology to describe rhythm and metre
Structure (Elements of Melody)			
			<i>It is expected that students will create, listen to, and perform music, demonstrating understanding of expressive and physical properties of melody.</i>
			<ul style="list-style-type: none"> create, notate, and perform melodic patterns
			<ul style="list-style-type: none"> apply an understanding of melodic direction and contour to expressive phrasing
			<ul style="list-style-type: none"> identify tonal centres in a variety of melodies
			<ul style="list-style-type: none"> use appropriate music terminology to describe melody
Structure (Elements of Expression)			

			<i>It is expected that students will create, listen to, and perform music, demonstrating understanding of expressive and physical properties of harmony, texture, dynamics, tempo, timbre, and articulation.</i>
			<ul style="list-style-type: none"> • read and maintain a part within complex textures and harmonies
			<ul style="list-style-type: none"> • apply an increasing range of tempos, dynamics, articulation, and timbres in classroom repertoire
			<ul style="list-style-type: none"> • analyse the use of the elements of expression in performing and listening repertoire
			<ul style="list-style-type: none"> • describe the elements of expression using appropriate music terminology
			<ul style="list-style-type: none"> • describe the elements of expression in terms of the physical properties of sound
Structure (Form and the Principles of Design)			
			<i>It is expected that students will create, listen to, and perform music, demonstrating understanding of a variety of forms and the principles of design.</i>
			<ul style="list-style-type: none"> • identify an expanded variety of music forms
			<ul style="list-style-type: none"> • apply a variety of music forms and principles of design to composition
			<ul style="list-style-type: none"> • represent the form of a piece of music
			<ul style="list-style-type: none"> • use appropriate terminology to describe form and the principles of design
			<ul style="list-style-type: none"> • compare and contrast the form of two or more music compositions
Thoughts, Images, and Feelings			
			<i>It is expected that students will create, listen to, and perform music, demonstrating understanding and appreciation of the thoughts, images, and feelings it expresses.</i>
			<ul style="list-style-type: none"> • represent thoughts, images, and feelings derived from a music experience
			<ul style="list-style-type: none"> • apply the elements of rhythm, melody, and expression to interpret and represent a broad range of thoughts, images, and feelings
			<ul style="list-style-type: none"> • demonstrate a willingness to share personal insights arising from experiences with music
			<ul style="list-style-type: none"> • explain personal meaning derived from music without reference to stories or visual artifacts
			<ul style="list-style-type: none"> • defend personal music choices, demonstrating awareness of the thoughts, images, and feelings that the music expresses
			<ul style="list-style-type: none"> • demonstrate respect for the thoughts, feelings, and music choices of others
Context (Self and Community)			
			<i>It is expected that students will demonstrate an understanding of the various roles and responsibilities required to create, listen to, and perform music.</i>

		<ul style="list-style-type: none"> use skills and attitudes appropriate to a range of music experiences in a variety of venues, as performer, participant, and audience, demonstrating: - an awareness of the sense of community - audience and performer etiquette - performance skills - respect for others' contributions
		<ul style="list-style-type: none"> demonstrate an ability to provide and accept constructive feedback
		<ul style="list-style-type: none"> demonstrate an understanding of physical well-being while experiencing music
		<ul style="list-style-type: none"> identify career-related music experiences represented in the local community
Context (Historical and Cultural)		
<i>It is expected that students will create, listen to, and perform music, demonstrating understanding of the historical and cultural contexts.</i>		
		<ul style="list-style-type: none"> compare and contrast music from a range of historical and cultural contexts
		<ul style="list-style-type: none"> compare and contrast music created for a variety of purposes
		<ul style="list-style-type: none"> demonstrate respect for music of various historical and cultural contexts
VISUAL ARTS		
Image-Development and Design Strategies		
(Perceiving/Responding)		
<i>It is expected that students will use their senses to perceive the world and respond to images with an awareness of the sources, techniques, and strategies of image development and design.</i>		
It is expected that students will:		
		<ul style="list-style-type: none"> use vocabulary related to 2-D and 3-D art forms and image development
		<ul style="list-style-type: none"> compare a variety of images of a given subject in different media, styles, techniques, and so on
		<ul style="list-style-type: none"> analyse a variety of image development techniques and design strategies as used by a variety of artists for a variety of purposes
		<ul style="list-style-type: none"> identify possible purposes for the creation of given images
		<ul style="list-style-type: none"> demonstrate an awareness of ethical considerations associated with reproduction as an image development strategy
(Creating/Communicating)		
<i>It is expected that students will create 2-D and 3-D images that demonstrate an understanding of a wide variety of sources, techniques, and strategies of image development and design.</i>		
		<ul style="list-style-type: none"> develop and make images: - using a variety of design strategies and sources of imagery, individually and in combination - incorporating some elements from a variety of styles - that solve complex design problems, considering form and function (2-D and 3-D) - for specific purposes such as social commentary, self-analysis, entertainment - that engage more than one of the senses
		<ul style="list-style-type: none"> draft and refine ideas relating to fields other than visual arts, using various image-development strategies and sources
Context		
(Perceiving/Responding)		

