

Prescribed Learning Outcomes for Grade 9 Required Areas of Study

Term			English Language Arts 9 (2007)
1	2	3	It is expected that students will:
			<i>Oral Language (Speaking and Listening)</i>
			<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 encouraging 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, 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, analyse, and evaluate ideas and information from texts, by making and supporting judgments, examining and comparing ideas and elements within and among texts, describing perspectives, identifying bias, contradictions, and non-represented perspectives
		<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 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
<i>Reading and Viewing</i>		
<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 culture, and student-generated material
		<ul style="list-style-type: none"> • read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with increasing 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 prediction, 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, 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 offering and supporting opinions using evidence
		<ul style="list-style-type: none"> interpret, analyse, and evaluate ideas and information from texts, by making and supporting judgments, examining and comparing ideas and elements within and among texts, beginning to identify diverse voices, and identifying bias, contradictions, and non-represented perspectives
		<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, identifying, selecting, and using appropriate academic and technical language, using vocabulary appropriate to audience and purpose
		<ul style="list-style-type: none"> create a variety of personal, literary, technical, and academic communications, including poems, stories, and personal essays; oral and visual presentations; written explanations, summaries, and arguments; letters; and bibliographies
<i>Writing and Representing</i>		
<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, 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, analyse, and evaluate ideas and information from texts, by making and supporting judgments, examining and comparing ideas and elements within and among texts, identifying diverse points of view, identifying bias, contradictions, and non-represented perspectives
			<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 goals, 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, presentation/layout

Term			Fine Arts 9 (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>
			<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, flexibility, strength, breathing) 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 a range of stimuli
			<ul style="list-style-type: none"> identify and use dance as metaphor or analogy
			<ul style="list-style-type: none"> distinguish among choreographic forms
			<ul style="list-style-type: none"> transform a given dance sequence
			<ul style="list-style-type: none"> choreograph dances 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 and 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 the cultural context and evolution of a particular dance genre

			<ul style="list-style-type: none"> describe the purposes of dance in various cultures
			<ul style="list-style-type: none"> analyse roles in dance
			<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>
			<ul style="list-style-type: none"> demonstrate trust in others through class activities and individual and ensemble performances
			<ul style="list-style-type: none"> demonstrate the unique ability of drama to unify a diverse group
			<ul style="list-style-type: none"> restate the thoughts, feelings, and beliefs of others
			<ul style="list-style-type: none"> choose appropriate 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"> use a variety of strategies to make choices in problem solving
			<ul style="list-style-type: none"> make reasoned choices within the boundaries of the dramatic situation
			<ul style="list-style-type: none"> accept responsibility for decisions and solutions
			<ul style="list-style-type: none"> use set criteria to assess and evaluate the work of self and others
			<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"> make movement choices that create a specific effect
			<ul style="list-style-type: none"> demonstrate appropriate use of voice elements
			<ul style="list-style-type: none"> use appropriate physical and vocal expression to enhance drama
			<ul style="list-style-type: none"> apply movement and gesture to clarify and enhance vocal interpretation
			<ul style="list-style-type: none"> use emotional recall to enhance sensory recall and visualization
			<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"> move in and out of role appropriately

			<ul style="list-style-type: none"> • create and sustain situations while in role
			<ul style="list-style-type: none"> • use vocal and physical techniques to create role and character
			<ul style="list-style-type: none"> • reflect on and clearly express 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"> • demonstrate a commitment to suspending disbelief
			<ul style="list-style-type: none"> • use objects as symbols of abstract concepts in a drama
			<ul style="list-style-type: none"> • identify effective dramatic forms for representing particular ideas and experiences
			<ul style="list-style-type: none"> • demonstrate an awareness of a 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 a variety of ways in which character is revealed
			<ul style="list-style-type: none"> • identify and portray a character's objective within a scene
			<ul style="list-style-type: none"> • relate setting to action
			<ul style="list-style-type: none"> • explain how a central image contributes to a unified work
			<ul style="list-style-type: none"> • identify a variety of ways to manipulate a story's structure to enhance the drama
			<ul style="list-style-type: none"> • show facility in using a variety of forms to develop a drama
			<ul style="list-style-type: none"> • manipulate drama and theatre elements to affect the drama
			<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"> • demonstrate familiarity with stage vocabulary and apply theatrical conventions to dramatic forms
			<ul style="list-style-type: none"> • select and use design elements to achieve a desired effect
			<ul style="list-style-type: none"> • demonstrate responsibility to the group and self in rehearsal and performance
			<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
			<ul style="list-style-type: none"> • select and adapt material appropriate to a concept

