6INTA

GRADE 6

INTEGRATED CURRICULA

Curriculum Guide Implementation Draft

Prince Edward Island
CANADA

ACKNOWLEDGEMENTS

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INTRODUCTION

The Integrated Curriculum was planned and developed by a committee whose deliberations were guided by consideration of the learners and input from teachers. The committee consisted of teachers and consultants with a diverse range of experiences and backgrounds in education. The curriculum design was strongly informed by current research on high impact teaching strategies and pedagogical approaches suitable for learners' developmental stages.

Vision of Program

The vision for the Prince Edward Island Grade 6 Integrated curriculum is to enable and encourage students to explore the world around them through an integrated, transdisciplinary lens. This approach emphasizes natural connections within the curriculum and makes learning more authentic and relevant for students. It dissolves the boundaries between traditional subjects and organizes them into conceptual lines of inquiry to promote integrated thinking at a deeper level. "When learners are able to go beyond the facts and basic skills to see patterns and connections to related concepts, and when they can understand the deeper, transferable significance of their learning, then their thinking is integrated at a conceptual level" (Erickson, Lanning & French, 2017, p.15). The Integrated curriculum capitalizes on the interconnected nature of knowledge and aligns with how real-world challenges are addressed.

In particular, the Grade 6 Integrated curriculum is aimed at equipping students with the essential competencies required to navigate the modern world by:

- providing opportunities for inquiry, critical thinking, problem-solving and reflection;
- mirroring the dynamic, interconnected nature of knowledge through conceptual lines of inquiry;
- engaging students with relevant contexts that span across different domains such as environmental sustainability and Indigenous ways of knowing;
- involving students in learning activities that develop SEL and value diversity, equity and inclusion; and
- providing learning challenges that will empower students to make positive differences in their community and the world.

Purpose of Curriculum Guide

This guide has been developed to support teachers in the implementation of the Grade 6 integrated curriculum. It provides a comprehensive framework that reflects:

- inquiry skills as an ongoing part of the learning process;
- current research, theory and effective classroom practice;
- flexibility for teachers in planning instruction to meet the needs of all students; and
- detailed curriculum outcomes, achievement indicators and elaborations to which educators and others can refer to when making decisions concerning learning experiences, instructional techniques and assessment strategies.

Essential Graduation Competencies

Curriculum is designed to articulate what students are expected to know and be able to do by the time they graduate from high school. The PEI Department of Education and Early Years designs curriculum that is based on the Atlantic Canada Framework for Essential Graduation Competencies released by the Council of Atlantic Ministers of Education and Training (CAMET 2015).

Competencies articulate the interrelated sets of attitudes, skills, and knowledge—beyond foundational literacy and numeracy—that prepare learners to successfully participate in lifelong learning and life/work transitions. They are cross-curricular in nature and provide opportunities for interdisciplinary learning. Six competencies have been identified: citizenship, communication, personal-career development, creativity and innovation, critical thinking, and technological fluency (Figure 1). Achievement of the essential graduation competencies (EGCs) will be addressed through the assessment and evaluation of curriculum outcomes developed for individual courses and programs.

Figure 1. Essential Graduation Competencies

CURRICULUM DESIGN

Critical Thinking

Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Learners are expected to

- use critical thinking skills to inquire, make decisions, and solve problems;

- recognize that critical thinking is purposeful;

- demonstrate curiosity, inquisitiveness, creativity, flexibility, persistence, open- and fair-mindedness, tolerance for ambiguity, and suspension of judgment;

- ask powerful questions which support inquiry, decision-making, and problem solving;

- acquire, interpret, and synthesize relevant and reliable information from a variety of sources;

- analyse and evaluate evidence, arguments, and ideas;

- use various types of evidence, reasoning, and strategies to draw conclusions, make decisions, and solve problems;

- reflect critically on thinking processes used and acknowledge assumptions;

- effectively communicate ideas, conclusions, decisions, and solutions; and

- value the ideas and contributions of others who hold diverse points of view.

Technological Fluency

Learners are expected to use and apply technology to collaborate, communicate, create, innovate, learn, and solve problems. They use technology in a legal, safe, and ethically responsible manner.

Learners are expected to

- recognize that technology encompasses a range of learning tools and contexts;

- use and interact with technology to create new knowledge;

- apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information;

- select and use technology to impact and advance one another; and

- adopt, adapt, and apply technology efficiently, effectively, and productively.

Citizenship

Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues; make decisions and judgments; and solve problems and act as stewards in a local, national, and global context.

Learners are expected to

- recognize the principles and actions of citizens in just, pluralistic, and democratic societies;

- demonstrate the disposition and skills necessary for effective citizenship;

- consider possible consequences of decisions, judgment, and solutions to problems;

- participate in civic activities that support and promote social and cultural diversity and cohesion; promote and protect human rights and equity;

- appreciate the complexity and interconnectedness of factors in analysing issues; and

- demonstrate understanding of sustainable development.

Communication

Learners are expected to express themselves and interpret effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

Learners are expected to

- listen and interact purposefully and respectfully in formal and informal contexts;

- engage in constructive and critical dialogue;

- understand, interpret, and respond to thoughts, ideas, and emotions presented through multiple media forms;

- express ideas, information, learnings, perceptions, and feelings through multiple media forms, considering purpose and audience;

- assess the effectiveness of communication and critically reflect on intended purpose, audience, and choice of media; and

- analyse the impact of information and communication technology.

CURRICULUM DESIGN

Personal-Career Development

Learners are expected to become self-aware and self-directed individuals who set and pursue goals.

They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Learners are expected to

- connect learning to personal and career development;

- demonstrate behaviours that contribute to the well-being of self and others;

- build healthy personal and work relationships;

- establish skills and habits to pursue physical, spiritual, mental, and emotional well-being;

- develop strategies to manage career balance and wellness;

- create and implement a personal, education, career, and financial plan to support transitions and achievement of personal, education, and career goals; and

- demonstrate preparedness to learn and work individually, cooperatively, and collaboratively in diverse, evolving environments.

Creativity and Innovation

Learners are expected to demonstrate openness to new experiences; to engage in creative processes; to make unexpected connections; and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Learners are expected to

- gather information through all senses to imagine, create, and innovate;

- develop and apply creative abilities to communicate ideas, perceptions, and feelings;

- take responsible risk, accept critical feedback, reflect, and learn from trial and error;

- think divergently, and embrace complexity and ambiguity;

- recognize that creative processes are vital to innovation;

- use creation techniques to generate innovations;

- collaborate to create and innovate;

- critically reflect on creative and innovative works and processes; and

- value the contribution of creativity and innovation.

CURRICULUM DESIGN

General Curriculum Outcomes

General curriculum outcome statements articulate what students are expected to know and be able to do upon completion of study in the Program Area.

Table 1. Program Area General Curriculum Outcomes

Strand	Description
GCO 1	**Inquiry Skills** Students will be expected to develop inquiry skills through a process of initiating and planning, investigating and exploring, analyzing and interpreting, and communicating the results of an inquiry.
GCO 2	**Disciplinary Knowledge** Students will be expected to develop an understanding of specific content from the subjects of science, social studies, health and visual arts. This foundational knowledge is the critical ingredient required to engage students in the inquiry process. While content remains an integral part of this course, it should be viewed as the context through which competencies are developed.
GCO 3	**Digital Skills** Students will be expected to develop skills in three main areas that include computer literacy and using various workspace tools, digital security and developing responsible digital citizenship, and solving problems with computers including using code.
GCO 4	**Social Emotional Learning Skills** Students will be expected to develop skills that support self awareness and self management, relationship and social awareness, and responsible decision-making.
GCO 5	**Diversity, Equity and Inclusion Skills** Students will be expected to develop skills in examining bias, stereotypes, microaggressions and ways to become an upstander in building respectful communities.

Specific Curriculum Outcomes

Specific curriculum outcomes (SCOs) identify what students are expected to know and be able to do for a particular course. They provide a focus for instruction in terms of measurable or observable student performance and are the basis for the assessment of student achievement across the province. PEI specific curriculum outcomes are developed with consideration of Bloom's Taxonomy of Learning and the Essential Graduation Competencies.

SCOs will begin with the phrase—Learners are expected to… .

Achievement Indicators (AIs)

Each specific curriculum outcome is described by a set of achievement indicators that support, define, and demonstrate the depth and breadth of the corresponding SCO.

Taken together as a set, AIs support the SCO in defining specific levels of knowledge acquired, skills applied, or attitudes demonstrated by a student for that particular outcome. It is important to note that AIs are not a prescriptive checklist to be taught in a sequential manner, are not a prioritized list of instructional activities, and are not a set of prescribed assessment items. Achievement indicators provide clarity and understanding to ensure instructional design is aligned to the SCO.

The set of achievement indicators for a given outcome begins with the phrase—Learners who have achieved this

outcome should be able to… .

Elaborations

An elaboration provides a fuller description of the SCO and the instructional intent behind it. It provides a narrative for the SCO, gives background information where possible, and offers a broader context to help teachers gain a deeper understanding of the scope of the SCO. This may also include suggestions and/or reference supporting resources that may be helpful for instruction and assessment of the SCO.

Bloom's Taxonomy

Bloom's Taxonomy was published in 1956 as a framework for classifying expectations for student learning as indicated by educational outcomes. David Krathwohl's 2002 revision of this taxonomy expands on the original work by defining the relationship between the cognitive process dimension—how we expect students to come to know and think about the outcome—and the knowledge dimension—the category of knowledge expressed by the outcome.

A full understanding of the relationship between the cognitive process and knowledge dimensions of Bloom's Taxonomy will serve students, teachers, and administrators by:

• providing a framework for developing the specific curriculum outcomes (SCOs) for a particular course;

• identifying the type of knowledge and cognitive process of the outcome;

• providing a means for the alignment of specific curriculum outcomes with instructional activities and assessments; and

• providing a common language about the curriculum outcomes within all subjects to facilitate communication

Cognitive Process Dimension

The cognitive process dimension classifies six types of cognition that learners may be expected to demonstrate or use as they work towards proficiency of any given specific curriculum outcome. The verb(s) that begins a specific curriculum outcome identifies the cognitive process dimension.

Table 2. Bloom's Taxonomy—Cognitive Process Dimension

Category	Description
Remembering	Retrieve, recall, and/or recognize specific information or knowledge from memory.
Understanding	Construct meaning from different sources and types of information, and explain ideas and concepts.
Applying	Implement or apply information to complete a task, carry out a procedure through executing or implementing knowledge.
Analysing	Break information into component parts and determine how the parts relate or interrelate to one another or to an overall structure or purpose.
Evaluating	Justify a decision or course of action, problem solve, or select materials and/or methods based on criteria and standards through checking and critiquing.
Creating	Form a coherent functional whole by skillfully combining elements together and generating new knowledge to guide the execution of the work.

CURRICULUM DESIGN

SCO Structure

Examining the structure of a specific curriculum outcome is necessary to fully understand its intent prior to planning instruction and assessment. The verb(s) in the outcome relates to the expected level and type of thinking (cognitive process). A noun or noun phrase communicates the type of knowledge (i.e., factual, conceptual, procedural, or metacognitive) that is the focus of the outcome.

> **verb: EXAMINE cognitive process: ANALYSING**

DK 1.1—examine the diversity and organization of living things on Earth and ways to maintain balance on our planet.

Curriculum Guide Layout

The curriculum guide layout is designed to highlight the critical elements/features of the provincial curriculum required for a given course.

Table 3. Details of Curriculum Guide Layout

Feature	Description
Unit Name	Appears in the upper left hand corner.
SCO Block	Appears in the coloured box; contains the cognitive process level
AI List	Appears in the body of the page immediately following the SCO.
EGC Map	Appears at the bottom of the page.

CURRICULUM DESIGN

Name of Curriculum Unit

Specific curriculum outcome (SCO)

DK 1.4	Learners are expected to …
	investigate forces and factors involved in flight.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Cognitive process level for this particular SCO

Achievement Indicators

Learners who have achieved this outcome should be able to …

Set of achievement indicators (AIs) indicating "breadth and depth" of SCO

a. compare the adaptations and mechanisms that enable flight in both living and non-living things;

b. describe the forces involved in flight (lift, gravitational, drag, and propulsion);

c. explain the role of Bernoulli's principle in flight;

d. determine how the forces involved in flight (lift, drag, and propulsion) can be best altered to improve the trajectory of a flying device; and

e. use the engineering design process to construct an effective prototype of a flying device.

Essential Graduation Competencies Map

Citizenship		Critical Thinking	✓	Personal-Career Development		Essential Graduation Competencies
Communication		Technological Fluency	✓	Creativity and Innovation	✓	

CURRICULUM DESIGN

Assessment and Evaluation

Assessment and evaluation are integral components of the teaching and learning process. They are continuous activities that are planned for and derived from specific curriculum outcomes (SCOs) and should be consistent with instruction. Effectively planned assessment and evaluation improves and guides future instruction. It also promotes learning, builds confidence, and develops students' understanding of themselves as learners.

Assessment is the process of gathering evidence about student learning. Assessments need to be reflective of the cognitive process and type of knowledge indicated by the SCO ("Bloom's Taxonomy" on page 9). The achievement indicators inform teachers of the depth and breadth of skills, knowledge, and understandings expected for each SCO.

> Students should know what they are expected to learn as designated by SCOs and the criteria that will be used to determine the quality of their achievement.
>
> Assessment must provide opportunities for students to reflect on their progress, evaluate their learning, and set goals for future learning.