			<i>It is expected that students will use their senses to perceive the world and respond to images and the ways in which they reflect the personal, social, cultural, and historical contexts in which the images were created.</i>
			<ul style="list-style-type: none"> • identify art careers in a variety of contexts
			<ul style="list-style-type: none"> • identify similarities and differences in the roles of artists and the visual arts in a variety of contexts
			<ul style="list-style-type: none"> • demonstrate an awareness of the meanings and purposes of images within a variety of contexts
			<ul style="list-style-type: none"> • identify characteristics of representations in images from a variety of world cultures
			<ul style="list-style-type: none"> • analyse and evaluate displays, considering the nature of artwork, presentation, venue, and audience
			<ul style="list-style-type: none"> • describe selected works and explain personal preferences
<i>(Creating/Communicating)</i>			
<i>It is expected that students will create personally meaningful 2-D and 3-D images, communicating an understanding and appreciation of a number of personal, social, cultural, and historical contexts.</i>			
			<ul style="list-style-type: none"> • create images: - that support or challenge personal and societal beliefs, values, traditions, or practices - that incorporate stylistic elements from various artists, movements, and periods - in response to historical and contemporary images or issues - that reflect a sense of personal and social responsibility
			<ul style="list-style-type: none"> • make a display or portfolio of work, taking into consideration the venue and audience
<i>Visual Elements and Principles of Art and Design</i>			
<i>(Perceiving/Responding)</i>			
<i>It is expected that students will use their senses to perceive the world and respond to images, demonstrating an understanding of the visual elements and principles of art and design. The visual elements are: line, colour, form, space, shape, texture, value, and tone. The principles include: pattern/repetition/rhythm, balance, contrast, emphasis, movement, and unity/harmony.</i>			
			<ul style="list-style-type: none"> • use appropriate vocabulary in oral and written analyses of works of art
			<ul style="list-style-type: none"> • analyse how individual visual elements and principles of art and design are used to create meaning in images
			<ul style="list-style-type: none"> • analyse how the physical qualities of visual elements and principles of art and design are used to create effects and mood in representational and non-representational images
			<ul style="list-style-type: none"> • analyse 2-D and 3-D images for their use of particular visual elements and principles
			<ul style="list-style-type: none"> • evaluate personal use of the elements and principles of art and design
<i>(Creating/Communicating)</i>			
<i>It is expected that students will create personally meaningful 2-D and 3-D images, demonstrating an understanding of the visual elements and principles of art and design, and use that understanding as a means of communication.</i>			

		<ul style="list-style-type: none"> create 2-D and 3-D images that: - deliberately employ physical and expressive qualities of the visual elements and principles of art and design to create an effect or mood - use a selected element of art to convey an idea or concept - combine and emphasize particular visual elements and principles of art and design - create variations of an image through manipulation of particular elements or principles of art and design
Materials, Technologies, and Processes		
(Perceiving/Responding)		
<i>It is expected that students will use their senses to perceive the world and respond to images in a variety of media with an understanding of how the materials and processes used contribute to the effect of the image. The processes are: ceramics, drawing and painting, graphics, sculpture, and textiles.</i>		
		<ul style="list-style-type: none"> apply vocabulary for materials, processes, and technologies used in 2-D and 3-D image development
		<ul style="list-style-type: none"> identify the contributions of materials, processes, and technologies to the meaning of an image and evaluate the appropriateness of their use
		<ul style="list-style-type: none"> evaluate the effectiveness of the use of particular materials and processes
		<ul style="list-style-type: none"> identify tools and equipment used to create images
		<ul style="list-style-type: none"> demonstrate an awareness of safety and environmental considerations related to materials, technologies, and processes
		<ul style="list-style-type: none"> demonstrate respect for their work and the work of others
(Creating/Communicating)		
<i>It is expected that students will create 2-D and 3-D images, demonstrating an understanding of a variety of media, materials, and processes, and use that understanding to communicate effectively.</i>		
		<ul style="list-style-type: none"> use materials, technologies, and processes, both alone and in combination, to make personally meaningful images
		<ul style="list-style-type: none"> select materials, technologies, and processes appropriate for a planned work
		<ul style="list-style-type: none"> use, care for, and maintain materials, technologies, and work space in a safe and environmentally sensitive fashion
		<ul style="list-style-type: none"> demonstrate a willingness to try unfamiliar materials and processes and adapt familiar ones for unfamiliar uses
		<ul style="list-style-type: none"> invent and construct a technology for an applied use

