

GRADE 6 TO 9

Aboriginal Learning Standards (updated April 2015)

DRAFT



Ministry of
Education

GRADE 6 - SOCIAL STUDIES

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none">• Use Social studies inquiry processes (ask question, gather, interpret and analyze ideas, and communicate findings and decision)• Determine what is significant in an account, narrative, map, or text (significance)• Assess and compare the significance of people, places, events, and/or developments over time and place (significance)• Corroborate inferences about the content and origins of multiple sources (evidence)• Recognize the positive and negative aspects of continuities and changes for different groups in the past and present (continuity and change)• Determine the long and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)• Explain different perspectives on past or present event or issue, including how changing values, worldviews, and beliefs have influenced perspectives (perspective)• Recognize and classify different value judgments, including ethical judgments, in a variety of sources (ethical judgment)	<p><i>Students will know and understand the following concepts and content related to World History and Geography (Neolithic to 7th Century):</i></p> <ul style="list-style-type: none">• human responses to particular challenges and opportunities of climates, landforms, and natural resources in past civilizations and cultures, including at least one indigenous to the Americas• social, political, and economic organizations of past civilizations and cultures, including at least one indigenous to the Americas

GRADE 6 - SCIENCE

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to inquire by:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none">• Demonstrate a sustained curiosity about a scientific topic or problem of personal interest• Make observations in familiar or unfamiliar contexts• Identify questions to answer or problems to solve through scientific inquiry• Make predictions about what the finding of their inquiry will be <p>Planning and Conducting</p> <ul style="list-style-type: none">• With support, plan appropriate investigations to answer their questions or solve problems they have identified• Decide which variable should be changed and measured for a fair test• Choose appropriate data to collect to answer their question• Observe, measure, and record data, using appropriate tools, including digital technologies• Use equipment and materials safely, identifying potential risks <p>Processing and analyzing data and information</p> <ul style="list-style-type: none">• Construct and use a variety of methods, including tables, graphs, and digital technologies as appropriate, to represent patterns or relationships in data• Identify patterns and connections in data• Compare data with predictions and develop explanations for results• Demonstrate an openness to new ideas and a consideration of alternatives <p>Evaluating</p> <ul style="list-style-type: none">• Evaluate whether their investigations were fair tests• Identify possible sources of error• Suggest improvements to their investigation methods• Identify some of the assumptions and given information in secondary sources• Demonstrate an understanding and appreciation of evidence• Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations <p>Communicating</p> <ul style="list-style-type: none">• Communicate ideas, explanations and processes in a variety of ways	<p><i>Students will know and understand the following concepts and content:</i></p> <p>Newton's three laws of motion and Force of gravity:</p> <ul style="list-style-type: none">• First Nations drumming <p>(elaboration - Aboriginal adaptation to living in different environments)</p>

GRADE 7 - SCIENCE

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to inquire by:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none">• Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest• Make observations aimed at identifying their own questions about the natural world• Identify a question to answer or a problem to solve through scientific inquiry• Formulate alternatives “If...then...” hypotheses based on their questions• Make predictions about what their findings of their inquiry will be <p>Planning and Conducting</p> <ul style="list-style-type: none">• Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified• In fair tests, measure and control variables• Observe, measure, and record data, using equipment, including digital technologies, with accuracy appropriate to the task• Ensure that safety and ethical guidelines are followed in their investigation <p>Processing and analyzing data and information</p> <ul style="list-style-type: none">• Construct and use a range of methods to represent patterns or relationships in data, including tables, graphs, key, scale models, and digital technologies as appropriate• Seek patterns and connections in data from their own investigations and secondary sources• Use scientific understanding to identify relationships and draw conclusions <p>Evaluating</p> <ul style="list-style-type: none">• Reflect on their investigation methods, including the adequacy of controls on variables and the quality of the data collected• Identify possible sources of error and suggest improvements to their investigation methods• Demonstrate an awareness of assumptions and identify information given and bias in their own work and secondary sources• Demonstrate an understanding and appreciation of evidence• Exercise a healthy, informed skepticism and use scientific knowledge and findings for their own investigations to evaluate claims in secondary sources• Consider social, ethical, and environmental implications of the findings from their own and others’ investigations <p>Communicating</p> <ul style="list-style-type: none">• Communicate ideas, findings, and solutions to problems using scientific language, representations, and digital technologies as appropriate	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• Aboriginal and other traditional sustainable practices