			<ul style="list-style-type: none"> collaborate in the direction of a dramatic activity
			Context (Social and Cultural Context)
			<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 explain the influence of the media on their own work in drama
			<ul style="list-style-type: none"> demonstrate an understanding that theatre is created in response to the needs of the community
			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"> articulate criteria for their own aesthetic responses
			<ul style="list-style-type: none"> select other art forms to respond to drama
			<ul style="list-style-type: none"> select appropriate dramatic forms, skills, attitudes, and knowledge as a means of learning in other subjects
			<ul style="list-style-type: none"> consider various career possibilities in which dramatic skills may be useful
			<ul style="list-style-type: none"> apply their knowledge of the arts in their choice 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>
			<ul style="list-style-type: none"> create, perform, and notate 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 a wide range of rhythmic patterns 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"> demonstrate an ability to enhance tuning by altering pitch
			<ul style="list-style-type: none"> apply understanding of melodic direction and contour to expressive phrasing
			<ul style="list-style-type: none"> analyse patterns used in melody
			<ul style="list-style-type: none"> identify and represent melodies in various clefs and keys

			<ul style="list-style-type: none"> • use appropriate music terminology to describe a range of melodic patterns
			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 accurately within complex harmonies and textures
			<ul style="list-style-type: none"> • apply an increasing range of dynamics, tempos, timbres, and articulations in classroom repertoire
			<ul style="list-style-type: none"> • evaluate 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 forms
			<ul style="list-style-type: none"> • purposefully apply a variety of 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 define aspects of form and principles of design
			<ul style="list-style-type: none"> • compare and contrast the form of a variety of 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 music experiences
			<ul style="list-style-type: none"> • apply the elements of music 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 and understanding of the diversity of thoughts, images, and feelings evident in culturally, historically, and stylistically diverse music

			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 and respect for others' contributions
			<ul style="list-style-type: none"> demonstrate an ability to critique the work of self and others
			<ul style="list-style-type: none"> demonstrate an ability to contribute to the physical well-being of self and others while experiencing music
			<ul style="list-style-type: none"> identify a range of career-related music activities represented in the 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, including their interrelationships
			<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>
			<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 and contrast a variety of images of a given subject in different media, styles, and techniques
			<ul style="list-style-type: none"> identify a variety of imagery sources and analyse and evaluate image-development strategies used by self, peers, and others
			<ul style="list-style-type: none"> analyse images (2-D and 3-D) to determine the purposes for which they have been created
			<ul style="list-style-type: none"> recognize the importance 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 combination of image-development techniques, using a variety of styles and movements, (or a series of images) that represent a subject or theme, that solve complex design problems; considering form and function and that deliberately engage more than one of the senses
		<ul style="list-style-type: none"> draft and refine ideas related to fields other than visual arts, using various image-development strategies and sources
Context		
<i>(Perceiving/Responding)</i>		
<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"> compare and contrast art careers in a variety of contexts
		<ul style="list-style-type: none"> demonstrate an understanding of the roles of artists and the visual arts in a variety of contexts
		<ul style="list-style-type: none"> demonstrate an understanding of the roles of artists and the visual arts in reflecting, sustaining, and challenging beliefs and traditions in society
		<ul style="list-style-type: none"> explain how the meanings and of images are influenced by the context in which they are created or viewed
		<ul style="list-style-type: none"> demonstrate an awareness of the relationship between culture and style, and the use of materials, processes, and images associated with them
		<ul style="list-style-type: none"> analyse and evaluate displays, considering the nature of artwork, presentation, venue, and audience
<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; demonstrate an awareness of the styles of various artists, movements, and periods; respond to historical and contemporary images or issues and reflect a sense of personal and social responsibility
		<ul style="list-style-type: none"> make and arrange a display or portfolio of work, taking into consideration the nature of the artwork, venue, and audience
Visual Elements and Principles of Art and Design		
<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"> 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. 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"> create 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
		<ul style="list-style-type: none"> create variations of an image through manipulations of particular elements or principles of art and design
<i>Materials, Technologies, and Processes</i>		
<i>(Perceiving/Responding)</i>		
<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"> analyse the contribution of materials, processes, and technologies to the meaning and function of an image and evaluate the appropriateness of their use
		<ul style="list-style-type: none"> evaluate the skills and techniques associated with the use of particular materials and processes in a given work
		<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 own work and the work of others
<i>(Creating/Communicating)</i>		
<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 a variety of materials, technologies, and processes, 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"> • invent and construct a tool for creating images
			<ul style="list-style-type: none"> • demonstrate a willingness to try unfamiliar materials and processes and adapt familiar materials for unfamiliar uses