Term			Health and Career Education 8 (2005)
1	2	3	It is expected that students will:
			<i>Education and Careers</i>
			<ul style="list-style-type: none"> describe how personal attributes can be related to career options
			<ul style="list-style-type: none"> identify skills that are transferable to new tasks and situations within and outside the school, including: personal management skills, academic skills and teamwork skills
			<i>Health: Healthy Living</i>
			<ul style="list-style-type: none"> set personal goals for attaining and maintaining a healthy lifestyle
			<ul style="list-style-type: none"> analyse influences on eating habits, including family, peers, and media
			<ul style="list-style-type: none"> identify factors that influence healthy sexual decision making
			<ul style="list-style-type: none"> demonstrate an understanding of the consequences of contracting sexually transmitted infections including HIV/AIDS (e.g., symptoms, short-term and long-term health issues)
			<i>Health: Healthy Relationships</i>
			<ul style="list-style-type: none"> assess the importance of healthy relationships (e.g., with friends, family, teachers, mentors)
			<ul style="list-style-type: none"> identify school and community sources of information and support for individuals in unhealthy, abusive, or exploitative relationships (e.g., school counsellor, help line)
			<ul style="list-style-type: none"> describe ways in which they can contribute to a safe and caring school environment
			<i>Health: Safety and Injury Prevention</i>
			<ul style="list-style-type: none"> assess the potential risks associated with a variety of road-related situations
			<ul style="list-style-type: none"> describe appropriate procedures for responding to emergencies (e.g., be prepared, ensure there is no further danger to self or others, know how to access help)
			<ul style="list-style-type: none"> assess the potential hazards associated with various jobs (e.g., garden work, babysitting, newspaper delivery, snow shoveling)
			<ul style="list-style-type: none"> propose strategies for the safe use of wireless and online communications (e.g., cell phones, Internet, PDAs)
			<i>Health: Substance Misuse Prevention</i>
			<ul style="list-style-type: none"> analyse influences related to substance misuse (e.g., friends, family, media)
			<ul style="list-style-type: none"> propose strategies that can assist youth in making healthy choices related to substance use (e.g., assertive communication, refusal/delay/negotiation skills, avoidance of risk situations, participating in alternative activities)

Key to symbols used in Mathematics section

C=Communication **ME=Mental Mathematics and Estimation** **PS=Problem Solving**
T=Technology **CN=Connections** **R=Reasoning** **V=Visualization**

Term			Mathematics 8 (2008)
1	2	3	Number
<i>It is expected that students will:</i>			
			<ul style="list-style-type: none"> demonstrate an understanding of perfect squares and square roots, concretely, pictorially, and symbolically (limited to whole numbers) [C, CN, R, V]
			<ul style="list-style-type: none"> determine the approximate square root of numbers that are not perfect squares (limited to whole numbers) C, CN, ME, R, T]
			<ul style="list-style-type: none"> demonstrate an understanding of percents greater than or equal to 0% [CN, PS, R, V]
			<ul style="list-style-type: none"> demonstrate an understanding of ratio and rate [C, CN, V]
			<ul style="list-style-type: none"> solve problems that involve rates, ratios, and proportional reasoning [C, CN, PS, R]
			<ul style="list-style-type: none"> demonstrate an understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially, and symbolically [C, CN, ME, PS]
			<ul style="list-style-type: none"> demonstrate an understanding of multiplication and division of integers, concretely, pictorially, and symbolically [C, CN, PS, R, V]
Patterns and Relations			
<i>Patterns</i>			
			<ul style="list-style-type: none"> graph and analyse two-variable linear relations [C, ME, PS, R, T,V]
Variables and Equations			
			<ul style="list-style-type: none"> model and solve problems using linear equations of the form $ax = b$ $\frac{x}{a} = b, a \neq 0$ $ax + b = c$ $\frac{x}{a} + b = c, a \neq 0$ $a(x + b) = c$ concretely, pictorially, and symbolically, where $a, b,$ and c are integers [C,CN, PS, V]
Shape and Space			
<i>Measurement</i>			
			<ul style="list-style-type: none"> develop and apply the Pythagorean theorem to solve problems [CN, PS, R, V, T]