Assessment has three interrelated purposes:

- assessment for learning to guide and inform instruction (formative)

- assessment as learning to involve students in self-assessment and setting goals for their own learning (formative)

- assessment of learning to determine student progress relative to curriculum outcomes (summative)

Triangulation is a process by which a teacher uses evidence about student learning from three different sources. These sources include conversations, observations, and products. Collecting data from a balance of these sources ensures reliable and valid assessment of student learning.

Evaluation involves analyzing and reflecting upon various forms of evidence of student learning and making judgments or decisions regarding student learning based upon that evidence.

Effective assessment strategies

- must be valid in that they measure what is intended to be measured and are reliable in that they consistently achieve the same results when used again, or similar results with a similar group of students;

- are appropriate for the purpose of instruction and learning strategies used;

- are explicit and communicate to students and parents the expectations and criteria used to determine the level of achievement;

- are comprehensive and enable all students to have diverse and multiple opportunities to demonstrate their learning consistently, independently, and in a range of contexts in everyday instruction;

- accommodate the diverse learning needs and experiences of the students;

- allow for relevant, descriptive, and supportive feedback that gives students clear directions for improvement, and engages students in metacognitive self-assessment and goal setting that can increase their success as learners; and

- assist teachers in selecting appropriate instruction and intervention strategies to promote the gradual release of responsibility of learning.

Social and Emotional Learning (SEL)

Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Weissberg & Cascarino, 2013).

The benefits of social and emotional learning (SEL) are well-researched. Evidence demonstrates that an education integrated with SEL yields positive outcomes for students, adults, and school communities. These findings include increased social and emotional skills, academic performance, mental wellness, healthy behaviours, school climate and safety, and positive lifetime outcomes (Durlak et al., 2011).

Students will experience a sense of belonging and emotional safety when teachers develop a supportive atmosphere where students feel valued and are encouraged to express their ideas and emotions. While SEL isn't a designated subject like history or math, it must be woven into a school's curriculum and community (Durlak et al., 2011; Wiglesworth et al., 2016). The following five skills provide examples of how social-emotional learning competencies can be incorporated into the curriculum:

Self-Awareness entails the understanding of one's own emotions, personal identity, goals and values. Integrating self-awareness involves planning activities and practices that help students understand and connect with their thoughts, emotions, and strengths and how they influence behaviour;

Self-Management entails skills and attitudes that help students to regulate emotions and behaviours. Integrating self-management involves developing students' organizational skills, resilience, and goal-setting abilities through structured activities, personalized learning plans, and providing consistent feedback;

Social Awareness entails recognizing the perspective of those with the same or different backgrounds and empathizing and feeling compassion. Integrating social awareness involves incorporating diverse perspectives, cultural contexts, and collaboration while encouraging students to understand and appreciate the broader societal implications of the content they are learning;

Relationship Skills entail the tools to establish and maintain healthy relationships and effectively navigate settings with different social norms and demands. Integrating relationship skills involves fostering collaborative projects, encouraging effective communication and teamwork, and enabling students to develop positive interpersonal connections that enhance their learning experience; and

Responsible Decision-making entails the knowledge, skills and attitudes to make caring and constructive choices about personal behaviour and social interactions across diverse settings. Integrating responsible decision-making within lessons involves incorporating real-world scenarios, ethical considerations, and critical information analysis to make thoughtful choices

INTEGRATED LEARNING ENVIRONMENT

Supporting English as an Additional Language (EAL) Learners

Multilingual learners add valuable experiences to the classroom. The linguistic knowledge and experiences of English as an additional language (EAL) students can extend the understanding of the linguistic diversity of all students. When the language, prior knowledge, and culture of EAL students are valued, respected, and incorporated into learning, the learning environment is enhanced.

Supportive learning includes classroom practices that affirm cultural values and leverage students' home language and prior knowledge. Making connections to content and language structures in their home language and English is encouraged when possible. It is also essential that EAL students make connections between their learning in English and learning in other curricular areas and use learning contexts in other subjects to practice, reinforce, and extend their language skills. Addressing the demands of the subject area and discussing how different forms, styles, and registers of English are used for various purposes will benefit students. Providing students learning English as an additional language with ample opportunities to use English in communicative ways and designing classroom activities to aid language development through active language use will support their learning.

Addressing barriers to equitable instruction and assessment for EAL students is essential. By providing various ways for them to access content, demonstrate learning, and develop language skills, we can ensure their full participation and contribution to the classroom community. This approach benefits EAL students and enhances the overall learning environment.

Inquiry Based Learning

The Integrated Curriculum is intended to be taught through inquiry-based learning. Inquiry-based learning in the classroom promotes student agency and cultivates curiosity, critical thinking, and problem-solving. Using the disciplinary knowledge content as the context for inquiry, students are guided by powerful questions, engage in research, analyze and interpret their findings, and communicate their new knowledge with others. Current research suggests that inquiry-based learning fosters a more comprehensive understanding of concepts, as students actively construct their knowledge through hands-on, minds-on experiences and collaborative discussions. Inquiry reflects how individuals come to understand the natural world. Understanding content is significantly enhanced when ideas are anchored to inquiry experiences (NSTA, 2018).

Project Based Learning (PBL) and Lines of Inquiry

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge (PBLWorks, 2024). Learners are able to conduct in-depth investigations of real world issues and challenges through lines of inquiry. This type of learning engages students as they obtain a deeper knowledge of subject areas through inquiry, research, and experimentation, integrating concepts at a deeper level. PBL allows students to explore, investigate, and construct new meaning from prior knowledge and from the information that is retrieved from other sources. It is not linear in form but promotes a continual looping back and forth throughout the process as students gather and process new information, redirect their inquiries, and continue through the process. The process of working with acquired information and reformulating it into newly constructed meaning is emphasized in this curricula.

6INTA

GRADE 6

INTEGRATED CURRICULA

Curriculum Guide Draft

Prince Edward Island

CANADA

GRADE 6 INTEGRATED CURRICULA (6INTA) OVERVIEW

Course Description

6INTA combines the topics within the disciplines of Science, Social Studies, Health and Visual Arts. It leverages the contexts within these disciplines to engage students in developing the knowledge, skills and attitudes associated with inquiry, social emotional learning, digital technology and diversity, equity and inclusion. The topics addressed within each discipline of the Grade 6 Integrated Curriculum include:

Science	Social Studies	Health	Visual Arts
• Diversity and organization of living things • Solar system • Electricity and electric circuits • Forces and factors in flight	• Maps and cultural regions • Culture in PEI • Changes in PEI over time • Human rights	• Healthy lifestyles • Future roles and career pathways • Personal safety • Human reproductive system	• Expressing self • Communicating messages • Materials, tools and techniques • Culture, heritage and environment

Outcome Summary

The outcomes of the grade 6 integrated curricula are categorized into 5 GCOs. These GCOs and specific outcomes are designed to provide learners with a holistic introduction to the skills and competencies needed for success. Each outcome, with its related achievement indicators and elaborations, can be found starting on page 26.

Table 4. Summary of Specific Curriculum Outcomes for 6INTA

Unit	Code	Learners are expected to ...
Inquiry Skills	IS 1.1	initiate and plan an inquiry.
	IS 1.2	investigate and explore in an inquiry.
	IS 1.3	analyze and interpret the results of their inquiry.
	IS 1.4	effectively communicate the results of their inquiry.
Disciplinary Knowledge (Science)	DK 1.1	examine the diversity and organization of living things on Earth and ways to maintain balance on our planet.
	DK 1.2	demonstrate an understanding of how components of our solar system influence various cycles and ways of living on Earth.
	DK 1.3	investigate characteristics of electricity and electric circuits.
	DK 1.4	investigate forces and factors involved in flight.
	DK 1.5	design an experiment pertaining to core content and topics of interest.
Disciplinary Knowledge (Social Studies)	DK 2.1	examine ways in which maps can influence our understanding of cultural regions around the world.
	DK 2.2	explain the influence of cultural traditions on the present day P.E.I. lifestyle.
	DK 2.3	evaluate key influences that altered lifestyles of people in P.E.I. over time.
	DK 2.4	demonstrate an understanding of human rights issues around the world.

Disciplinary Knowledge (Health)	DK 3.1	make thoughtful commitments to living a healthy lifestyle.
	DK 3.2	demonstrate knowledge of self, skills, work and financial habits that support future roles, goals and career pathways.
	DK 3.3	evaluate credible information to make thoughtful and informed choices that promote the safety of self and others.
	DK 3.4	describe anatomical structures, functions, and processes involved in the human reproductive systems.
Disciplinary Knowledge (Visual Arts)	DK 4.1	demonstrate an understanding of self through artmaking.
	DK 4.2	create artwork to communicate messages and understandings.
	DK 4.3	use a variety of techniques and a diverse selection of tools and materials in their artwork.
	DK 4.4	create artwork representing culture, heritage and the environment.
Digital Skills	DS 1.1	demonstrate an understanding of basic components of a computer system and how they interrelate.
	DS 1.2	use electronic technology tools effectively.
	DS 1.3	use troubleshooting strategies to solve common technology issues.
	DS 2.1	demonstrate an understanding of their digital footprint and how to protect it.
	DS 2.2	demonstrate an understanding of ethical digital citizenship.
	DS 3.1	innovate using code to demonstrate specific behaviours.
Social Emotional Learning Skills	SEL1.1	apply skills that help to identify and regulate emotions, thoughts and behavior.
	SEL1.2	demonstrate skills that support positive relationships with diverse individuals and groups.
	SEL1.3	apply skills that help to make caring and ethical choices that promote the well-being of self and others.
	SEL1.4	demonstrate practices and habits of mind that support positive motivation and perseverance.
Diversity, Equity, Inclusion Skills	DEI1.1	examine bias using their awareness of self and culture..
	DEI1.2	demonstrate an understanding of the impacts of stereotypes.
	DEI1.3	demonstrate effective strategies to respond to microaggressions.
	DEI1.4	demonstrate ways to become an upstander in order to build a respectful community.

	Learners are expected to ...					
IS 1.1	initiate and plan an inquiry.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. generate powerful questions to be answered or problems to be solved;

b. make reasonable predictions and/or connections based on background knowledge, past experiences and observed patterns;

c. identify a set of efficient steps to solve a practical problem; and

d. clarify meaningful group roles in the collaborative inquiry process.

	Citizenship	✓	Critical Thinking		Personal-Career Development	**Essential Graduation Competencies**
✓	Communication		Technological Fluency	✓	Creativity and Innovation	

ELABORATIONS

General Elaboration

Inquiry begins with questioning, observing, exploring and activiating background knowledge. Learners require experience and background knowledge in order to do productive inquiry. To assist with student generated questions, learners may consider the **Question Formulation Technique**. This is a structured method for generating and improving questions. Reflections on learning and new lines of thinking should be included in this technique. (LEARN resource: Question Formulation Technique)

> **Big Idea**
> ~
> Planning our investigations is an important first step in becoming active learners to discover new knowledge.

Students can be guided to use their prior knowledge and experiences to foresee outcomes and draw connections. For instance, when discussing animal adaptations, students can connect their knowledge of how animals in colder climates, such as polar bears, have thick fur to insulate against the cold, to understanding why animals in desert environments, like camels, have adaptations such as water storage and heat regulation. By recognizing patterns and linking them to what they already know, students develop critical thinking skills and enhance their ability to anticipate and understand new information.

IS1.1

It is important to support students in understanding the importance of assigning clear roles within a group to enhance collaboration and productivity when initiating and planning an inquiry. For example, in a group project, some of these roles might include: group discussion leader, guiding researcher, time keeper, recorder of information, presenter, materials manager, and technology leader. Clarifying these roles ensures that each group member knows their responsibilities, contributing to a more organized and successful collaborative effort.

I Can Statements
I can...
☐ create powerful questions that can be answered or solved.
☐ use what I see, learn and know to make reasonable predictions or connections to a given question or problem.
☐ prepare a set of simple and helpful steps to work on an inquiry.
☐ explain the important jobs each person has when we work together on our inquiry.

IS 1.2	*Learners are expected to ...*					
	investigate and explore in an inquiry.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify and use a variety of methods, resources and technologies to collect relevant information;

b. select and use suitable tools, technology and/or other materials in creating, imagining or building;

c. carry out effective procedures to explore an inquiry;

d. collect relevant information for a given question or problem; and

e. record key observations.

	Citizenship	✓	Critical Thinking		Personal-Career Development		Essential Graduation Competencies
✓	Communication	✓	Technological Fluency	✓	Creativity and Innovation		

ELABORATIONS

General Elaboration

In this outcome, learners consider what information they have and what resources (primary sources and secondary sources) will support their inquiry. Students can utilize different approaches, tools and methods for gathering information. This includes:

- conducting internet research

- using library resources

- performing interviews

- databases

- interactive platforms

- hands-on materials

- experiments

- surveys

- engineering design process

It is important to guide students in choosing appropriate tools and materials for their critical thinking challenges and creative projects, ensuring that these selections align with their objectives. As well, modelling ways to locate and select sources, and provide insight on strategies to help determine the validity of information is an important part of guiding students with investigating and exploring an inquiry. Encourage students to focus on gathering valid information that directly addresses their inquiry. This means filtering out irrelevant data and concentrating on what is important.

Students should also accurately and systematically document their observations during their investigations and explorations. This could include keeping detailed notes, notes in point form, simple diagrams, illustrations, charts, taking photographs, or using digital tools such as spreadsheets. Key observations could be gathered by using one or more of the senses.