Term			Health and Career Education 9 (2005)
1	2	3	It is expected that students will:
			<i>Education and Careers</i>
			<ul style="list-style-type: none"> describe ways of exploring career options (e.g., job shadowing, mentoring, volunteering)
			<ul style="list-style-type: none"> identify sources of information and support to assist them in their education and career planning (e.g., family, mentors, school and career counselling centres, coaches, web sites, libraries)
			<ul style="list-style-type: none"> explain the importance of developing employability skills (e.g., employability skills are transferable to all areas of a student's life, including school, leisure, part-time employment, future careers)
			<ul style="list-style-type: none"> describe the grade 10 requirements of the Graduation Program (e.g., required and elective courses, required exams, graduation portfolio introduction)
			<i>Health: Healthy Living</i>
			<ul style="list-style-type: none"> relate the characteristics of a healthy lifestyle to their ability to maximize personal potential
			<ul style="list-style-type: none"> analyse how healthy eating habits can support a healthy lifestyle
			<ul style="list-style-type: none"> describe practices that promote healthy sexual decision making
			<ul style="list-style-type: none"> assess the short-term and long-term consequences of unsafe sexual behaviour (e.g., unplanned pregnancy, sexually transmitted infections including HIV/AIDS, negative impact on future goals)
			<i>Health: Healthy Relationships</i>
			<ul style="list-style-type: none"> propose strategies for building and maintaining healthy interpersonal relationships (e.g., effective communication skills, effective expression of emotions, setting and communicating personal boundaries)
			<ul style="list-style-type: none"> describe skills for avoiding or responding to unhealthy, abusive, or exploitative relationships (e.g., assertiveness skills, refusal skills, communication skills, accessing help and support)
			<ul style="list-style-type: none"> describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation (e.g., recognizing discrimination when it occurs, encouraging communication and empathy, promoting responsibility and accountability, speaking up on behalf of others, identifying support services)
			<i>Health: Safety and Injury Prevention</i>
			<ul style="list-style-type: none"> propose strategies to avoid unnecessary risks in a variety of situations on the road and in the community
			<ul style="list-style-type: none"> describe strategies to avoid unnecessary risks on the job
			<i>Health: Substance Misuse Prevention</i>
			<ul style="list-style-type: none"> assess the potential physical, emotional, and social consequences for themselves and others if they misuse substances

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 9 (2008)
1	2	3	Number
			<i>It is expected that students will:</i>
			<ul style="list-style-type: none"> demonstrate an understanding of powers with integral bases (excluding base 0) and whole number exponents by representing repeated multiplication using powers, using patterns to show that a power with an exponent of zero is equal to one, and solving problems involving powers [C, CN, PS, R]
			<ul style="list-style-type: none"> demonstrate an understanding of operations on powers with integral bases (excluding base 0) and whole number exponents [C, CN, PS, R, T]
			<ul style="list-style-type: none"> demonstrate an understanding of rational numbers by comparing and ordering rational numbers, and solving problems that involve arithmetic operations on rational numbers [C, CN, PS, R, T, V]
			<ul style="list-style-type: none"> explain and apply the order of operations, including exponents, with and without technology [PS, T]
			<ul style="list-style-type: none"> determine the square root of positive rational numbers that are perfect squares [C, CN, PS, R, T]
			<ul style="list-style-type: none"> determine an approximate square root of positive rational numbers that are non-perfect squares [C, CN, PS, R, T]
			Patterns and Relations
			Patterns
			<ul style="list-style-type: none"> generalize a pattern arising from a problem-solving context using linear equations and verify by substitution [C, CN, PS, R, V]
			<ul style="list-style-type: none"> graph linear relations, analyse the graph, and interpolate or extrapolate to solve problems [C, CN, PS, R, T, V]
			Variables and Equations