			<ul style="list-style-type: none"> draw and construct nets for 3-D objects [C, CN, PS, V]
			<ul style="list-style-type: none"> determine the surface area of right rectangular prisms, right triangular prisms, and right cylinders to solve problems [C, CN, PS, R, V]
			<ul style="list-style-type: none"> develop and apply formulas for determining the volume of right prisms and right cylinders [C, CN, PS, R, V]
<i>3-D Object and 2-D Shapes</i>			
			<ul style="list-style-type: none"> draw and interpret top, front, and side views of 3-D objects composed of right rectangular prisms [C, CN, R, T, V]
<i>Transformations</i>			
			<ul style="list-style-type: none"> demonstrate an understanding of tessellation by explaining the properties of shapes that make tessellating possible, creating tessellations, and identifying tessellations in the environment [C, CN, PS, T, V]
<i>Statistics and Probability</i>			
<i>Data Analysis</i>			
			<ul style="list-style-type: none"> critique ways in which data is presented [C, R, T, V]
<i>Chance and Uncertainty</i>			
			<ul style="list-style-type: none"> solve problems involving the probability of independent events [C, CN, PS, T]

Term			Physical Education 8 (2008)
1	2	3	It is expected that students will:
			<i>Active Living</i>
			<i>Knowledge</i>
			<ul style="list-style-type: none"> • assess the positive implications of active living
			<ul style="list-style-type: none"> • describe health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility) skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance)
			<ul style="list-style-type: none"> • describe principles of training
			<ul style="list-style-type: none"> • describe the importance of assessing their rate of exertion during physical activity
			<ul style="list-style-type: none"> • pursue personal physical activity goals related to health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, or flexibility)
			<i>Participation</i>
			<ul style="list-style-type: none"> • participate daily in moderate to vigorous physical activity to enhance fitness
			<ul style="list-style-type: none"> • demonstrate a willingness to participate in a wide range of physical activities, including individual and dual activities, games, and rhythmic movement activities (including dance and gymnastic activities)
			<i>Movement</i>
			<ul style="list-style-type: none"> • apply fundamental movement skills in structured individual and dual activities
			<ul style="list-style-type: none"> • apply fundamental movement skills in games activities in predictable situations)
			<ul style="list-style-type: none"> • apply fundamental movement skills in structured rhythmic movement activities
			<ul style="list-style-type: none"> • demonstrate principles of training for improving their fitness
			<ul style="list-style-type: none"> • relate activity-based movement skills to movement concepts, including body awareness (e.g., parts of the body, weight transfer), spatial awareness (e.g., personal and general space, directional, pathways, levels, planes), qualities of movement (e.g., speed, force, flow), and relationships (e.g., to people, to objects)
			<i>Safety, Fair Play, and Leadership</i>
			<ul style="list-style-type: none"> • demonstrate behaviours that minimize the risk of injury to self and others in physical activity
			<ul style="list-style-type: none"> • follow guidelines for proper use of equipment and facilities
			<ul style="list-style-type: none"> • demonstrate fair play in physical activities across the activity categories
			<ul style="list-style-type: none"> • exhibit leadership in specific physical activities

Term			Science 8 (2006)
1	2	3	Processes of Science
			It is expected that students will:
			• demonstrate safe procedures
			• perform experiments using the scientific method
			• represent and interpret information in graphic form
			• use models to explain how systems operate
			• demonstrate scientific literacy
			• demonstrate ethical, responsible, cooperative behaviour
			• describe the relationship between scientific principles and technology
			• demonstrate competence in the use of technologies specific to investigative procedures and research
			Life Science: Cells and Systems
			• demonstrate knowledge of the characteristics of living things
			• relate the main features and properties of cells to their functions
			• explain the relationship between cells, tissues, organs, and organ systems
			• explain the functioning of the immune system, and the roles of the primary, secondary, and tertiary defence systems
			Physical Science: Optics
			• demonstrate knowledge of the behaviour of waves
			• explain the properties of visible light
			• compare visible light to other types of electromagnetic radiation
			• explain how human vision works
			Physical Science: Fluids and Dynamics
			• explain the concept of force
			• describe the relationship between solids, liquids, and gases, using the kinetic molecular theory
			• determine the density of various substances
			• explain the relationship between pressure, temperature, area, and force in fluids
			• recognize similarities between natural and constructed fluid systems (e.g., hydraulic, pneumatic)
			Earth and Space Science: Water Systems on Earth
			• explain the significance of salinity and temperature in the world's oceans
			• describe how water and ice shape the landscape
			• describe factors that affect productivity and species distribution in aquatic environments