> **Big Idea**
> **~**
> There are important things to consider when carrying out a plan to investigate and explore in an inquiry.
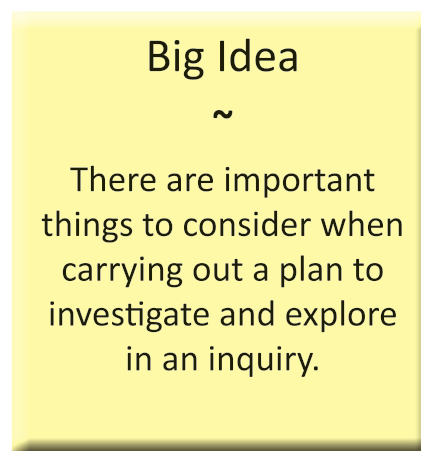
IS1.2

I Can Statements
I can...
☐ find and use different ways, tools, and technologies to gather important information.
☐ pick the right tools, technology, and materials to make, imagine, or build something.
☐ use effective ways to explore and discover things.
☐ gather the right information to answer a question or solve a problem.
☐ record important things I notice.

INQUIRY SKILLS

	Learners are expected to ...					
IS 1.3	analyze and interpret the results of their inquiry.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify connections and patterns with information gathered;

b. draw valid conclusions based on observations and evidence gathered through research;

c. suggest worthwhile improvements to an answer, solution or design; and

d. identify new questions or problems that arise from what was learned.

	Citizenship	✓	Critical Thinking		Personal-Career Development	**Essential**
✓	Communication		Technological Fluency	✓	Creativity and Innovation	**Graduation Competencies**

General Elaboration

In this outcome, learners synthesize information to deepen their individual perspectives, create new questions and draw conclusions. Students should be able to recognize relationships and recurring themes within the information they collect. This involves comparing and contrasting data points, identifying trends, making connections across different disciplines of study and understanding how different pieces of information interact. Recognizing these patterns is crucial for deeper comprehension and application of knowledge.

Students should develop the ability to synthesize information and derive logical conclusions that are directly supported by their observations and collected evidence. This means evaluating the reliability and significance of the data, and avoiding assumptions that are not supported by the evidence. The term "valid conclusions" emphasizes the importance of drawing reasonable conclusions which should align with and be supported by the observations and evidence gathered.

Students will also learn to critically evaluate their answers, solutions, or designs to identify areas for enhancement. This involves reflective thinking and a willingness to revise their work for better outcomes. For example, if students design a simple water filter, they might test it and find that it does not remove all impurities. A worthwhile improvement could be adding an additional filtering layer or changing the materials used. The goal is for students to demonstrate problem-solving skills and iterative thinking by suggesting practical and effective improvements.

Students will also be encouraged to continuously engage in inquiry by identifying new questions or problems that emerge from their learning experiences. This extends their understanding and fosters a mindset of curiosity and exploration.

> **Big Idea**
> ~
> Analyzing and interpreting the results of our inquiry can lead us to new ideas and new questions.

IS1.3

I Can Statements

I can...

☐   see how different pieces of information are related.

☐   make sure my answers make sense based on what I have observed and information gathered.

☐   suggest useful ways to make an answer, solution, or design better.

☐   ask new questions or problems that come up when I learn something new.

IS 1.4	*Learners are expected to ...*					
	effectively communicate the results of their inquiry.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. communicate questions, ideas and intentions while conducting explorations;

b. effectively communicate important findings; and

c. reflect on new learning and changes in prior learning that result from the inquiry.

	Citizenship	✓	Critical Thinking		Personal-Career Development	**Essential Graduation Competencies**
✓	Communication	✓	Technological Fluency		Creativity and Innovation	

General Elaboration

Students should express their thoughts, inquiries, and objectives clearly as they communicate the results of their inquiry. This involves sharing their questions, ideas with peers, and explaining their intentions behind their explorations. Effective communication ensures that others understand their objectives and can provide relevant feedback or assistance when needed. Communicating important findings may take the form of lists, notes in point form, sentences, charts, graphs, elements of art and design, technology and/or written/oral language. They may include oral presentations, written reports or visual aids. Introduction and exposure to a variety of media will allow students to make informed decisions on the media that will best respresent their understandings.

> **Big Idea**
> **~**
> Communicating our learning effectively includes sharing new questions and ideas and and reflecting on how our understanding has changed.

IS1.4

Students should engage in thoughtful reflection on the insights gained from their learning experiences and how these insights have influenced their understanding. Reflecting on changes in prior learning promotes metacognitive awareness and encourages students to actively construct and revise their understanding of the world around them. Part of this process includes:

• Recording misconceptions before, during and after learning

• Identifying prior understanding that was correct and what new information was learned

• Prior beliefs that have changed after new learning

I Can Statements

I can...

☐ talk about my questions, share my ideas, and explain what I'm trying to do when I'm exploring and learning.

☐ tell others about the important things I discovered or learned.

☐ think about what I've learned or how my understanding has changed after exploring new things.

	Learners are expected to ...					
DK 1.1	examine the diversity and organization of living things on Earth and ways to maintain balance on our planet.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. classify living things (plants and animals) found in local habitats using distinguishing features and classification systems;

b. describe distinguishing features of local plants known to have medicinal and/or nutritional value to Mi'kmaq people;

c. describe the most significant differences between vertebrates and invertebrates;

d. determine the unique characteristics/features/adaptations that help vertebrates and invertebrates to survive and thrive in their environments;

e. examine which human activities have the greatest impacts on biodiversity and cause imbalances in our planet; and

f. propose effective solutions to mitigate the effects of climate change on biodiversity and achieve net-zero.

✓	**Citizenship**	✓	**Critical Thinking**		**Personal-Career Development**	**Essential**
	Communication		**Technological Fluency**	✓	**Creativity and Innovation**	**Graduation Competencies**

ELABORATIONS

General Elaboration

As an introduction to the formal biological classification system, students will focus on plants and animals. Students will be involved in closely observing these living things, noting their features, and constructing classification schemes that group organisms with like features.

Students will focus on recognizing special characteristics of nearby plants that hold importance for Indigenous communities due to their medicinal, nutritional or ceremonial properties. Specific examples include:

Tobacco: a plant with large, green leaves and small flowers used in ceremonies and as an offering in the Mi'kmaq tradition, symbolizing respect and gratitude.

Sage: a plant with gray-green leaves and a strong, pleasant scent used for smudging ceremonies, to cleanse negative energy and promote healing of sore throats, coughs and skin conditions.

Sweetgrass: a plant with long, narrow leaves and a sweet scent that is braided and used in ceremonies for its aromatic properties, representing kindness and positivity in Mi'kmaq culture.

Cedar: plants with scale-like leaves that produce small cones used in ceremonies for purification and protection by Mi'kmaq communities, as well as promoting healing of respiratory infections and skin conditions.

Learners will understand the distinction between classifying animals as vertebrates and invertebrates: **Vertebrates** are animals that have a backbone or spine running along their body. Examples of vertebrates include mammals, birds, reptiles, amphibians and fish. **Invertebrates** are animals that do not have a backbone or spine. Instead, they may have a hard outer covering called an exoskeleton. Examples of invertebrates include arthropods (spiders, scorpions, centipedes, millipedes), crustaceans (crabs, crayfish, shrimp, lobsters), mollusks and worms.

Vertebrates and invertebrates survive and thrive in their environments with the help of unique characteristics, features and adaptations. Examples of vertebrate adaptations include lungs or gills allowing breathing in different environments, whether on land or in water. Examples of invertebrate adaptations include compound eyes providing a wide field of vision to detect movement, which is crucial for detecting prey or threats.

Human activities can significantly impact biodiversity and cause imbalances in our planet. Some key human activities with significant impacts on biodiversity include: habitat destruction, air, water and soil pollution, overhunting, overfishing and human-induced climate change driven by the burning of fossil fuels and deforestation.

Examples of practical solutions to counter the effects of climate change and move towards a net-zero impact include emission reduction, adopting the principles of reduce-reuse-recycle, enforcing stricter regulations, promoting tree planting, designing green spaces, embracing green technology, renewable energy, and adopting green transportation practices.

Big Idea

~

Living things depend on each other to help keep our planet in balance.

DK1.1

I Can Statements
I can...
☐ classify local organisms (plants, animals) based on distinguishing features.
☐ distinguish between vertebrates and invertebrates and describe how their unique features help them to survive and thrive.
☐ identify local plants that are known to have medicinal and/or nutritional value.
☐ identify human activities that impact biodiversity and cause imbalances in our planet.
☐ describe ways to reduce the effect of climate change on biodiversity and move towards net zero.

	Learners are expected to ...					
DK 1.2	demonstrate an understanding of how components of our solar system influence various cycles and ways of living on Earth.					
	Remembering	**Understanding**	**Applying**	**Analysing**	**Evaluating**	**Creating**

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe how various representations of astronomical phenomena (constellations, moon phases, eclipses, tides) contribute to knowledge, ways of living, and community activities of various peoples (navigation, traditions, stories and beliefs);

b. identify the degree of similarity and difference among how various peoples viewed and used select astronomical phenomena (constellations, moon phases, eclipses, tides);

c. use optics and the engineering design process to create tools that help us better observe the solar system;

d. describe the distinguishing physical characteristics of components of the solar system—specifically, the sun, planets, moons, comets, asteroids, and meteors.

e. use models to effectively show and describe how the relative positions of Earth, the moon, and the sun are responsible for the moon phases, eclipses, and tides; and

f. use models to determine which key mechanisms of the Earth's movement (rotation, tilt) has influence on patterns of life (occurrence of day/night, yearly seasonal cycles, Earth's natural rhythms).

	Citizenship		Critical Thinking		Personal-Career Development	**Essential Graduation Competencies**
✓	Communication		Technological Fluency	✓	Creativity and Innovation	

ELABORATIONS

General Elaboration

Students can investigate, using electronic and print resources, how the stars have been used by different cultures (e.g., Celts, Aztecs, and Egyptians) and how various constellations got their names. Students could investigate how the 13 moons are used by indigenous communities to track seasonal changes and the passage of time (lunar calendar).

(LEARN resource: Mi'kmaw Moons: Through the Seasons).

Fishers, explorers, and astrologers have used the position of the stars to help them. Students can investigate some of the ways that stars have been used in the past, and, if possible, try using the same techniques to see if they have merit.

Students could learn about the cause of the moon phases, seasons, day/night, and eclipses through the use of a model using globes, balls, and lamps or flashlights Ask students to position or move the Earth and/or the moon in their model to simulate the following situations:

- total solar eclipse

- position the Earth so that it is night in the Atlantic provinces

- position the Earth so that it is summer in the Atlantic provinces

- move the Earth to show its path for one year and (no rotation, just revolution)

- move (rotate) the Earth to show its motion for one day and to describe day and night.

(LEARN resource: Moon, Earth, Sun model)

Telescopes are a common instrument used to study the stars and moon. Students can engage in the engineering design process to build a simple telescope from easily accessible items such as a reading glass lens, a magnifying glass, and paper towel rolls. (LEARN resource: Building a telescope). They can then research modern day instruments that are currently used to deepen and broaden our knowledge of the solar system, and our place in it.

> **Big Idea**
> **~**
> The solar system impacts life on earth.

DK1.2
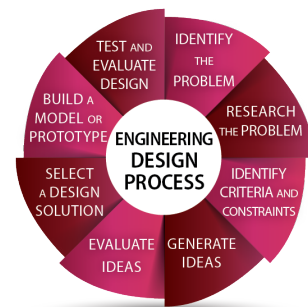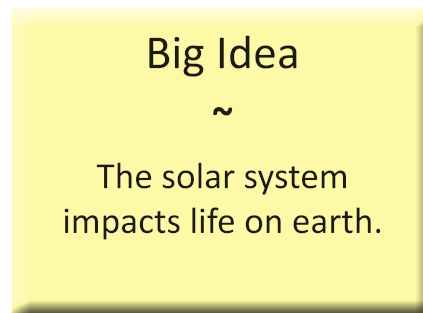
I Can Statements
I can...
☐ describe various astronomical phenomena (constellations, moon phases, eclipses, tides).
☐ explain how astronomical phenomena are viewed and used by various peoples.
☐ describe the differences among components of the solar system (sun, planets, moons, comets, asteroids, and meteors).
☐ use models to demonstrate an understanding of moon phases, eclipses, tides, day/evening, and the seasons.
☐ use the engineering design process to build a telescope.

DK 1.3	*Learners are expected to ...*					
	investigate characteristics of electricity and electric circuits.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. explain the dangers of electricity at work or at play;

b. construct a variety of simple electrical pathways (series, parallel) involving a device that emits light, sound, or causes motion;

c. test a variety of materials to determine if they conduct electricity (conductors vs insulators);

d. determine ways to produce static electricity and identify the resulting properties;

e. determine the most significant environmental impacts of renewable and nonrenewable energy sources;

f. examine actions ways to help achieve net-zero, conserve natural resources, and protect the environment in their region, and select actions for a basis of a plan; and

g. describe the important ways Indigenous knowledge and ways of knowing about energy conservation and resources can contribute to sustainability practices.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	**Essential Graduation Competencies**
Communication	✓ Technological Fluency	✓ Creativity and Innovation	

General Elaboration

Understanding electricity is essential for safety, including the dangers associated with shocks, burns, and fires.

Electrical pathways include:
Series circuit- an electrical circuit that has only one path for current to travel.