		<ul style="list-style-type: none"> model and solve problems using linear equations of the form $ax = b$ $x/a = b, a \neq 0$ $ax + b = c$ $x/a + b = c, a \neq 0$ $ax = b + cx$ $a(x + b) = c$ $ax + b = cx + d$ $a(bx + c) = d(ex + f)$ $x/a = b, x \neq 0$ where $a, b, c, d, e,$ and f are rational numbers [C, CN, PS, V]
		<ul style="list-style-type: none"> explain and illustrate strategies to solve single variable linear inequalities with rational coefficients within a problem-solving context [C, CN, PS, R, V]
		<ul style="list-style-type: none"> demonstrate an understanding of polynomials (limited to polynomials of degree less than or equal to 2) [C, CN, R, V]
		<ul style="list-style-type: none"> model, record, and explain the operations of addition and subtraction of polynomial expressions, concretely, pictorially, and symbolically (limited to polynomials of degree less than or equal to 2) [C, CN, PS, R, V]
		<ul style="list-style-type: none"> model, record, and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely pictorially, and symbolically [C, CN, R, V]
Shape and Space		
Measurement		
		<ul style="list-style-type: none"> solve problems and justify the solution strategy using circle properties, including the perpendicular from the centre of a circle to a chord bisects the chord, the measure of the central angle is equal to twice the measure of the inscribed angle subtended by the same arc, the inscribed angles subtended by the same arc are congruent, and a tangent to a circle is perpendicular to the radius at the point of tangency [C, CN, PS, R, T, V]
3-D Object and 2-D Shapes		
		<ul style="list-style-type: none"> determine the surface area of composite 3-D objects to solve problems [C, CN, PS, R, V]
		<ul style="list-style-type: none"> demonstrate an understanding of similarity of polygons [C, CN, PS, R, V]
Transformations		
		<ul style="list-style-type: none"> draw and interpret scale diagrams of 2-D shapes [CN, R, T, V]
		<ul style="list-style-type: none"> demonstrate an understanding of line and rotation symmetry [C, CN, PS, V]
Statistics and Probability		

			<i>Data Analysis</i>
			<ul style="list-style-type: none"> describe the effect of bias, use of language, ethics, cost, time and timing, privacy, and cultural sensitivity on the collection of data [C, CN, R, T]
			<ul style="list-style-type: none"> select and defend the choice of using either a population or a sample of a population to answer a question [C, CN, PS, R]
			<ul style="list-style-type: none"> develop and implement a project plan for the collection, display, and analysis of data by formulating a question for investigation, choosing a data collection method that includes social considerations, selecting a population or a sample, collecting the data, displaying the collected data in an appropriate manner, and drawing conclusions to answer the question [C, PS, R, T, V]
			<i>Chance and Uncertainty</i>
			<ul style="list-style-type: none"> demonstrate an understanding of the role of probability in society [C, CN, R, T]

Term			Physical Education 9 (2008)
1	2	3	It is expected that students will:
			<i>Active Living</i>
			<i>Knowledge</i>
			<ul style="list-style-type: none"> formulate a rationale for active living
			<ul style="list-style-type: none"> explain how physical activity relates to 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), and movement concepts (body awareness, spatial awareness, qualities of movement, relationships)
			<ul style="list-style-type: none"> analyse how principles of training relate to components of fitness
			<ul style="list-style-type: none"> monitor 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, and flexibility), and skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance))
			<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 a range of individual and dual activities
			<ul style="list-style-type: none"> apply fundamental movement skills in games activities in predictable and unpredictable settings)
			<ul style="list-style-type: none"> apply fundamental movement skills in structured complex rhythmic movement activities
			<ul style="list-style-type: none"> apply selected principles of training to improve fitness
			<ul style="list-style-type: none"> apply a range of movement concepts (including concepts associated with body awareness, spatial awareness, qualities of movement, and relationships) to improve their performance of activity-based movement skills
			<i>Safety, Fair Play, and Leadership</i>

			<ul style="list-style-type: none">• apply safety procedures in all physical activities across the activity categories
			<ul style="list-style-type: none">• demonstrate proper use of equipment and facilities
			<ul style="list-style-type: none">• demonstrate fair play in all physical activities across the activity categories
			<ul style="list-style-type: none">• exhibit leadership in a range of physical activities