A second language is required in grades 5-8. Choices of Second Languages are:

American Sign Language
 Core French
 German
 Italian
 Japanese
 Mandarin
 Punjabi
 Spanish

Click on, or copy and paste the following website into your browser's address bar, to see the learning outcomes for languages other than Core French 8 or Spanish 8 (which are included in this document).

http://www.bced.gov.bc.ca/irp/irp_lang.htm

Term			Core French 8 (2001)
1	2	3	<i>Communicating</i>
			It is expected that students will:
			<ul style="list-style-type: none"> ask for information, permission, and clarification
			<ul style="list-style-type: none"> share information about activities and interests
			<ul style="list-style-type: none"> participate in familiar activities (real or simulated)
			<ul style="list-style-type: none"> classify events as past, present, or future
			<ul style="list-style-type: none"> derive meaning in new language situations
			<i>Acquiring Information</i>
			<ul style="list-style-type: none"> extract, retrieve, and process specific information from French-language resources to complete authentic tasks
			<ul style="list-style-type: none"> express acquired information in oral, visual, and written forms
			<i>Exploring Creative Works</i>
			<ul style="list-style-type: none"> respond to authentic creative works from the Francophone world
			<i>Understanding Cultural Influences</i>
			<ul style="list-style-type: none"> identify elements of Francophone cultures in Canada and the world
			<ul style="list-style-type: none"> identify and compare the activities and interests of young people in Francophone communities to their own

Term			Spanish 8 (2005)
1	2	3	Communicating
			<i>It is expected that students will:</i>
			<ul style="list-style-type: none"> ask for and give information, permission, and clarification
			<ul style="list-style-type: none"> seek information about activities and interests
			<ul style="list-style-type: none"> participate in familiar activities (real or simulated)
			<ul style="list-style-type: none"> recognize events as past, present, or future
			<ul style="list-style-type: none"> derive meaning in new language situations
			Acquiring Information
			<ul style="list-style-type: none"> extract, retrieve, and process selected information from Spanish-language resources to complete meaningful tasks
			<ul style="list-style-type: none"> express acquired information in oral, visual, and written forms
			Experiencing Creative Works
			<ul style="list-style-type: none"> respond to authentic creative works from the Hispanic world
			Understanding Cultural Influences
			<ul style="list-style-type: none"> compare and contrast characteristics of various Hispanic cultures
			<ul style="list-style-type: none"> discuss the activities and interests of young people in Hispanic communities

Term			Social Studies 8 (1997)
1	2	3	<i>Applications of Social Studies</i>
			It is expected that students will:
			<ul style="list-style-type: none"> identify and clarify a problem, an issue, or an inquiry
			<ul style="list-style-type: none"> gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources
			<ul style="list-style-type: none"> interpret and evaluate a variety of primary and secondary sources
			<ul style="list-style-type: none"> assess a variety of positions on controversial issues
			<ul style="list-style-type: none"> plan, revise, and deliver written and oral presentations
			<ul style="list-style-type: none"> co-operatively plan and implement a course of action that addresses the problem, issue, or inquiry initially identified
			<i>Society and Culture: Civilizations from 500 TO 1600</i>
			<ul style="list-style-type: none"> identify factors that influence the development and decline of world civilizations
			<ul style="list-style-type: none"> compare daily life, family structures, and gender roles in a variety of civilizations
			<ul style="list-style-type: none"> describe a variety of diverse cultural traditions and world religions
			<ul style="list-style-type: none"> demonstrate awareness of artistic expression as a reflection of the culture in which it is produced
			<ul style="list-style-type: none"> identify periods of significant cultural achievement, including the Renaissance
			<ul style="list-style-type: none"> describe how societies preserve identity, transmit culture, and adapt to change
			<i>Politics and Law: Civilizations from 500 TO 1600</i>
			<ul style="list-style-type: none"> demonstrate understanding of the tension between individual rights and the responsibilities of citizens in a variety of civilizations
			<ul style="list-style-type: none"> assess the impact of contact, conflict, and conquest on civilizations
			<ul style="list-style-type: none"> describe various ways individuals and groups can influence legal systems and political structures
			<ul style="list-style-type: none"> explain the development and importance of government systems
			<i>Economy and Technology: Civilizations from 500 TO 1600</i>
			<ul style="list-style-type: none"> compare basic economic systems and different forms of exchange
			<ul style="list-style-type: none"> analyse the effect of commerce on trade routes, settlement patterns, and cultural exchanges
			<ul style="list-style-type: none"> compare the changing nature of labour in rural and urban environments
			<ul style="list-style-type: none"> describe the impact of technological innovation and science on political, social, and economic structures
			<i>Environment: Civilizations from 500 TO 1600</i>