Parallel circuit- an electrical circuit that branches into more than one path for current to travel.

Conductor of electricity- a material that allows electricity to pass through.

Insulator of electricity- materials that do not allow electricity to pass through.

Static electricity- refers to the build-up of electric charge on the surface of objects due to the transfer of electrons. One way for this to occur is by rubbing two objects together allowing the transfer of electrons from one object to the other. This results in one object becoming positively charged and the other becoming negatively charged.

Renewable energy- an energy source that can be replenished naturally in a relatively short time frame (hydroelectricity, wind, solar).

Nonrenewable energy- an energy source that is finite or replensihed very slowly over geological time spans (coal, gas, oil).

Examples of environmental impacts of renewable and nonrenewable energy sources:

- Wind power- disruption of bird population, materials used for their construction
- Hydroelectricity- reservoirs can destroy local ecosystems
- Nuclear- waste is highly radioactive
- Coal- air and water pollution

Net-Zero refers to the state in which the greenhouse gasses going into the atmosphere are balanced by removal out of the atmosphere. Examples of actions to achieve net-zero include initiatives such as promoting renewable energy adoption, implementing waste reduction strategies, advocating for green transportation options, and supporting habitat restoration projects.

> **Big Idea**
> ~
> Understanding electricity and electric circuits enhances convenience in our lives and contributes to a healthier planet.

I Can Statements
I can...
☐ explain dangers involved with electricity.
☐ construct a simple series circuit containing a light, speaker, or motor.
☐ construct a simple parallel circuit containing multiple lights.
☐ determine if a material is a conductor or an insulator by testing it in a circuit.
☐ describe the properties of static electricity and produce static electricity in many ways.
☐ describe the impacts of renewable and non-renewable energy.
☐ create a plan of action that moves toward achieving net-zero, conserving natural resources and protecting the environment in my region.
☐ describe how Indigenous peoples use sustainability practices to conserve resources.

	Learners are expected to ...					
DK 1.4	investigate forces and factors involved in flight.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. compare the adaptations and mechanisms that enable flight in both living and non-living things;

b. describe the forces involved in flight (lift, gravitational, drag, and propulsion);

c. explain the role of Bernoulli's principle in flight;

d. determine how the forces involved in flight (lift, drag, and propulsion) can be best altered to improve the trajectory of a flying device; and

e. use the engineering design process to construct an effective prototype of a flying device.

	Citizenship	✓	Critical Thinking		Personal-Career Development
	Communication	✓	Technological Fluency	✓	Creativity and Innovation

Essential Graduation Competencies

General Elaboration

Learners can explore the adaptations and mechanisms that facilitate flight in living organisms and manufactured objects by examining the similarities and differences in the structures and functions of wings, propellers, and other aerodynamic features used by birds, insects, airplanes, and other flying objects. For example, birds have specialized wings with feathers that provide lift and control during flight. Similarly, airplanes have wings with aerodynamic shapes that generate lift as air flows over them. Birds use flapping wings to propel themselves forward through the air. Similarly, airplanes use engines and propellers or jet engines to generate thrust and propel themselves forward.

> **Big Idea**
> ~
> Various forces and factors enable flight and exciting ways of traveling through the air.

DK1.4

There are four forces acting on flying objects:

1. **Drag** is the force that slows the flying device (shape and texture are main contributors to drag).
2. **Gravitational** is the force that pulls it towards earth.
3. **Thrust** is the force that propels.
4. **Lift** is the force that keeps it up in the air (shape is the main contributor to lift; Bernoulli's Principle).

Bernoulli's principle states that an increase in the speed of a fluid (air) occurs simultaneously with a decrease in static pressure. An example to help students understand Bernoulli's principle, includes thinking of blowing air over a piece of paper, making it feel lighter.

As students learn about the forces involved in flight provide them with opportunities to engage in an engineering design process that allows them to re-examine and retest, research and rebuild a flying device.(LEARN resource: Testing Aircraft Wings)
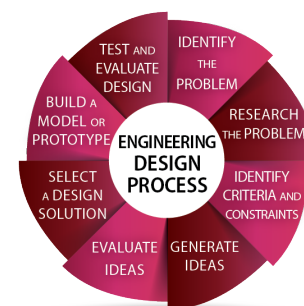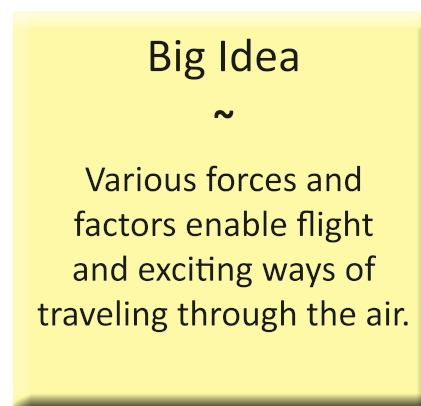
I Can Statements
I can...
☐ compare how living and non-living things adapt and use mechanisms for flight.
☐ identify and describe the four main forces involved in flight.
☐ explain lift on various objects using bernoulli's principle.
☐ use the engineering design process to construct a prototype of a flying device.
☐ find the best ways to alter a flying device to change the different forces that affect its flight (lift, drag, gravitational and propulsion).

DK 1.5	*Learners are expected to ...*					
	design an experiment pertaining to core content and topics of interest.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. initiate and plan an investigation;

b. perform an investigation and record observations;

c. analyze and interpret data; and

d. communicate the results of an investigation.

	Citizenship	✓	Critical Thinking		Personal-Career Development	Essential
✓	Communication	✓	Technological Fluency	✓	Creativity and Innovation	Graduation Competencies

General Elaboration

Initiate and plan an Investigation

- propose testable questions to investigate and practical problems to solve

- identify and control major variables in their investigations

- plan a set of steps to solve a practical problem and carry out a fair test of a science-related idea

- state a hypothesis and a prediction based on an observed pattern of events

- identify appropriate tools, instruments, and materials to complete their investigations

Perform an investigation and record observations

- carry out procedures, measuring and controlling major variables

- select and use tools and apparatus in a manner that ensures accuracy, personal safety and the safety of others

- make thoughtful observations and collect relevant information

- record observations using a single word, notes in point form, sentences, and simple diagrams and charts

Analyze and Interpret data

- compile and display data, by hand or by computer, in a variety of formats including frequency tallies, tables, and bar graphs

- identify and suggest explanations for patterns and discrepancies in data and identify new questions or problems that arise from what was learned

- draw a conclusion, based on evidence gathered through research and observation, that answers an initial question

- suggest improvements to a design or constructed object

Communicate the results of an investigation - links to Inquiry Skills SCOs

> ## Big Idea
> ~
>
> By carefully following the best methods and procedures, we can perform meaningful experiments that help us to explore knowledge and topics that cpativate our curiosity.

DK1.5

I Can Statements
I can...
☐ start an experiment by figuring out what I want to test, planning the steps, and deciding what materials I need.
☐ conduct an experiment by carefully observing what happens, and record my findings in a clear and organized way.
☐ use the information I collected to make valid conclusions and suggest improvements.
☐ share what I discovered in my experiment, explaining it clearly to others through writing, speaking, or showing.

	Learners are expected to ...					
DK 2.1	examine the ways in which maps can influence our understanding of cultural regions across the continents of the world.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify the continents and oceans of the world on a map;

b. use map component terminology in the discussion of maps; and

c. determine the significant geographical features within the continents and oceans of the world that may have influenced the development of different cultural regions.

	Citizenship	✓	Critical Thinking		Personal-Career Development		**Essential**
✓	Communication		Technological Fluency		Creativity and Innovation		**Graduation Competencies**

ELABORATIONS

General Elaboration

Students should be able to recognize and label the continents (Africa, Antarctica, Asia, Europe, North America, South America, and Australia) and oceans (Pacific, Atlantic, Indian, Southern, and Arctic) on a world map. This involves understanding the shapes, locations, and relative sizes of these landmasses and bodies of water. Proficiency in this skill enables students to navigate and understand global geography more effectively.

Students should demonstrate familiarity with key map components and terminology when analyzing or discussing maps. This includes terms such as legend/key, scale, compass rose, grid coordinates, latitude, longitude, and title. By incorporating these terms into their discussions, students can effectively communicate spatial relationships, interpret map information, and understand the purpose and function of various map features.

Students should identify and analyze significant geographical features such as mountains, rivers, deserts, and bodies of water within the continents and oceans of the world. They should understand how these features have shaped the physical landscape and influenced human settlement patterns, trade routes, and cultural development over time. Some examples include:

- The Himalayan Mountains in Asia created a natural barrier, isolating different cultural groups. As a result, the cultures on either side of the mountains developed differently.

- The Mediterranean Sea in Europe touched many countries, leading to increased trade and cultural exchange throughout history. This interaction influenced the similarities and differences among European cultures.

- The Sahara Desert in Africa with its vast, arid region influenced the way many cultures developed unique practices and knowledge about survival in desert life conditions.

> **Big Idea**
> ~
> Maps can influence our ideas about cultures around the world.

DK2.1

I Can Statements
I can...
☐ name and locate the continents and oceans of the world on a map.
☐ use specific map words to help me understand different features and locations on a map.
☐ identify important geographical features and explain how they might have influenced the way people in different parts of the world live and do things.

DK 2.2	*Learners are expected to ...*					
	explain the influence of cultural traditions on the present day PEI lifestyle.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify the various ethnic origins of people in the history of PEI;

b. explain the significant ways in which culture has influenced PEI lifestyle; and

c. describe the significant impacts of government influences on culture in PEI.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	**Essential**
Communication	Technological Fluency	Creativity and Innovation	**Graduation Competencies**

General Elaboration

Students should be able to recognize and name the diverse ethnic groups that have contributed to the history and heritage of Prince Edward Island. This involves identifying and acknowledging the Indigenous Peoples, European settlers (such as Acadians, Scottish, Irish, and English), as well as later immigrant groups. Understanding the multicultural fabric of PEI's population enriches students' appreciation of its history and promotes cultural diversity and inclusivity.

Students should understand how cultural traditions, values, beliefs, and practices have shaped various aspects of life on Prince Edward Island. This includes examining how cultural influences manifest in food, language, music, art, religion, celebrations, and daily customs. For example, kitchen parties, ceilidhs (Scottish) or ceilis (Irish), have become a form of Island music traditions. Some community cultural traditions have also become custom to PEI such as lobster suppers, pow-wows, fundraisers, pottery-making, quilting, carving, and glass blowing.

Students should explore and understand the role of government policies, initiatives, and institutions in shaping cultural identity and expression on Prince Edward Island. This involves examining historical and contemporary examples of government involvement in areas such as education, language, heritage preservation, and cultural funding. For instance, government support for French-language education and cultural institutions has played a significant role in preserving Acadian heritage and promoting linguistic diversity in PEI. Other influences include the following:

- organizing and sponsoring cultural events, festivals, and celebrations that highlight local music, art, and traditions
- tourism fostering an appreciation for local traditions, cuisine, and arts (eg. Farmer's Market)
- providing public art spaces
- incorporating cultural education into school curricula, ensuring that students learn about the history, traditions, and heritage of PEI.

> **Big Idea**
> ~
> Cultural traditions contribute to a unique and vibrant lifestyle, impacting the way people live on Prince Edward Island today.

DK2.2

I Can Statements...

I can...

☐ recognize where people came from in the history of Prince Edward Island.

☐ explain the important ways that culture has shaped the way people live on PEI.

☐ describe the important ways the government has influenced culture in PEI.

DK 2.3	*Learners are expected to ...*					
	evaluate key influences that altered lifestyles of people in PEI over time.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. determine the modes of travel, political decisions and economic activities that have made significant impacts on PEI lifestyle over time;

b. identify the important ways in which the Mi'kmaq ways of knowing influenced PEI lifestyle over time;

c. make plausible predictions about the future economy of PEI, considering the three economic sectors;

d. prepare effective questions to conduct an interview with a person from another generation to compare the changing lifestyles of people in PEI over time; and

e. gather information from a variety of primary and secondary sources to identify people with diverse cultural backgrounds who have made a significant contribution to life in PEI over time.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential
✓ Communication	Technological Fluency	Creativity and Innovation	Graduation Competencies

ELABORATIONS

General Elaboration

Modes of travel in PEI over time include: snowshoes, canoes, horses, ships, trains, automobiles, airplanes. (LEARN resource: Ice boats on PEI)

Examples of political decisions impacting lifestyles in PEI over time may include: deportation of the Acadians, granting responsible government, PEI joining Canada, Mi'kmaq receiveing Lennox Island, lifting of automobile restrictions, PEI women vote, Island waste management, Fixed link crossing.

Examples of economic activities impacting lifestyles of PEI over time: cod fishing, cultivation of potatoes, fox farming, shipbuilding, mills to process grains and wood, tourism, seafood and dairy processing.

> **Big Idea**
> **~**
> **Prince Edward Island has changed in many ways over time.**

Economic sectors

Primary: extract or harvest raw materials directly from nature. This includes activities like farming, fishing, mining, and forestry.

Secondary: transform raw materials from the primary sector into finished or semi-finished goods. This includes manufacturing and construction.

DK2.3

Tertiary: providing services. This includes production services, consumer services and government services.

Influence of Mi'kmaq lifestyle in PEI over time include:

• Modes of travel (snowshoes, toboggan and birchbark canoes) provided access to trap lines and fishing holes on the ice. The toboggan (from the Mi'kmaq word topaqan) allowed for the hauling of heavy loads in deep snow.