Term			Science 9 (2006)
1	2	3	<i>Processes of Science</i>
			It is expected that students will:
			<ul style="list-style-type: none"> demonstrate safe procedure
			<ul style="list-style-type: none"> perform experiments using the scientific methods
			<ul style="list-style-type: none"> represent and interpret information in graphic form
			<ul style="list-style-type: none"> demonstrate scientific literacy
			<ul style="list-style-type: none"> demonstrate ethical, responsible, cooperative behaviour
			<ul style="list-style-type: none"> describe the relationship between scientific principles and technology
			<ul style="list-style-type: none"> demonstrate competence in the use of technologies specific to investigative procedures and research
			<ul style="list-style-type: none"> explain how scientific principles are applied in technology
			<i>Life Science: Reproduction</i>
			<ul style="list-style-type: none"> explain the process of cell division
			<ul style="list-style-type: none"> relate the processes of cell division and emerging reproductive technologies to embryonic development
			<ul style="list-style-type: none"> compare sexual and asexual reproduction in terms of advantages and disadvantages
			<i>Physical Science: Atoms, Elements, and Compounds</i>
			<ul style="list-style-type: none"> use modern atomic theory to describe the structure and components of atoms and molecules
			<ul style="list-style-type: none"> use the periodic table to compare the characteristics and atomic structure of elements
			<ul style="list-style-type: none"> write and interpret chemical symbols of elements and formulae of ionic compounds
			<ul style="list-style-type: none"> describe changes in the properties of matter
			<i>Physical Science: Characteristics of Electricity</i>
			<ul style="list-style-type: none"> explain the production, transfer, and interaction of static electrical charges in various materials
			<ul style="list-style-type: none"> explain how electric current results from separation of charge and the movement of electrons
			<ul style="list-style-type: none"> compare series and parallel circuits involving varying resistance, voltages, and currents

			<ul style="list-style-type: none"> • relate electrical energy to power consumption
			<i>Earth and Space Science: Space Exploration</i>
			<ul style="list-style-type: none"> • explain how a variety of technologies have advanced understanding of the universe and solar system
			<ul style="list-style-type: none"> • describe the major components and characteristics of the universe and solar system
			<ul style="list-style-type: none"> • describe traditional perspectives of a range of Aboriginal peoples in BC on the relationship between the Earth and celestial bodies
			<ul style="list-style-type: none"> • explain astronomical phenomena with reference to the Earth/moon system
			<ul style="list-style-type: none"> • analyse the implications of space travel

Term			Social Studies 9 (1997)
1	2	3	Applications of Social Studies
			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"> select and summarize information from primary and secondary print and non-print sources, including electronic sources
			<ul style="list-style-type: none"> assess the reliability, currency, and objectivity of different interpretations of primary and secondary sources
			<ul style="list-style-type: none"> defend a position on a controversial issue after considering a variety of perspectives
			<ul style="list-style-type: none"> plan, revise, and deliver formal oral and written presentations
			<ul style="list-style-type: none"> co-operatively plan, implement, and assess a course of action that addresses the problem, issue, or inquiry initially identified
			<i>Society and Culture: Europe and North America from 1500 to 1815</i>
			<ul style="list-style-type: none"> analyse the relationship between Aboriginal people and Europeans and explain the role of each in the development of Canada
			<ul style="list-style-type: none"> describe daily life in Aboriginal communities, New France, and British North America
			<ul style="list-style-type: none"> assess how identity is shaped by a variety of factors, including: family, gender, belief systems, ethnicity and nationality
			<ul style="list-style-type: none"> describe how different forms of artistic expression reflect the society in which they are produced
			<ul style="list-style-type: none"> analyse roots of present-day regional, cultural, and social issues within Canada
			<i>Politics and Law: Europe and North American from 1500 to 1815</i>
			<ul style="list-style-type: none"> define colonialism, imperialism, and nationalism
			<ul style="list-style-type: none"> analyse factors that contribute to revolution and conflict
			<ul style="list-style-type: none"> analyse the contributions of the English, French, and American revolutions in the development of democratic concepts
			<ul style="list-style-type: none"> investigate the roots of Canada's political and legal systems, including the development of two legal systems from two cultures
			<ul style="list-style-type: none"> evaluate the changing nature of law and its relation to social conditions of the times
			<i>Economy and Technology: Europe and North America from 1500 to 1815</i>
			<ul style="list-style-type: none"> assess how economic systems contributed to the development of early Canada
			<ul style="list-style-type: none"> analyse reasons for the initial exploration and settlement of North America

			<ul style="list-style-type: none"> analyse effects of colonialism on trade and conflict
			<ul style="list-style-type: none"> assess the impact of the fur trade on exploration and settlement
			<ul style="list-style-type: none"> identify factors that influenced growth and development of industry
			<ul style="list-style-type: none"> evaluate the effects of the Industrial Revolution on society and the changing nature of work
			<i>Environment: Europe and North American from 1500 to 1815</i>
			<ul style="list-style-type: none"> construct, interpret, and use graphs, tables, grids, scales, legends, contours, and various types of maps
			<ul style="list-style-type: none"> describe and compare North America's diverse geographical regions
			<ul style="list-style-type: none"> identify major exploration routes and historical events in the development of Canada
			<ul style="list-style-type: none"> demonstrate understanding of the ways in which Aboriginal people interact with their environment
			<ul style="list-style-type: none"> explain the role of Aboriginal people in the fur trade and in the exploration of North America
			<ul style="list-style-type: none"> assess the role of geographical factors in the development of trade and settlement in Canada and other colonies