			<ul style="list-style-type: none"> construct, interpret, and use graphs, tables, grids, scales, legends, and various types of maps
			<ul style="list-style-type: none"> locate and describe major world landforms, bodies of water, and political boundaries on maps
			<ul style="list-style-type: none"> locate and describe current and historical events on maps
			<ul style="list-style-type: none"> describe how physical geography influenced patterns of settlement, trade, and exploration
			<ul style="list-style-type: none"> analyse how people interacted with and altered their environments, in terms of population, settlement patterns, resource use, and cultural development

Prescribed Learning Outcomes for Selected Grade 8 Electives

See www.bced.gov.bc.ca for other choices of electives

Term			Business Education 8 (1998)
			<i>Business Communication</i>
1	2	3	It is expected that students will:
			<ul style="list-style-type: none"> demonstrate Level I touch keyboarding on alphanumeric keyboards
			<ul style="list-style-type: none"> use appropriate communication tools and skills needed for business and the workplace
			<ul style="list-style-type: none"> outline ways that businesses communicate information regarding copyright, potential risks, and products or services
			<i>Finance</i>
			<ul style="list-style-type: none"> prepare and use a budget and evaluate its effectiveness in meeting a specific need
			<ul style="list-style-type: none"> describe ways financial institutions assist businesses and individuals with money management
			<i>Economics</i>
			<ul style="list-style-type: none"> outline the effects on a local economy of changes both in consumer needs and wants and in the supply of and demand for resources
			<i>Marketing</i>
			<ul style="list-style-type: none"> explain how marketing practices within the marketing mix affect consumers
			<ul style="list-style-type: none"> describe the channels of distribution involved in the flow of products and services from producer to consumer
			<i>Entrepreneurship</i>
			<ul style="list-style-type: none"> explain the role of entrepreneurs in economies
			<ul style="list-style-type: none"> describe entrepreneurial skills and attributes applicable to a variety of work environments
			<ul style="list-style-type: none"> generate business ideas to meet identified needs or opportunities

Term			Information Technology (1996)
			Foundations
			<i>Foundations provides students with the fundamental knowledge, skill, and attitudes to use information technology tools in all areas of learning.</i>
1	2	3	It is expected that students will:
			<ul style="list-style-type: none"> • identify information technology tools used to access information
			<ul style="list-style-type: none"> • protect information using information technology tools
			<ul style="list-style-type: none"> • enter information accurately using appropriate keyboarding techniques and software that allows for the storage, retrieval, and editing of material
			<ul style="list-style-type: none"> • demonstrate the ability to formulate questions and to use a variety of sources and tools to access, capture, and store information
			<ul style="list-style-type: none"> • use appropriate information technology terminology
			<ul style="list-style-type: none"> • evaluate a variety of input and output devices
			<ul style="list-style-type: none"> • demonstrate the ability to install software
			<ul style="list-style-type: none"> • describe and practice appropriate safety procedures when working with information technology tools
			<ul style="list-style-type: none"> • apply a variety of troubleshooting techniques related to information technology
			<ul style="list-style-type: none"> • demonstrate an awareness of the impact of information technology tools on society
			<ul style="list-style-type: none"> • identify careers and occupations that use information technology
			Process
			<i>Process allows students to select, organize, and modify information to solve problems.</i>
			<ul style="list-style-type: none"> • apply management skills to complete a project
			<ul style="list-style-type: none"> • use a variety of information technology tools to help them solve problems
			<ul style="list-style-type: none"> • apply predetermined search criteria to locate, retrieve, and evaluate information
			<ul style="list-style-type: none"> • create electronic text documents
			<ul style="list-style-type: none"> • evaluate information retrieved electronically for authenticity, bias, and timeliness
			<ul style="list-style-type: none"> • synthesize information from a variety of electronic sources for their presentations