• The Mi'kmaq were active participants in the fur trade, exchanging furs with European traders. Their involvement in this economic activity influenced trade dynamics and relationships on PEI.

• Mi'kmaq traditional knowledge of the local environment, including plant and animal life cycles, has contributed to sustainable resource use and environmental conservation on the island over time.

• Mi'kmaq cultural practices, including language, storytelling, and art, have enriched the cultural diversity of PEI.

• Mi'kmaq artistic traditions, including basket weaving and beadwork, have influenced the Island's artistic landscape.

• Mi'kmaq consensus-based decision-making and community leadership structures have guided the social organization of communities on the island over time.

Examples of people who have made a contribution to PEI over time include: Rita Joe, Lucy Maud Montgomery, Father Georges-Antoine Belcourt, Dr. Naureen Rizvi. (LEARN resource: Father Georges-Antoine Belcourt)
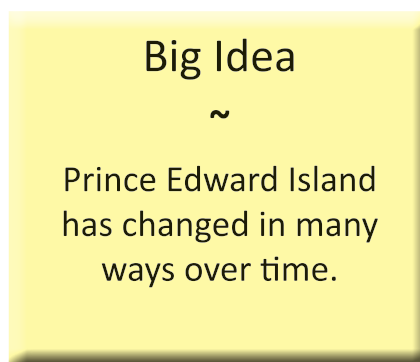
I Can Statements
I can...
☐ make a thoughtful judgment on the ways people traveled, the decisions made by leaders, and the economic actions that have had the biggest impact on how people lived in Prince Edward Island over time.
☐ recognize how the Mi'kmaq ways of knowing have influenced PEI lifestyles over time.
☐ make a reasonable prediction about the types of jobs, work needed and the ways natural resources will be used in the future on Prince Edward Island.
☐ create good questions to ask someone from a different time to learn about how life has changed over time in Prince Edward Island.
☐ collect information from different sources to find out about people from various cultural backgrounds who have made an important impact on life in Prince Edward Island.

	Learners are expected to ...					
DK 2.4	demonstrate an understanding of human rights issues around the world.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. prepare an inclusive list of rights and responsibilities that all students should have in the classroom;

b. identify the significance of documents that state universal human rights;

c. identify significant human rights violations against children; and

d. apply their understanding of human rights to develop an effective plan of action that increase awareness of human rights issues affecting children in their community and around the world.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	**Essential**
✓ Communication	Technological Fluency	Creativity and Innovation	**Graduation Competencies**

General Elaboration

Students should collaboratively develop a comprehensive list of rights and responsibilities that ensure a fair, safe, and respectful learning environment for all individuals in the classroom. This may include the right to express opinions, the right to be treated with dignity and respect, and the responsibility to actively participate in learning activities.

Important documents that state universal human rights include:

- The Canadian Charter of Rights and Freedoms (LEARN resource)

- The UN Conventions on the Rights of the Child (LEARN resource)

- The UN Declaration of Rights of Indigenous People (LEARN resource)

> **Big Idea**
> ~
> Human rights issues have a significant impact on people both in our community and around the world.

DK2.4

It is important that students understand that there are documents that protect universal human rights and the significance of those documents to ensure that everyone is treated fairly and with respect, no matter where they are from or what they believe in. These documents can remind students to be kind, fair, and supportive of one another. It is also important that students understand the balance between rights and responsibilites. For example, the right to an education also includes the responsibility to follow rules and roles assigned in the classroom.

Students should use their knowledge of human rights principles to develop a practical and effective plan of action aimed at raising awareness of children's rights issues and promoting positive change. Examples of human rights violations against children include residential schools, child labour, child soldiers, poverty, homelessness, lack of access to health care. Action plans aimed at raising awareness of these issues may involve organizing educational events, fundraising campaigns, or community service projects focused on addressing specific human rights violations affecting children. Other examples of plans of actions could include poster campaigns, human rights fairs, guest speaker visits, creating a children's rights pledge or handbook, and letter writing campaigns to local leaders. By applying their understanding in this way, students become active and responsible global citizens who are committed to promoting justice and equality for all children.

I Can Statements
I can...
☐ create an inclusive list of rights and responsibilities for our classroom that make learning positive, respectful and fair for everyone.
☐ understand why documents about universal human rights are important in history.
☐ recognize important examples of when children's rights have been violated.
☐ create a plan to help people in my community and around the world learn about human rights issues affecting children.

	Learners are expected to ...					
DK 3.1	make thoughtful habits and commitments to living a healthy lifestyle.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. prepare a well-balanced weekly activity schedule that reflects daily activities, interests and an assessment of health related components of fitness;

b. identify the most serious health risks associated with the sharing of personal care items;

c. determine the degree to which food intersects with values, beliefs and culture;

d. explain personal eating behaviours- foods and fluids- in a variety of settings and select an eating habit to improve that will have positive impacts on their health;

e. identify the most important information found on food labels to help make informed choices about healthy and safe foods; and

f. identify the significant ways in which different health habits can promote or damage body image and feelings of self-worth.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential
Communication	Technological Fluency	Creativity and Innovation	Graduation Competencies

ELABORATIONS

General Elaboration

Students can design a weekly schedule that balances physical activities such as playing a sport and participating in activities with relaxation, rest and appropriate screen time. They may consider health components by including exercises that build cardio, strength, and flexibility.

Some of the potential health risks associated with sharing personal care items include the spread of lice, viruses and bacterial infections. Examples of personal items to avoid sharing with others are toothbrushes, hair brushes or lip balm. (LEARN resource: Ideas for Reducing Health Risks Associated with Sharing Personal Items)

Exploring the connections between food and culture may include the specific dietary guidelines of different cultures or how traditional foods are often tied to cultural celebrations.

Important information found on food labels includes nutritional information such as portion sizes, nutrients and percentage of daily intake. (LEARN resource: Ideas for Promoting Healthy Eating Behaviours)

Engaging in positive health habits, such as regular exercise, good sleep hygiene, balanced eating and developing feelings of self-worth can contribute to a healthy body image, while negative habits or comparisons with others can lead to a negative self-perception. (LEARN resource: Ideas for Promoting the Development of a Positive Body Image)

Big Idea
~
Thoughtful habits and commitments contribute to a healthy lifestyle.

DK3.1

I Can Statements

I can...

☐ create a weekly activity schedule that includes a variety of physical activities including my interests and important health-related components of fitness.

☐ recognize the most serious health risks linked to the sharing of personal care items.

☐ assess and understand the extent to which my food choices are influenced by personal values, beliefs, and cultural factors.

☐ choose one eating habit for improvement, and explain how the change will positively impact my health.

☐ identify the most important information found on food labels that will help me to make informed and mindful choices for my health.

☐ recognize the most important health habits that can either support or harm body image and self-worth.

DK 3.2	*Learners are expected to ...*					
	demonstrate knowledge of self, skills, work and financial habits that support future roles, goals and career pathways.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. determine which skills and abilities are most important to enter a career pathway of interest;

b. determine how strengths and areas for growth can be developed through hobbies and areas of interest outside of school and work;

c. identify the most significant ways the changing nature of work are impacting the skills needed for success;

d. prepare a set of effective job interview questions that someone might ask for an age appropriate job; and

e. prepare a simple budget for an activity or an event that balances needs and wants.

Citizenship	✓	Critical Thinking	✓	Personal-Career Development
Communication		Technological Fluency	✓	Creativity and Innovation

Essential Graduation Competencies

General Elaboration

Students should explore different career pathways and identify the skills and abilities required for success in their chosen field. This involves researching various occupations, considering their personal interests and strengths, and understanding the specific skills and qualifications needed for each career. Examples of some of the important requirements to enter a desired career pathway may include skills, education, training, certifications and work experience. (LEARN resource: Essential Skills for Life and Work)

Students should understand how the changing nature of work are reshaping the skills required for success in the workforce. By staying informed about these trends, students can better prepare themselves for future career opportunities and navigate the evolving landscape of work. Some of the significant changes in careers that are impacting the need to develop different skills include:

- the greater reliance on digital tools and technologies

- remote work and collaboration

- cross cultural competence and understanding diverse perspectives

- lifelong learning to keep up with the pace of advancement and knowledge

- skills related to managing stress and promoting mental health

- understanding environmental sustainability

Students should develop the ability to formulate thoughtful and relevant interview questions that assess a candidate's suitability for a specific job. This involves considering the requirements of the job, the skills and experiences desired, and the qualities of an ideal candidate.

Students should demonstrate the ability to create a budget that effectively manages resources and balances essential needs with wants. Examples of activities or events that can be planned to create a simple budget may include: birthday parties, school dance, sport tournament, or class trip.

> **Big Idea**
> ~
> We can prepare for different opportunities in life that bring us joy and happiness.

DK3.2

I Can Statements
I can...
☐ identify and rank the key skills and abilities required to pursue a career pathway of interest.
☐ identify ways to develop my strengths and areas for growth through hobbies and interests outside of school and work.
☐ describe how jobs are changing and list skills needed to be successful in the future.
☐ create a set of well-thought-out job interview questions suitable for an age-appropriate position.
☐ develop a practical and balanced budget for an activity or event.

	Learners are expected to ...					
DK 3.3	evaluate credible information to make thoughtful and informed choices that promote the safety of self and others.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe the effects of tobacco use and vaping on personal health and health of others;

b. determine ways in which personal behavior can have both positive and negative effects on the safety of oneself and others during various activities;

c. prepare sensible safety guidelines for an age appropriate responsibility (babysitting, staying home alone, walking a dog); and

d. evaluate safety and vulnerability risks associated with the use of digital technology, online and social media use.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	**Essential**
Communication	✓ Technological Fluency	Creativity and Innovation	**Graduation Competencies**

ELABORATIONS

General Elaboration

Effects of tobacco use include:

- Diseases such as cancer, emphysema, asthma, chronic bronchitis, respiratory infections, heart disease
- Aging skin
- Staining teeth and yellowing fingers
- Second hand smoke to others causes irritation to eyes, nose, throat and lungs, as well as risk to diseases

Effects of vaping include:

- Shortness of breath
- Swelling and irritation in the throat and lungs
- Nausea and coughing
- Anxiety and sleep disturbances
- Increased chance of tobacco use

Safety risks associated with digital technology, online and social media use include:

- Cyberbullying
- Addiction and screen time
- Impact on learning
- Impact on mental health contributing to feelings of inadequacy and low self-esteem
- Identity theft and invasion of privacy

Other LEARN resources: How to Help a person Who is Choking and Ideas for Promoting Responsibility for the Safety of Self and Others.

> **Big Idea**
> ~
> Making thoughtful and informed choices promotes safe participation and enjoyment of activities.

DK3.3

I Can Statements

I can...

- ☐ talk about the the physical and health-related consequences of tobacco use and vaping on both myself and others.
- ☐ identify the personal actions that can be good or bad for my safety and the safety of others during different activities.
- ☐ create practical and age-appropriate safety guidelines for specific responsibilities, such as babysitting, staying home alone, or walking a dog.
- ☐ check for safety risks when using the internet and social media to make sure I stay safe online.

	Learners are expected to ...					
DK 3.4	describe anatomical structures, functions, and processes involved in the human reproductive systems.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe how different parts of the human reproductive systems work, explaining their roles in the process of reproduction;

b. describe how the maturation processes of puberty prepare the body for conception, pregnancy, and childbirth; and

c. identify methods to seek guidance from trusted adults and medically accurate information, both online and in the community.

	Citizenship		Critical Thinking		Personal-Career Development		**Essential**
✓	Communication		Technological Fluency		Creativity and Innovation		**Graduation Competencies**

ELABORATIONS

General Elaboration

Before teaching sexual health outcomes an information letter must be sent home to Parents/Guardians. (LEARN resource: Information Letter for Parents/Guardians)

Other LEARN resources include: Setting Ground Rules and Classroom Climate.

Processes in the human reproductive system:

Egg

1. The lining of uterus thickens with blood.

2. Ovulation occurs (egg released from ovary).

3. Egg enters fallopian tube.

Sperm

1. Sperm is made in the testicles.

2. Sperm exit the testicles and travel up the vas deferens.

3. Sperm cells mix with semen.

Pregnancy

1. Erect penis is inserted into vagina during sexual intercourse.

2. Sperm cells leave the penis (ejaculation) and enter vagina.

3. Sperm travel through the cervix, uterus, and into fallopian tubes.

4. One sperm cell attaches to an egg and forms one cell (fertilization).

5. Cell starts to divide.

6. Cells (zygote) travel through fallopian tube to uterus.

7. Zygote attaches to wall of uterus (implantation).

LEARN resources:

• Fertilization and male/female Reproductive System

• The First Trimester, The Second Trimester, the Third Trimester

• Fraternal Twins and Identical Twins

> **Big Idea**
> ~
> Our bodies have structures, functions and processes to create new life.

DK3.4

I Can Statements

 I can...

☐ explain the functions of different parts of the human reproductive systems and understand their roles in the process of reproduction.

☐ explain how the changes during puberty get the body ready for conception, pregnancy, and childbirth.

☐ create ways to ask for advice from trusted adults and find accurate information, both online and in my community.

	Learners are expected to ...					
DK 4.1	demonstrate an understanding of self through artmaking.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. illustrate authentic images of self reflecting key aspects of identity;

b. produce detailed images to tell a story about self in relation to others and other things using appropriate sizes and scale;

c. express feelings and emotions through artwork; and

d. apply criteria to describe the most effective aspects of their artwork with others before, during and/or after the creative process.