Prescribed Learning Outcomes for Selected Grade 9 Electives

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

Term			Core French 9 (2001)
1	2	3	<i>Communicating</i>
			It is expected that students will:
			<ul style="list-style-type: none"> ask for assistance and detailed information
			<ul style="list-style-type: none"> share opinions and preferences, giving reasons
			<ul style="list-style-type: none"> describe and exchange information related to activities, people, places, and things
			<ul style="list-style-type: none"> arrange events in past, present, and future
			<ul style="list-style-type: none"> participate in selected meaningful, real-life situations
			<i>Acquiring Information</i>
			<ul style="list-style-type: none"> extract, retrieve, and process information from French-language resources to complete authentic tasks
			<ul style="list-style-type: none"> explain acquired information in oral, visual, and written forms
			<i>Exploring Creative Works</i>
			<ul style="list-style-type: none"> reflect on and respond to authentic creative works from the Francophone world
			<i>Understanding Cultural Influences</i>
			<ul style="list-style-type: none"> identify and compare Francophone cultures from around the world
			<ul style="list-style-type: none"> distinguish similarities and differences between their own customs and those of Francophone cultures
			<ul style="list-style-type: none"> identify language, expressions, and behaviours that suit cultural context

Term			Spanish 9 (2005)
1	2	3	<i>Communicating</i>
			It is expected that students will:
			<ul style="list-style-type: none"> ask for and give assistance and detailed information
			<ul style="list-style-type: none"> share opinions and preferences, giving reasons
			<ul style="list-style-type: none"> describe and exchange information about activities, people, places, and things
			<ul style="list-style-type: none"> communicate in present and future
			<ul style="list-style-type: none"> participate in selected meaningful, real-life situations
			<i>Acquiring Information</i>
			<ul style="list-style-type: none"> extract, retrieve, and process information from Spanish-language resources to complete meaningful tasks
			<ul style="list-style-type: none"> explain acquired information in oral, visual, and written forms
			<i>Experiencing Creative Works</i>
			<ul style="list-style-type: none"> reflect on and respond to authentic creative works from the Hispanic world
			<i>Understanding Cultural Influences</i>
			<ul style="list-style-type: none"> demonstrate an awareness of contemporary and traditional aspects of Hispanic cultures
			<ul style="list-style-type: none"> identify and describe similarities and differences between their own customs and those of Hispanic cultures
			<ul style="list-style-type: none"> describe ways in which the Spanish language has influenced other languages

Term			Business Education 9 (1998)
			<i>Business Communication</i>
1	2	3	It is expected that students will:
			<ul style="list-style-type: none"> demonstrate Level II touch keyboarding on alphanumeric keyboards
			<ul style="list-style-type: none"> apply appropriate formatting techniques to create word-processed business documents
			<ul style="list-style-type: none"> describe communication skills and technologies used in business and the workplace
			<ul style="list-style-type: none"> create effective business communications by integrating a variety of technologies
			<i>Finance</i>
			<ul style="list-style-type: none"> use basic record-keeping practices for financial management
			<ul style="list-style-type: none"> produce budgets to address business problems
			<ul style="list-style-type: none"> describe a variety of personal investment options
			<ul style="list-style-type: none"> explain the nature of credit and the advantages and disadvantages of obtaining credit
			<i>Economics</i>
			<ul style="list-style-type: none"> analyse the effects of competition in the marketplace
			<ul style="list-style-type: none"> explain how factors of production including land, labour, capital, and entrepreneurship affect business decision making
			<ul style="list-style-type: none"> describe the effects of an information-based economy on business practices
			<ul style="list-style-type: none"> outline methods of resource allocation in various economic systems
			<i>Marketing</i>
			<ul style="list-style-type: none"> describe the changing nature of marketing
			<ul style="list-style-type: none"> describe the elements of marketing research
			<ul style="list-style-type: none"> evaluate the social implications of advertising
			<ul style="list-style-type: none"> select and develop a promotional mix for a product or service
			<i>Entrepreneurship</i>
			<ul style="list-style-type: none"> outline and develop plans to overcome obstacles involved in starting a business
			<ul style="list-style-type: none"> explain the role of research and innovation in entrepreneurship
			<ul style="list-style-type: none"> contrast various forms of business ownership