			Presentation
			<i>Presentation provides students with an understanding of how to effectively use information technology tools to communicate ideas and information using a variety of media.</i>
			<ul style="list-style-type: none"> identify and consider ethical and legal issues when presenting information
			<ul style="list-style-type: none"> use a variety of software to present messages
			<ul style="list-style-type: none"> demonstrate the ability to arrange information in different forms to create new meaning
			<ul style="list-style-type: none"> analyse the effects of information technology on presentations
			<ul style="list-style-type: none"> describe the effect of multimedia presentations on intended audiences

Term			Technology Education (1995)
			Self and Society
1	2	3	<i>Students need to understand how humans shape technology and the impact that current and future technological advances have on our society, culture, and environment.</i>
			It is expected that students will:
			<ul style="list-style-type: none"> demonstrate confidence and positive attitudes when solving problems that arise during the design process
			<ul style="list-style-type: none"> identify practical problems involving technology in a variety of contexts
			<ul style="list-style-type: none"> work with others to solve problems that come up during the design process
			<ul style="list-style-type: none"> list career paths in technological fields, and examine potential career opportunities
			<ul style="list-style-type: none"> demonstrate a willingness to express thoughts and feelings about the effects of technology on their personal lives, society, and the environment
			Communications
			<i>At home and in the workplace, students will need to use technology in the processing and sharing of information, and communicate ideas using language, graphics, and technology.</i>
			<ul style="list-style-type: none"> produce initial concept sketches and final drawings using a design process
			<ul style="list-style-type: none"> solve problems that come up during the design process by using various information sources
			<ul style="list-style-type: none"> develop two- and three-dimensional graphics using manual and computer-assisted processes
			<ul style="list-style-type: none"> revise presentations based on suggestions and comments from others

			<ul style="list-style-type: none"> identify how information and concepts from other fields of knowledge are used in the design process
			Production
			<i>Students build skills in designing and developing products and systems that improve the human condition.</i>
			<ul style="list-style-type: none"> describe and use the process of product design
			<ul style="list-style-type: none"> identify and classify the properties of materials used to manufacture products
			<ul style="list-style-type: none"> select materials based on a set of design specifications
			<ul style="list-style-type: none"> describe combining, forming, separating, and finishing processes as they relate to materials used in product manufacturing
			<ul style="list-style-type: none"> apply finishes and details to manufactured products to enhance their appearance and durability
			<ul style="list-style-type: none"> evaluate the efficiency of a production process
			<ul style="list-style-type: none"> identify ways to minimize waste and reuse products
			<ul style="list-style-type: none"> demonstrate safe work habits when using tools, equipment, and technical processes
			Control
			<i>Control addresses the application of devices and processes used to manage, sort, control, and organize systems</i>
			<ul style="list-style-type: none"> design and construct a control device that senses, switches, or regulates
			<ul style="list-style-type: none"> compare ways that various control devices work, and explain their applications
			<ul style="list-style-type: none"> integrate electric, electronic, pneumatic, and mechanical control devices within a system
			<ul style="list-style-type: none"> demonstrate understanding of the concept of control by dismantling devices
			Energy and Power
			<i>Energy and power addresses the application of devices and processes that convert, transmit, and conserve forms of energy.</i>
			<ul style="list-style-type: none"> incorporate selected devices in the design of energy transmission and conversion systems
			<ul style="list-style-type: none"> explain how systems transmit and convert energy
			<ul style="list-style-type: none"> identify how simple machines are combined into energy and power systems
			<ul style="list-style-type: none"> construct devices that are powered in various ways

Term			Foods and Nutrition 8 (2007)
1	2	3	<i>Food Preparation Foundations</i>
			<i>Safety and Sanitation</i>
			It is expected that students will:
			<ul style="list-style-type: none"> identify sources of food contamination and demonstrate appropriate preventative measures, including washing hands, sanitizing work surfaces, cross-contamination prevention, proper dishwashing, and clean-up procedures
			<ul style="list-style-type: none"> demonstrate a knowledge of precautionary measures and emergency response associated with food preparation, including handling hot foods safely (e.g., to prevent steam scalds, burns from hot oil), and responding appropriately to emergencies (e.g., fires, burns, cuts)
			<ul style="list-style-type: none"> demonstrate safe use of equipment needed to prepare food items
			<i>Kitchen Basics</i>
			<ul style="list-style-type: none"> demonstrate the ability to follow a recipe, including selecting appropriate equipment using appropriate measuring techniques time management, and understanding of terminology
			<ul style="list-style-type: none"> care for and store equipment appropriately
			<ul style="list-style-type: none"> demonstrate co-operation in partner and group work
			<i>Function of Ingredients</i>
			<ul style="list-style-type: none"> identify basic functions of common ingredients used in food preparation
			<i>Food Preparation Techniques</i>
			<i>Food Products</i>
			<ul style="list-style-type: none"> use recipes to prepare simple, healthy snacks and dishes
			<i>Methods of Cooking</i>
			<ul style="list-style-type: none"> use a variety of cooking methods to prepare food
			<i>Nutrition and Healthy Eating</i>
			<ul style="list-style-type: none"> describe the importance of nutrition and other factors that contribute to health
			<ul style="list-style-type: none"> use <i>Eating Well with Canada's Food Guide</i> to plan simple, nutritious dishes and snacks
			<ul style="list-style-type: none"> use product labels to identify and compare the nutritional value of a variety of food products
			<i>Social, Economic, and Cultural Influences</i>
			<ul style="list-style-type: none"> describe factors that influence personal food choices
			<ul style="list-style-type: none"> identify and apply classroom table etiquette