	Citizenship	✓	Critical Thinking	✓	Personal-Career Development		**Essential**
✓	Communication		Technological Fluency	✓	Creativity and Innovation		**Graduation Competencies**

General Elaboration

Students should create visual representations of themselves that authentically depict key aspects of identity which may include: name, personal characteristics, family, culture, interests and hobbies, language, achievement and goals, values and beliefs, memories, friendships and relationships.

When telling a story about self, create detailed images using The Elements of Art and Principles of Design.
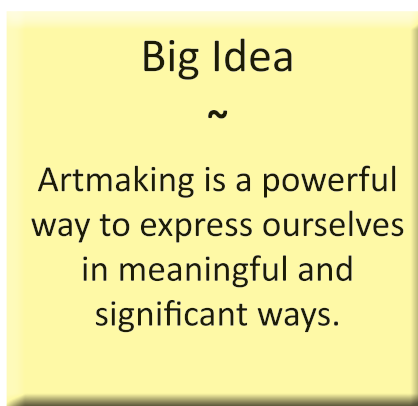
The Elements of Art

- Line
- Shape
- Colour
- Value
- Texture
- Form
- Space

The Principles of Design:

GRADE 6 focus is on **balance** - the way lines, shapes, colours, and textures are arranged in artwork (the arrangement of the elements to create the impression of equality).

By depicting themselves in relation to others and their environment, students explore themes of connection, belonging, and interdependence, fostering empathy and understanding of diverse perspectives.

Students should develop the ability to critically evaluate their own artwork and articulate the strengths and next steps of their creative choices. This involves applying criteria that may include the elements of art and principles of design, use of balance, tools and techniques, creativity, and expression to assess the effectiveness of their artwork and provide constructive feedback to peers. By engaging in reflective practice before, during, and after the creative process, students develop a deeper understanding of artistic principles and refine their skills as visual communicators.

> **Big Idea**
> ~
> Artmaking is a powerful way to express ourselves in meaningful and significant ways.

DK4.1

I Can Statements
I can...
☐ draw pictures of self that show who I am by including things like my family, culture, hobbies, and memories.
☐ create details in my art, making sure they are the right sizes compared to each other.
☐ create art that shows feelings and emotions.
☐ tell others what parts of my art are the best at showing what I want to express about myself and my ideas.

DISCIPLINARY KNOWLEDGE

	Learners are expected to ...
DK 4.2	create artwork to communicate messages and understandings.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify visual symbols that create meaningful messages;

b. create artwork to best express a meaningful message;

c. create artwork to express an idea about family, community, and/or environment;

d. create artwork to communicate new learnings on different topics, interests, and experiences; and

e. decode the important messages being communicated by the artist within various art forms.

General Elaboration

When communicating a meaningful message to others, create detailed images using The Elements of Art and Principles of Design.

The Elements of Art:

- Line
- Shape
- Colour
- Value
- Texture
- Form
- Space

The Principles of Design:

GRADE 6 focus is on **balance** - the way lines, shapes, colours, and textures are arranged in artwork (the arrangement of the elements to create the impression of equality).

Examples of meaningful visual messages may include advertisements, graffiti art, one-point perspective, collage, drawing, paintings, digital art, printmaking, and storyboarding. Some examples of other various forms of art may include sculpture, paintings, and illustrations in books.

Students should explore themes related to family, community, and the environment through their artwork, using visual language to convey their thoughts and emotions on these subjects. This may involve depicting scenes of family life, community events, or environmental landscapes, and exploring their personal connections and experiences within these contexts. By expressing ideas about these important topics through art, students foster empathy, understanding, and appreciation for the world around them.

Students should use art as a tool for processing and communicating new knowledge, interests, and experiences gained from various learning opportunities. This involves translating their learning into visual form, whether through illustrations, diagrams, or creative representations.

Students will develop the ability to analyze and interpret the messages conveyed by artists across different art forms, such as painting, sculpture, or photography. This may involve examining the subject matter, composition, symbolism, and style to decode the artist's intended meaning and underlying themes.

> **Big Idea**
> ~
> When we create art, we can use different visual elements to communicate with others in a meaningful way.

DK4.2

I Can Statements

I can...

☐ create art that shares feelings, thoughts, ideas and understandings through a visual message.

☐ create artwork to express an idea about family, community, and/or the environment.

☐ make art that shows what I've learned about different topics, interests, and experiences using proportion.

☐ ask questions and share my ideas while viewing art to help understand the meaningful messages it portrays.

	Learners are expected to ...					
DK 4.3	use a variety of techniques and a diverse selection of tools and materials in their artwork.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify the possibilities and limitations of materials, tools and different techniques;

b. demonstrate the relationship of colours for expressive purposes in their artwork;

c. use various techniques to create the illusion of space in their artwork; and

d. use various techniques to illustrate balance in their artwork.

Citizenship	✓ Critical Thinking	Personal-Career Development	**Essential Graduation Competencies**
✓ Communication	Technological Fluency	✓ Creativity and Innovation	

General Elaboration

When creating art, utilize various techniques with different tools and materials using The Elements of Art and Principles of Design. The specific focus in Grade 6 is on **colour and balance**.

The Elements of Art:

Colour - used in Grade 6 for expressive purposes (LEARN resource: The Colour wheel).

The Principles of Design:

Focus in Grade 6**: Balance**- the arrangement of the elements to create the impression of equality with line, shape, space, colour, and value.

Examples of techniques to be experienced in Grade 6 include:

> ### Big Idea
> ~
> Different materials, tools and techniques can be used to create unique artwork and bring artistic visions to life.

DK4.3

One-Point Perspective Art: a technique where parallel lines converge to a single vanishing point, creating the illusion of depth and distance. This may include creating a landscape artwork.

Two-Point Perspective Art: an art technique where parallel lines converge towards two vanishing points, creating the illusion of depth and three-dimensional space on a flat surface. An example includes creating a basic cube.

Collage: an art technique that involves taking items and layering various materials onto a flat surface such as a paper or canvas for other purposes and giving them new meaning. Examples of materials include photographs, newspaper clippings, fabric, and other found recycled objects and natural materials.

Sculpture: an art technique that involves creating three-dimensional artworks by shaping, carving, or assembling materials such as clay, stone, wood, metal, pipe cleaners or other substances. An example would be to create a human super figure illustrating the proportions of the body.

Symbols: an art technique used to communicate concepts, emotions, or cultural significance. These symbols can be objects, shapes, colors, or patterns that hold symbolic value, allowing artists to infuse their work with layers of meaning. An example includes creating emoji symbols to express self.

Graffiti: an art technique that consists of images or designs on surfaces using lettering styles with the unique use of colour. An example includes creating exaggerated proportions with lettering, colour and shape to express chosen words.

Op Art: an art technique creating optical illusions with lines that direct the viewer's attention, contour drawings and contrasting colours. This technique uses value and shading to control the viewer's perception of space.

I Can Statements
I can...
☐   recognize what I can do and what I can't do with materials, tools, and different techniques.
☐   show how colors work together by choosing and blending them in my art to express feelings and messages in a thoughtful way.
☐   design artwork to create the illusion of space.
☐   create artwork that shows balance.

DK 4.4	*Learners are expected to ...*					
	create artwork representing culture, heritage and the environment.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. create artwork and/or crafts, inspired by their own cultural experiences and traditions as well as those of their fellow classroom learners within their global community;

b. design an educational message promoting environmental sustainability;

c. design artwork that effectively illustrates their local environment; and

d. create artwork and/or crafts inspired by cultural traditions on the present day PEI lifestyle.

✓	Citizenship	✓	Critical Thinking	✓	Personal-Career Development	**Essential**
✓	Communication	✓	Technological Fluency	✓	Creativity and Innovation	**Graduation Competencies**

General Elaboration

Students should draw inspiration from their own cultural background and experiences, as well as those of their peers from diverse cultural backgrounds, to create artwork and crafts that celebrate cultural diversity and foster cross-cultural understanding. When learning about the various cultures within the classroom and community setting, many unique arts and craft making traditions can be experienced. Opportunities for learning might be inviting members of the community to share their arts and crafts making traditions.

Students can use their artistic skills to design visually engaging educational messages that raise awareness about environmental issues and promote sustainable behaviors. This may involve creating posters, infographics, or multimedia presentations that communicate key concepts such as recycling, conservation, renewable energy, and biodiversity.

> **Big Idea**
> ~
> Art helps us to explore, understand and appreciate the diverse perspectives, cultural contexts and connections in the world around us.

DK4.4

Students can be provided with opportunities to observe and explore their local environment, including natural landscapes, urban spaces, and cultural landmarks, to create artwork that captures the essence and character of their surroundings. This may involve painting, drawing, or photography to depict local scenes, landmarks, and features that hold personal significance or reflect the unique identity of their community. Using natural materials found in the local environment can encourage conversation during the art making process. Seasonal opportunities for artmaking projects could link into the impact nature and the environment have on our lives.

I Can Statements

I can...

☐ make artwork that is inspired by my own culture and that of others.

☐ design an educational message about environmental issues.

☐ create artwork that showcases my local environment.

☐ explore and appreciate ways to make art that's inspired by cultural traditions on the present day PEI lifestyle.

DS 1.1	*Learners are expected to ...*					
	demonstrate an understanding of basic components of a computer system and how they interrelate.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. connect computing devices through physical or wireless connections; and

b. demonstrate an understanding of the internet and how it works.

Citizenship		Critical Thinking	✓	Personal-Career Development	**Essential Graduation Competencies**
Communication	✓	Technological Fluency		Creativity and Innovation	

ELABORATIONS

General Elaboration

Connecting computer devices can happen physically or wirelessly. Connecting devices physically involves using a cable. Connecting devices wirelessly involves either Wi-Fi or Bluetooth. Examples of physical connections can include a printer, wired mouse, or monitor to a laptop. It can also include a Micro: bit, Makey Makey or a wired mouse for a Chromebook. Wireless connections include headphones, a wireless mouse, or a Micro: bit.

The internet is a network of different connections including wires, fibre optic cables, wireless radio signals and satellites that connect computers (i.e. laptops, desktops, tablets, phones) around the world.

Information found on the internet is stored on servers as information packages. Servers are powerful computers that have specific addresses and provide information to other computers. When users use the internet, the information packages are broken into smaller pieces and sent through the internet network to the address that is looking for the information. Just as a librarian retrieves books from the library shelves, servers provide information from their digital storage and send it to users' devices.

Big Idea

~

Computer systems have many interrelated parts that work together to make wireless magic happen.

DS1.1

I Can Statements

I can...

☐   connect devices wirelessly to make them work.

☐   explain what the internet is.

☐   explain how information is stored and moved on the internet.

DS 1.2	*Learners are expected to ...*					
	use electronic technology tools effectively.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. select the appropriate technological tool to complete a task;

b. explain their technology choice to perform a specific task;

c. develop and use a folder system to manage digital files;

d. demonstrate an understanding of how AI works;

e. identify where AI is used in their lives;

f. communicate learning using a variety of digital tools; and

g. produce visuals, considering concepts of design (e.g. transitions, font, and colours).

	Citizenship	✓	Critical Thinking	✓	Personal-Career Development	**Essential Graduation Competencies**
✓	Communication	✓	Technological Fluency		Creativity and Innovation	

ELABORATIONS

General Elaboration

In choosing the right technology tool for a task, learners must understand what needs to be done and what each tool can do. For example, when writing, learners may select a word processor such as Google Docs for writing and graphic design tools such as Google Drawings or Google Slides for creating visuals.

Folder system: learners should understand how to create and label folders on Google Drive just as they might organize their binders with dividers or scribblers for each subject. To create a new folder in Google Drive, click the + New button on the top right and then select New Folder, prompting to name a folder. As new folders are created, drag and place files in the appropriate folder.

There are two types of AI that are commonly known and used, **Predictive AI and Generative AI.** Predictive AI is the AI students are most familiar with, likely without realizing that it is AI. Predictive AI uses machine learning to predict preferences. For example, the shows on a streaming service are suggested to users based on what they are spending time watching. Similarly, when Spotify makes a playlist, it is based on what the user most often listens to. Generative AI is not required for students in Grade 6 need to know about at this time. It also is not AI that they can engage with based on their age. Generative AI is machine learning that has studied existing material and analyzes it for patterns. It then uses those patterns to generate what it thinks the user is looking for.

Digital tools: these tools include platforms such as those available through Google Education (Classroom, Docs, Sheets, Slides, Forms, Gmail, Drive, Sites, etc.). Additionally, students may utilize approved applications through the Google App Store.

Visual elements: learners may consider a variety of visual elements including design elements such as transitions (how elements move between slides). To add transitions in Google Slides, students can select the Transition button in their taskbar or insert Animations. When considering font selection, learners can differentiate between titles, headings, subtitles, and normal text. Students should also consider the colour for readability and font choice.

> **Big Idea**
> ~
> Electronic devices have changed our lives providing both benefits and challenges.

DS1.2

I Can Statements

I can...

☐ explain why I chose a tool to use for a specific task.

☐ manage digital files using a folder system.

☐ explain how Predictive AI works and identify where AI is in my life.

☐ effectively communicate using a variety of technology tools.

☐ effectively communicate using digital visuals.

DS 1.3	*Learners are expected to ...*					
	use troubleshooting strategies to solve common technology issues.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify and describe common problems associated with technology; and

b. use common troubleshooting strategies to solve simple problems with technology when they arise.