Term			Home Economics 9 (1998)
1	2	3	It is expected that students will:
			<i>Addressing Needs and Wants</i>
			<ul style="list-style-type: none"> identify challenges that individuals or families may face in meeting their needs and wants
			<ul style="list-style-type: none"> propose ways to address challenges that might be faced when meeting needs and wants
			<ul style="list-style-type: none"> describe how technology influences the ways that families meet their needs and wants
			<ul style="list-style-type: none"> identify issues associated with adolescence and evaluate their impact on the family
			<ul style="list-style-type: none"> identify careers related to skills learned in home economics
			<i>Working with Food Resources</i>
			<ul style="list-style-type: none"> relate the components of a nutritionally adequate diet to a variety of common eating patterns
			<ul style="list-style-type: none"> create plans for preparing simple meals, 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"> select appropriate equipment to complete food projects and use it in a safe and appropriate manner
			<ul style="list-style-type: none"> explain techniques and principles of food preparation, including those related to preservation and leavening
			<ul style="list-style-type: none"> propose and use criteria to evaluate commercial food product
			<i>Working with Textile Resources</i>
			<ul style="list-style-type: none"> select appropriate materials and equipment for their textile projects
			<ul style="list-style-type: none"> plan and produce simple textile items, using commercial patterns and 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 a variety of sewing techniques
			<ul style="list-style-type: none"> explain how they have applied the elements of design in creating textile items
			<ul style="list-style-type: none"> demonstrate awareness of the principles of design (balance, proportion, emphasis, and rhythm) as they are used in fashion and in textiles in various cultures
			<ul style="list-style-type: none"> propose and use criteria to evaluate commercial textile products
			<i>Nurturing Growth and Development</i>

			<ul style="list-style-type: none"> describe changes in and development through the childhood years
			<ul style="list-style-type: none"> describe how growth and development during the childhood years can be nurtured
			<ul style="list-style-type: none"> explain the responsibilities of child care
			<ul style="list-style-type: none"> propose a plan to provide care giving and nurturing for a child
			<ul style="list-style-type: none"> analyse factors that affect family and professional care giving globally

Term			Foods and Nutrition 9 (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-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus) and demonstrate appropriate preventative measures, including washing hands, sanitizing work surfaces, cross-contamination prevention, proper dishwashing, temperature control, 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 organization and co-operation in partner and group work
			<i>Function of Ingredients</i>
			<ul style="list-style-type: none"> explain the functions of common ingredients used in food preparation
			<i>Food Preparation Techniques</i>
			<i>Food Products</i>
			<ul style="list-style-type: none"> apply cooking principles to prepare healthy dishes and simple meals
			<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"> identify and explain the functions of nutrients (including proteins, carbohydrates, fats, vitamins and minerals, fibre, and water) and how they relate to <i>Eating Well with Canada's Food Guide</i>
			<ul style="list-style-type: none"> use <i>Eating Well with Canada's Food Guide</i> to plan meals and snacks for a nutritionally balanced diet
			<ul style="list-style-type: none"> examine the relationship between individual eating practices and physical activity
			<ul style="list-style-type: none"> identify and compare the ingredients and nutritional value of various commercial 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"> compare a variety of eating customs and etiquette
			<i>Career Opportunities</i>
			<ul style="list-style-type: none"> identify food-related occupations and careers

Term			Textiles 9 (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/or serger and their functions, and apply the basics of operation
			<ul style="list-style-type: none"> select and use the appropriate type of pressing equipment for a specific task
			<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"> identify natural and manufactured fibres, and describe their origins
			<ul style="list-style-type: none"> describe basic care of textile items, including interpreting care labels
			<ul style="list-style-type: none"> demonstrate basic methods of combining yarns to make fabric
			<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 garment and textile items using construction basics, including, closures, stitching, reducing bulk, stabilizing, fitting, hemming, and hand sewing
			<i>Applying Creative Processes</i>
			<ul style="list-style-type: none"> apply the elements of design to a textile item
			<ul style="list-style-type: none"> use various embellishment techniques
			<ul style="list-style-type: none"> demonstrate various ways to recycle clothing and textiles
			<i>Factors Affecting Textile Choice and Use</i>
			<ul style="list-style-type: none"> identify influences on fashion and textiles
			<ul style="list-style-type: none"> identify conditions under which clothing and textiles are produced
			<i>Career Opportunities</i>
			<ul style="list-style-type: none"> identify fashion- and textile-related occupations and careers