Term			Textiles 8 (2007)
1	2	3	<i>Textile Foundations</i>
			<i>Safe Use of Tools and Equipment</i>
			It is expected that students will:
			<ul style="list-style-type: none"> demonstrate safe use of tools and equipment needed to produce textile items
			<ul style="list-style-type: none"> identify and know how to respond appropriately to emergencies, including cuts, needle injuries, burns, electrical shocks, and fires
			<ul style="list-style-type: none"> identify parts of the sewing machine and their function, and apply the basics of operation
			<ul style="list-style-type: none"> identify and use ironing/pressing equipment
			<ul style="list-style-type: none"> manage time and resources in the classroom
			<i>How Properties of Textile Fibres Affect Wear and Care</i>
			<ul style="list-style-type: none"> identify basic textile terminology
			<ul style="list-style-type: none"> describe ways to care for textile items
			<i>Constructing Textile Items</i>
			<ul style="list-style-type: none"> demonstrate an understanding of basic preconstruction procedures
			<ul style="list-style-type: none"> construct and repair simple textile items using construction basics, including, plain seam and seam finish, back-stitching, buttons, hemming, and hand sewing
			<i>Applying Creative Processes</i>
			<ul style="list-style-type: none"> identify colour as an element of design
			<i>Factors Affecting Textile Choice and Use</i>
			<ul style="list-style-type: none"> identify reasons why people wear clothing

Term			Home Economics (1998)
1	2	3	<i>Addressing Needs and Wants</i>
			It is expected that students will:
			<ul style="list-style-type: none"> identify a range of resources that can be used to meet needs and wants of individuals and families
			<ul style="list-style-type: none"> give examples of ways in which needs and wants of individuals and families change over time
			<ul style="list-style-type: none"> describe how leisure time can be used to meet needs and wants of individuals and families
			<ul style="list-style-type: none"> suggest responsible marketplace practices for families
			<ul style="list-style-type: none"> describe how skills related to family life are transferable to the workplace
			<i>Working with Food Resources</i>

			<ul style="list-style-type: none"> describe the essential components of a nutritionally adequate diet
			<ul style="list-style-type: none"> create plans for preparing food items, making effective use of resources
			<ul style="list-style-type: none"> use recipes from various cultures to prepare food items
			<ul style="list-style-type: none"> demonstrate safe and appropriate use of equipment needed to prepare their food items
			<ul style="list-style-type: none"> describe techniques and principles of food preparation, including those related to: baking, retaining nutrients, and preventing contamination
			<i>Working with Textile Resources</i>
			<ul style="list-style-type: none"> give examples of the wide range of uses for textiles
			<ul style="list-style-type: none"> relate the properties of textiles to their potential uses
			<ul style="list-style-type: none"> plan and produce simple textile items, making effective use of resources
			<ul style="list-style-type: none"> demonstrate safe and appropriate use of tools and equipment needed to produce their textile items
			<ul style="list-style-type: none"> demonstrate basic sewing techniques
			<ul style="list-style-type: none"> demonstrate awareness of the elements of design (including line, form, space, colour, and texture) used in textiles in various cultures
			<i>Nurturing Growth and Development</i>
			<ul style="list-style-type: none"> identify the stages of growth and development, including infancy, childhood, adolescence, adulthood, and old age
			<ul style="list-style-type: none"> demonstrate an awareness of how growth and development at each stage of life can be nurtured
			<ul style="list-style-type: none"> propose ways to provide care giving and nurturing for others
			<ul style="list-style-type: none"> demonstrate behaviours that contribute to a safe environment for themselves and others