	Citizenship	✓	Critical Thinking	Personal-Career Development	**Essential**
	Communication	✓	Technological Fluency	Creativity and Innovation	**Graduation Competencies**

General Elaboration

Students are expected to demonstrate an understanding of various issues that commonly arise when using technology. This includes recognizing problems such as software glitches, hardware malfunctions, connectivity issues, and user errors. For instance, they may encounter issues with the sound, camera, Bluetooth or micorphone not working, a frozen screen, a slow internet connection, a printer not responding, keyboard output in a different language or a computer virus. Understanding common technological problems empowers students to troubleshoot effectively and seek appropriate solutions.

Troubleshooting strategies may include steps such as rebooting devices, checking connections, adjusting settings, updating software, and seeking help resources. Students should learn to approach problems systematically, identify potential causes, and apply appropriate solutions. For example, if a computer is running slowly, students might close unnecessary programs, or run a virus scan. By developing these skills, students become more confident and resourceful users of technology, capable of resolving issues that commonly arise in various digital environments. Other common troubleshooting strategies can be found within the LEARN resources (Technology Troubleshooting- Tricks and Tips for Kids).

> **Big Idea**
> **~**
> We can use troubleshooting strategies to help us solve problems when we are working with technology.

DS1.3

I Can Statements
I can...
☐ describe common technology problems.
☐ use trouble shooting strategies, with help, to solve problems.

DS 2.1	*Learners are expected to ...*					
	demonstrate an understanding of their digital footprint and how to protect it.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe the type of information in a digital footprint;

b. identify ways personal information can be obtained from a digital footprint;

c. explain how they can protect their personal information; and

d. apply practices to protect their digital footprint.

	Citizenship	✓	Critical Thinking	✓	Personal-Career Development	**Essential Graduation Competencies**
✓	Communication	✓	Technological Fluency		Creativity and Innovation	

ELABORATIONS

General Elaboration

A Digital Footprint is the personal information internet users leave on the internet. Information found in a digital footprint may include locations, name, birthday, family members, stores users like to shop at, and websites users visit.

Personal information is obtained through online activities such as visiting websites, posting on social media, filling out online forms, and accepting browser cookies. Browser cookies are tiny bits of information that websites leave on your computer when you visit them. These cookies help the websites remember things about you, like your preferences or login information, so that when you return to the site, it can give you a more tailored experience. It's like leaving a little note for the website to remember you by.

Personal information can be protected by using strong passwords, limiting cookies on sites, turning location services off on popular or commonly used sites and platforms, and being aware of the information you reveal in posts and conversations. To limit cookies, learners can change their settings in Google Chrome or practice clearing browsing data.

> **Big Idea**
> ~
> You can take control of your digital footprint and keep yourself safe online.

DS2.1

I Can Statements

I can...

☐ describe my Digital Footprint.

☐ identify how my personal information can be found in my Digital Footprint.

☐ explain how to protect my personal information.

DS 2.2	*Learners are expected to …*				
	demonstrate an understanding of ethical digital citizenship.				
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to …

a. describe what responsible digital citizenship is and why it's important;

b. define Creative Commons and how to access Creative Commons resources;

c. perform internet searches for Creative Commons content;

d. insert credit for items into documents and presentations; and

e. explain why it is important to give credit to creators.

✓ Citizenship   ✓ Critical Thinking   ✓ Personal-Career Development   **Essential Graduation Competencies**

Communication   ✓ Technological Fluency   Creativity and Innovation

General Elaboration

Responsible digital citizenship involves respect of others online. Understanding that being mean or hurtful can have much greater consequences when committed online due to the audience reach, the ability to be anonymous, and the speed at which information can be shared. It is important to know how to navigate the internet safely and responsibly, and respectfully engage in online spaces. Being a digital citizen will support students in staying safe, and learn ways to avoid cyberbullying and scams. It is also important to promote the respect of others by creating a positive online community, as well as support privacy protection.

> ### Big Idea
> ~
> There are responsible ways we can use technology to be good digital citizens.

DS2.2

Creative Commons is a user-friendly copyright framework that enables creators to license their work, granting others permission to use it under specified guidelines. Typically, search results from within programs, like Google Slides, are under the Creative Commons license. To complete a Google Search for Creative Commons images, users can search the word, select images to view the image results, select tools and select usage rights.

Inserting credit at this grade level does not have to be a formatted or a structured reference. It can be as simple as a copy-pasted link from where the image was found. The purpose is that students become familiar with crediting creators.

Creators include anyone who creates something and shares it online. This includes content creators on YouTube, photographers, graphic designers, blog writers and others. Oftentimes, credit for creators of images, graphics, and videos, are not credited.

I Can Statements
I can...
☐   explain what a Creative Commons license it and how to access them.
☐   search for Creative Commons content.
☐   give credit to creators.
☐   explain why it is important to credit others.

DS 3.1	*Learners are expected to ...*					
	innovate using code to demonstrate specific behaviours.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. define if-then-else statements;

b. interpret code that contains variables, sequences, loops, and if-then-else statements;

c. independently create and carry out a plan (flow chart, commonly called pseudo-code) for code;

d. predict the behaviour resulting from code; and

e. analyze and debug code.

Citizenship	✓ Critical Thinking	Personal-Career Development	**Essential**
Communication	✓ Technological Fluency	✓ Creativity and Innovation	**Graduation Competencies**

General Elaboration

It is important to remind students that code rarely works right the first time. In the words of a local developer "At least 90% of the time my code doesn't work the first time."

Pseudo-code, written in simple language, breaks tasks into steps for anyone to understand, even without coding knowledge. Similar to an outline for writing, pseudo-code organizes coding steps. The goal is for students to use their plan to write code. (Learn resources: flow charts and templates for planning code).

> **Big Idea**
> ~
> We can work with code to create amazing things.

If-Then-Else Statements are a fundamental building block in coding. They allow a computer to make decisions based on conditions. In essence, this involves providing the computer with a series of conditional instructions: "If a specific condition is met, execute this action; otherwise, execute an alternative action." For instance, in a basic game scenario, if the player has accumulated a sufficient number of points, they are deemed the winner; if not, they lose.

DS3.1

To understand how to analyze code with variables, sequences, loops, and if-then-else statements, learners must understand different elements of code, such as:

- **Variables**: named containers that hold information, such as numbers or text.
- **Sequences:** order in which instructions in a code happen.
- **Loops**: used to repeat a block of code multiple times.
- **If-then-else statements:** allows a computer to make decisions based on conditions.

Teaching this concept involves breaking down how these elements work together in a code. One way to analyze code is to look at a completed code in Scratch or Microsoft MakeCode and identify ways in which modifying part of the code affects its behaviour.

Predicting behaviour involves analyzing code logic and understanding how different elements interact. For example, in a loop that counts from 1 to 5, learners should predict that the loop will run five times and the value of the counter variable will increase in increments from 1 to 5.

Analyzing code involves examining its structure and logic to understand the intended behaviour. Debugging is the process of addressing and resolving coding issues to ensure the code functions correctly. For example, if a code produces unexpected results, learners must analyze the code to pinpoint logical errors. Then they debug the code by making necessary adjustments and retesting until the desired outcome.

Analyze and Debug Code: Analyzing code means reading the code to predict what it is going to do and looking for problems in the code. Debugging the code means to fix the problems that are keeping the code from working.

I Can Statements
I can...
☐   explain if-then statements.
☐   create a plan for coding and write the code.
☐   predict what code will do.
☐   analyze and fix code.
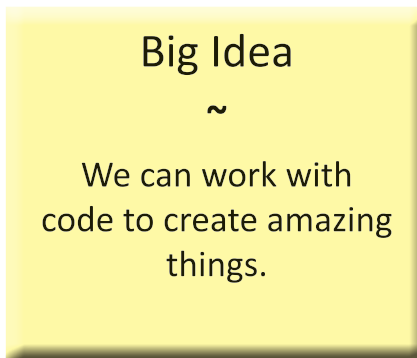
SEL 1.1	*Learners are expected to ...*					
	apply skills that help to identify and regulate emotions, thoughts and behavior.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. demonstrate an understanding of the meaningful ways in which traditional Mi'kmaq practices can support our emotions;

b. recognize and label a range emotions;

c. decode the emotions associated with various physical reactions;

d. describe situations and interactions that are most likely to trigger a positive or negative emotional response; and

e. demonstrate the most effective and appropriate strategies for reducing and dealing with emotional stress.

	Citizenship	✓	Critical Thinking	✓	Personal-Career Development
✓	Communication		Technological Fluency		Creativity and Innovation

Essential Graduation Competencies

General Elaboration

In recognizing and labeling a range of emotions, students can refer to the Feelings Wheel as a visual aid to pinpoint and articulate their emotions accurately. (LEARN resources: How do I Express Myself and The Feelings Wheel)

Some examples of decoding emotions with physical reactions: racing heart and sweaty palms could signify nervousness or anxiety, while a warm and content feeling could indicate happiness.

Ways in which we can help our bodies deal with stress include: deep breathing, talking to a friend or trusted adult, and physical exercise.

Traditional Mi'kmaq practices:

- **Storytelling**: This is an important practice for the Mi'kmaq, as a way for Elders who hold great knowledge and wisdom to hand down important lessons.

- **Sharing circle**: A sharing circle is a traditional Indigenous gathering and communication practice. Within the circle, participants take turns speaking, often holding a talking stick or another object that symbolizes their turn to share. The person holding the talking stick has the sole right to speak, while others in the circle listen attentively without interrupting. This practice ensures that each individual has a chance to share their thoughts, perspectives, feelings or experiences without fear of being talked over or judged. The sharing circle reinforces values of respect, unity, and the importance of collective wisdom and support with regulation.

Big Idea

~

Our emotions, thoughts and behaviour can help us to live a good life.

SOCIAL EMOTIONAL LEARNING

SEL1.1

I Can Statements

I can...

- ☐ learn from Mi'kmaq practices that help with feelings.
- ☐ name how I am feeling.
- ☐ understand what my body tells me about my feelings.
- ☐ idenitfy when I feel good or bad in different situations.
- ☐ list ways to feel better when I'm upset.

SEL 1.2	*Learners are expected to ...*					
	demonstrate skills that support positive relationships with diverse individuals and groups.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. develop a set of criteria for being a good friend;

b. apply effective ways to nurture relationships with peers, family and others;

c. participate in co-creating group or team norms that effectively demonstrate cooperative behaviors in a group;

d. prepare a list of effective strategies to prevent and address the different types of bullying;

e. develop criteria for agreeing and disagreeing respectfully; and

f. apply values and principles of Indigenous teachings to promote positive relationships with self, others and the land.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	**Essential Graduation Competencies**
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

General Elaboration

Criteria for being a good friend may include: kindness, empathy, trustworthiness, inclusion, sharing, resolving conflicts, honesty, respect, and being supportive.

Different ways to nurture relationships may consist of: genuine compliments, showing appreciation, validation, acceptance of differences, and expressing forgiveness.

Some examples of team norms for cooperating in a group include: listening and acknowledging the thoughts and opinions of others, providing encouraging and positive comments, agreeing and disagreeing respectfully, and valuing all perspectives. (LEARN resource: Barriers to Communication and Ideas for Promoting Active Listening and Improving Communication Skills)

Different types of bullying: physical, verbal, social and cyber bullying. (LEARN resource: Cliques)

Values and principles of Indigenous teachings that promote positive relationships with self, others and the land include The Seven Sacred teachings:

1. **Wisdom** - emphasizes using knowledge and experience for the well-being of oneself and others. It involves making sound decisions and understanding the consequences of one's actions.

2. **Love** - encourages compassion, empathy, and kindness. It involves fostering positive relationships, embracing unity, and demonstrating care for oneself and others.

3. **Respect** - involves treating oneself, others, and the environment with consideration and dignity. It emphasizes acknowledging the inherent worth of all beings.

4. **Courage**- encourages facing challenges with courage and strength. It involves standing up for what is right, even in the face of adversity.

5. **Honesty** - involves truthfulness, integrity, and sincerity. It encourages living a life of transparency and being honest with oneself and others.

6. **Humility** - involves recognizing one's strengths and contributions while remaining modest. It emphasizes understanding that everyone is part of a larger whole.

7. **Truth**- involves living in alignment with one's values and principles. It encourages honesty, integrity, and living authentically.

> **Big Idea**
> ~
> We can create positive relationships with others that bring out the best in all of us.

SEL1.2

I Can Statements
I can...
☐ make a list of things that make someone a good friend.
☐ try ways to make my friendships and family relationships stronger.
☐ work with my group to make a reminder list of things that will help us cooperate and work together.
☐ make a list of things to help those being hurt or bullied.
☐ make a list of helpful ways to agree and disagree in a conflict.
☐ learn about Indigenous teachings and use them to be a good friend to myself, others and the land.

	Learners are expected to …					
SEL 1.3	apply skills that help to make caring and ethical choices promoting the well being of self and others.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to …

a. describe the valuable lessons embedded within traditional Mi'kmaq stories related to demonstrating kindness and respect for self and others.

b. identify effective steps required in helping to make responsible decisions;

c. describe the pros and cons of a decision; and

d. explain the impact of a decision on self and others.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	**Essential Graduation Competencies**
Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

General Elaboration

Students will explore stories that emphasize themes of kindness and respect for oneself and others, inherent in Mi'kmaq culture. Through these narratives, students will learn about the importance of treating others with empathy, compassion, and dignity. They will analyze characters' actions and the consequences of their behavior in Mi'kmaq stories, drawing connections to their own lives. References within *Traditional Mi'kmaq Campfire stories of Prince Edward island* and *Mi'kmaw Moons* can be used to decode the valuable lessons of kindness and respect for self and others found within traditional Mi'kmaq stories.