Term			Information Technology (1996)
			Foundations
			<i>Foundations provides students with the fundamental knowledge, skills, 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"> 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 install software on stand-alone computers
			<ul style="list-style-type: none"> evaluate different software and defend their use in solving problems
			<ul style="list-style-type: none"> demonstrate the ability to use the Internet to access, capture, and store information
			<ul style="list-style-type: none"> demonstrate an understanding of the ethical use of information
			<ul style="list-style-type: none"> demonstrate an understanding of programming, using a variety of information technology tools
			<ul style="list-style-type: none"> demonstrate an awareness of ergonomic and health issues related to the use of information technology tools
			<ul style="list-style-type: none"> identify careers related to the field of information technology
			Process
			<i>Process allows students to select, organize, and modify information to solve problems.</i>
			<ul style="list-style-type: none"> demonstrate the use of a variety of software and appropriate information technology tools to solve problems
			<ul style="list-style-type: none"> demonstrate the ability to use a variety of software to access, capture, and store information from the Internet
			<ul style="list-style-type: none"> evaluate the suitability of information for use in specific contexts
			<ul style="list-style-type: none"> analyse electronically organized information for authenticity, bias, timeliness, and usefulness
			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"> select, use, and evaluate a variety of information technology tools for making presentations
			<ul style="list-style-type: none"> apply the principles of effective communication and good design when using information technology tools
			<ul style="list-style-type: none"> consider ethical and legal issues when presenting information
			<ul style="list-style-type: none"> analyse the impact of multimedia documents on the intended audiences
			<ul style="list-style-type: none"> develop an awareness that all media can be digitized for electronic presentation

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"> contribute to group success by encouraging others to fulfill their responsibilities
			<ul style="list-style-type: none"> identify role models in technological occupations, including those that are sensitive to culture, gender, and physical ability
			<ul style="list-style-type: none"> explain relationships between technological advancements and changes in the workplace, including the changing roles of workers
			<ul style="list-style-type: none"> evaluate design ideas based on assessments by others
			<ul style="list-style-type: none"> demonstrate a willingness to look for and develop improved solutions to problems that arise during the design process
			<ul style="list-style-type: none"> express personal thoughts and feelings about how societal pressures may influence technological advancements and, conversely, how technological changes influence society and the environment
			<ul style="list-style-type: none"> demonstrate confidence and positive attitudes when solving problems that arise during the design process
			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"> communicate ideas for designing products and systems using various drawing projection methods, spreadsheets, graphics, or other media
			<ul style="list-style-type: none"> use information-gathering and communication methods to solve problems during the design process and to create effective presentations
			<ul style="list-style-type: none"> revise presentations based on personal review and feedback from others
			<ul style="list-style-type: none"> describe the advantages and disadvantages of various information-gathering and communication processes
			<ul style="list-style-type: none"> develop two- and three-dimensional graphics using manual and computer-assisted processes
			<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"> use a design process to modify products to improve their appearance, usefulness, and function
			<ul style="list-style-type: none"> classify and describe the characteristics of industrial materials

		<ul style="list-style-type: none"> investigate and select materials to meet design specifications
		<ul style="list-style-type: none"> devise and use assembly sequence diagrams and flow charts to explain a process or system
		<ul style="list-style-type: none"> devise a manufacturing process
		<ul style="list-style-type: none"> identify new trends in manufacturing processes
		<ul style="list-style-type: none"> describe ways to reduce waste
		<ul style="list-style-type: none"> select and use a variety of finishes on products to improve their appearance and durability
		<ul style="list-style-type: none"> select and safely use hand and power tools in the manufacture of products
		<ul style="list-style-type: none"> demonstrate safe work habits when using tools, equipment, and technical processes, and encourage the same in others
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"> demonstrate an understanding of the operating principles used in various control devices
		<ul style="list-style-type: none"> design and construct a system that uses a control device
		<ul style="list-style-type: none"> use troubleshooting strategies to locate the source of malfunctions in a system
		<ul style="list-style-type: none"> modify electric, electronic, pneumatic, and mechanical control devices for particular applications
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"> explain how systems convert potential energy to kinetic energy, and assess their environmental and social implications
		<ul style="list-style-type: none"> construct devices that convert and transmit various forms of energy
		<ul style="list-style-type: none"> disassemble devices and explain the transfer and conversion of energy within mechanical systems
		<ul style="list-style-type: none"> describe alternative sources of energy
		<ul style="list-style-type: none"> incorporate selected devices in the design of energy transmission and conversion systems