Examples of factors that may influence decision making: family, peers, cultural beliefs and values. (LEARN resource: Influences on Decision Making)

Students will learn to consider factors when decision making such as gathering relevant information, weighing alternatives, considering consequences, and consulting with trusted individuals or resources. Some possible steps in making responsible decisions include:

1. Identifying the choices.

2. Evaluating each choice based on criteria (is it safe, is it healthful, does it show respect for myself and others, does it demonstrate good character).

3. Checking your decision with a trusted responsible adult.

4. Evaluating the consequences of acting on the decision.

Students can explore the broader implications of their decisions on themselves and others. They will consider how their choices may affect individuals, communities, and the environment. They will also assess the potential consequences of their actions, fostering empathy and consideration for others.

> **Big Idea**
> ~
> We can make kind and fair choices that make everyone feel included and safe.

SEL1.3

I Can Statements
I can...

☐ discover the important lessons traditional Mi'kmaq stories teach about being kind, respectful, and understanding toward myself and others.

☐ recognize the things that can help me make decisions.

☐ learn different ways to make decisions and pick the best one for the problem I want to solve.

☐ think about how making a decision will affect myself and others.

	Learners are expected to ...					
SEL 1.4	demonstrate practices and habits of mind that support positive motivation and perseverance.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. share and celebrate personal stories of perseverance and growth making connections to the teachings and wisdom passed down by Mi'kmaq Elders;

b. identify the most important skills and strategies required for reaching success with a goal;

c. develop plans for achieving short-term and long-term goals that include reasonable timelines;

d. develop criteria to assess whether a goal has been achieved;

e. identify ways in which failure can offer opportunities for learning; and

f. identify the most important adjustments required to improve on a goal.

✓ **Citizenship**	✓ **Critical Thinking**	✓ **Personal-Career Development**
Communication	**Technological Fluency**	**Creativity and Innovation**

Essential Graduation Competencies

ELABORATIONS

General Elaboration

Students will reflect on and share their personal experiences of overcoming challenges and achieving personal growth. They will draw connections between their own stories and the teachings of Mi'kmaq Elders, who often impart wisdom about resilience, perseverance, and the importance of community and tradition. References within the **Traditional Mi'kmaq Campfire stories of Prince Edward island** and **Mi'kmaw Moons** can be used to make connections to perseverance and growth within the teachings and wisdom passed down by Mi'kmaq Elders.

> **Big Idea**
> ~
> We can train our brain to believe in our ability to improve and grow as individuals.

Skills and strategies required to meet a goal may include: planning, time management, organization, problem solving, asking for help, breaking goals into smaller parts, celebrating each small success. (LEARN resource: SMART)

Students will learn to break down their goals into manageable steps and set realistic timelines for each stage. They will consider factors such as available resources, potential obstacles, and necessary actions to stay on track. By creating detailed plans, students develop organizational and planning skills that enable them to approach their goals and stay motivated over time.

Students will also learn to establish clear and measurable criteria for evaluating the success of their goals. This involves setting specific, achievable benchmarks and indicators of progress. Possible criteria to assess whether a goal has been achieved may include:

• evidence of an accomplishment;

• personal satisfaction; and

• personal growth.

I Can Statements
I can...
☐ identify the skills and strategies I need to reach my goals successfully.
☐ make plans that show what I need to do and when to achieve both short-term and long-term goals.
☐ create criteria to decide if I've achieved a goal or not.
☐ learn from failure.
☐ figure out what changes I need to make to improve how well I am doing on my goals.
☐ tell and celebrate personal stories of times when I didn't give up.

DEI 1.1	*Learners are expected to ...*					
	examine bias using their awareness of self and culture.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify personal and cultural identities of self;

b. determine the significance of family history and cultural factors in shaping identity;

c. examine the significant ways in which identities might affect interactions with others;

d. categorize examples of bias; and

e. identify unconscious bias and affinity bias in their own thoughts and words as well as their interactions with others.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	**Essential Graduation Competencies**
✓ Communication	Technological Fluency	Creativity and Innovation	

*ELABORATIONS*

General Elaboration

Students will reflect on various aspects that contribute to their identity, including their heritage, traditions, values, beliefs, interests, and experiences. Activities may include creating identity maps, writing reflective essays, or participating in discussions about what makes them unique. By identifying these elements, students gain a deeper understanding of who they are and how their backgrounds influence their perspectives and behaviors. Personal and cultural identities of self may include: age, gender, interests, challenges, hopes, dreams, religion, race, class, ethnicity, food, customs, traditions, languages, family, abilities and/or physical features that shape who they are.

> **Big Idea**
> ~
> We can live in a good way with ourselves and others.

Students will examine how their family history and cultural background have played a role in shaping their identities. This involves exploring their ancestry, traditions, languages, and the values passed down through generations. Students might interview family members, create family trees, or research cultural practices. Examples of family history and cultural factors in shaping identity can include: objects/artifacts, stories, food, clothing, traditions, language, memories, or names within their family.

Bias: having a preference for or against something or someone. Students may relate and categorize examples of bias within drawings, text, media, social media, comics, toys, and movies.

Unconscious bias: hidden and unintentional preferences, such as assuming that a specific gender is more suitable for certain jobs.

Affinity bias: involves favoring people who are similar to themselves.
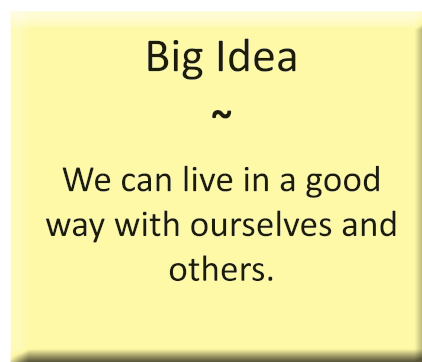
I Can Statements

I can...

- ☐ recognize and talk about the parts of me that make me who I am.
- ☐ understand how my family history and my culture help make me who I am.
- ☐ see how who I am can change the way I act and talk with different people.
- ☐ notice bias in different things like drawings, text, media, social media, comics, toys, and movies.
- ☐ notice my thoughts or ways that I may show preference for people who are like me, even if I don't mean to.

DEI 1.2	*Learners are expected to ...*					
	demonstrate an understanding of the impacts of stereotypes.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe the feelings, thoughts and experiences that could be associated with acts of stereotyping;

b. describe the role of stereotypes in contributing to unfairness and bias; and

c. demonstrate an understanding of the harmful effects of different stereotypes within books, media, music, food, fashion, internet.

✓	Citizenship	✓	Critical Thinking	✓	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency		Creativity and Innovation	

General Elaboration

Stereotypes: simplified and generalized beliefs or ideas that people have about a particular group of individuals. These beliefs or ideas are often based on assumptions, biases, or limited information. Stereotypes can be about various characteristics, including race, gender, age, nationality, or other group identities.

> **Big Idea**
> ~
> Stereotypes are harmful.

Students will consider how being subjected to stereotypes can lead to feelings of anger, frustration, sadness, embarrassment, or a sense of being misunderstood or devalued. Students will also explore how stereotypes can affect self-esteem and confidence, and how they might lead to exclusion or marginalization. They will also investigate how stereotypes can influence decision-making, limit opportunities, and reinforce social inequalities. The role of stereotypes in contributing to unfairness or bias include: unfair judgements people make about others based on how they look or where they come from, treating others unfairly, as well as words leading people to hold inaccurate beliefs and/or make harmful statements about others.

DEI1.2

Positive stereotypes: minority myth. A minority myth is a belief or stereotype that suggests that certain groups of people are expected to excel academically, socially, and economically. This stereotype assumes that members of this group always achieve high levels of success without facing significant challenges or obstacles. It is important to explain that while it might seem positive to be labeled as a "model minority," this stereotype can be harmful. It oversimplifies the experiences of individuals within that group and can create unfair expectations or misconceptions about their abilities and struggles. People from any background can have diverse experiences and face different challenges, and it is crucial to avoid making assumptions based on stereotypes.

I Can Statements

I can...

☐ talk about what people might feel, think, and experience when stereotypes are used.

☐ explain how stereotypes can lead to unfairness and bias, and how they are not right or fair.

☐ find examples of ways stereotypes can be harmful in books, media, music, food, fashion, and on the internet.

☐ explain why it is important to notice and challenge stereotypes.

DEI 1.3	*Learners are expected to ...*					
	demonstrate effective strategies to respond to microaggressions.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify the significant difference between the intent and the impact of words and actions;

b. describe how microaggressions can make others feel;

c. identify meaningful support (people and resources) for those experiencing bullying or microaggressions; and

d. demonstrate ways to respond to bullying and microaggressions.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	**Essential Graduation Competencies**
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

General Elaboration

Intent vs. impact of words and actions: Students will learn to distinguish between what someone intends to communicate through their words and actions versus how those words and actions might be perceived by others. Through discussions and examples, they can explore scenarios where well-intended comments can have hurtful impacts, understanding that the impact on the receiver is what truly matters. This work is an important reminder to not only be mindful of what we mean to say, but how we say it, and how the messages we send (intentional or not) impact others.

Microaggressions: comments and actions relating to a person's identity that leave a lasting, negative impression on the receiver of the message. Often, the same microaggressions are heard over and over throughout a person's life. Students will discuss how microaggressions can lead to feelings of alienation, frustration, and sadness for those who experience them. Through examples and discussions, students can learn to recognize microaggressions and understand their cumulative negative impact on individuals' emotional well-being and sense of belonging.

Meaningful support for those experiencing microaggressions may include talking to a trusted adult (parent, family members, teachers, counsellors, coach etc.) talking with peers, or community support groups.

> **Big Idea**
> ~
> We can apply knowledge of prejudice and discrimination to identify and respond to microaggressions to ensure we live our values.

DEI1.3

I Can Statements

I can...

☐ tell the difference between what someone means to say or do and how it actually affects others.

☐ explain how microaggressions can make people feel hurt, upset, or uncomfortable.

☐ identify important people or places that can help and support someone who is being bullied or facing microaggressions.

☐ say and do positive things to help someone who is being bullied or facing microaggressions.

DEI 1.4	*Learners are expected to ...*					
	demonstrate the ways to become an upstander in building a respectful community.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify social justice issues faced by marginalized communities in their school, community, country and world;

b. describe various perspectives on a social issue, considering the impact on the feelings, lives and safety of others;

c. determine the most significant actions of individuals or groups of people who have worked throughout history to bring more social justice and fairness to the world;

d. challenge discrimination by applying safe and appropriate strategies in the classroom, school and broader community; and

e. develop a plan of action that is effective and culturally responsible in promoting a school, community or world that is inclusive and fair for everyone.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	**Essential Graduation Competencies**
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

General Elaboration

A social justice issue is a problem or challenge in society that involves fairness, equality, and/or the rights of individuals and groups. These issues often relate to unequal treatment, discrimination, or the lack of access to basic rights and opportunities. Social justice issues can include problems such as poverty, racism, gender discrimination, Indigenous rights, unequal access to education or healthcare, and more.

Examples of some local and Canadian individuals who have had an impact on social justice issues:

- Viola Desmond: Black Nova Scotian woman who challenged racial segregation in a movie theater in 1946. Her case is considered a landmark moment in the fight for racial equality in Canada.

- David Suzuki: an environmentalist and scientist,who has played a pivotal role in raising awareness about environmental issues and promoting sustainability in Canada and worldwide.

- Lennie Gallant: a singer-songwriter from PEI, has used his music to raise awareness about social justice issues. His songs often touch on themes like Indigenous rights and environmental concerns.

- Catherine Hennessey: an advocate for women's rights and social justice. She has served as a Member of the Legislative Assembly and has been involved in various community organizations.

- Pam Palmater: Mi'kmaq lawyer and activist.

Examples of safe and appropriate strategies to challenge discrimination that recognize and address unfair language, comments, ideas, behaviours, images, and text directed at self or others may include:

- establishing classroom norms that promote a safe and brave space;

- designing posters, videos, or slideshows, organizing awareness; and

- setting up a library awareness table with books that portray diversity.

Examples of media campaigns may include: friendship and kindness campaign, anti-bullying campaign, environmental stewardship, inclusive sports and game event, student voice and leadership campaign, community service awareness, and diversity in literature library showcase.

An effective and culturally responsible media campaign may include the following criteria:

- purposeful message that can inspire positive action or raise awareness;

- inclusive and respectful of various abilities, genders, cultures, ethnicities and backgrounds;

- positive messaging promoting empathy and kindness; and

- engaging in various ways including age-appropriate visual aids, videos or words that make others want to learn more or participate.

Big Idea
~
We can be an upstander by doing things that will help build a kind, compassionate and respectful society.

DEI1.4

I Can Statements

I can...

☐ recognize and talk about problems or challenges in my school, community, country or world that involve fairness, equality and the rights of individuals and groups.

☐ explain different viewpoints on a social issue and think about how it makes people feel, how it affects their lives, and whether it keeps them safe.

☐ find out about the important things people or groups have done throughout history to make a more fair world.

☐ take action to stop discrimination by using safe and appropriate strategies in my classroom, school, and community.

☐ come up with some actions to promote fairness and inclusivity in my school, community, or even the world.

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