GRADE 7 - SOCIAL STUDIES

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none">• Use Social studies inquiry processes (ask question, gather, interpret and analyze ideas, and communicate findings and decision)• Assess and compare the significance of people, places, events, and/or developments over time and place and from different perspectives (significance)• Ask questions and corroborate inferences about the content and origins of multiple sources (evidence)• Characterize different time periods in history and identify key turning points that marked periods of change (continuity and change)• Test and/or assess different geographic models and theories (continuity and change)• Determine the long and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)• Explain different perspectives on past or present event or issue, including how changing values, worldviews, and beliefs have influenced perspectives (perspective)• Recognize and classify different value judgments, including ethical judgments, in a variety of sources (ethical judgment)	<p><i>Students will know and understand the following concepts and content related to World History and Geography (7th to 15th Century):</i></p> <ul style="list-style-type: none">• foundations, core beliefs, narratives, and influence of major religions during this time period, including at least one indigenous to the Americas• conquest, colonization, and displacement of peoples through imperialism or invasion• political, social, economic, and technological structures and systems of past civilizations, including at least one indigenous to the Americas• interactions and exchanges of resources, ideas, and culture between different civilizations, including at least one indigenous to the Americas

GRADE 8 - SOCIAL STUDIES

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none">• Use Social studies inquiry processes (ask question, gather, interpret and analyze ideas, and communicate findings and decision)• Compare different interpretations and assessments of the significance of people, places, events and/or developments over time and place (significance)• Ask questions and corroborate inferences about the content and origins of multiple sources (evidence)• Determine key historical turning points that led to progress and decline for different groups (continuity and change)• Test and/or assess different geographic models and theories (continuity and change)• Determine and assess the long and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)• Explain different perspectives on past or present people, places, issues and events, and distinguish between worldviews of today and the past (perspective)• Recognize and classify different value judgments, including ethical judgments, in a variety of sources (ethical judgment)• Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)	<p><i>Students will know and understand the following concepts and content related to Canada and the Early Modern World (15th to 18th Century):</i></p> <ul style="list-style-type: none">• relationships between expansion, exploration, and colonization• interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America

GRADE 9 - SOCIAL STUDIES

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none">• Use Social studies inquiry processes (ask question, gather, interpret and analyze ideas, and communicate findings and decision)• Assess and compare the significance of people, places, events, and developments over time and place, and determine what they reveal about issues in the past and present (significance)• Ask questions and corroborate inferences about the content, origins, purposes, and context of multiple sources (evidence)• Compare and contrast continuities and changes for different groups across different periods of time and space (continuity and change)• Determine and assess the long and short-term causes and consequences and the intended and unintended consequences of an event, decision, or development (cause and consequence)• Explain different perspectives on past or present people, places, issues and events, and distinguish between worldviews of today and the past (perspective)• Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)• Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)	<p><i>Students will know and understand the following concepts and content related to Canada and the Modern World (18th to Early 20th Century):</i></p> <ul style="list-style-type: none">• imperialism, colonialism, and the impact on indigenous peoples in Canada and around the world

GRADE 6 - ARTS EDUCATION

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to use a variety of creative processes to create and respond to the arts:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none">• Intentionally select and apply materials, environments, tools, and principles to combine and arrange artistic elements, processes, and techniques in art making• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play• Explore relationships between identity, place, culture, society, and belonging through the arts• Demonstrate an understanding and appreciation of personal, social, cultural, and historical contexts in relation to the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Research, describe, interpret, and evaluate how artists use tools, processes, materials, and environments• Develop and refine ideas, processes, and technical skills to improve the quality of artistic creations• Interpret creative works using knowledge and skills from various subject areas• Reflect on works of art and the creative process to understand artists' motivations and meanings <p>Communicating and documenting</p> <ul style="list-style-type: none">• Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences• Interpret and communicate ideas using symbols and elements to express meaning through the arts• Take creative risks to express feelings, ideas, and experiences• Describe, interpret, and respond to works to explore artists' intent• Experience, document, perform, and share creative works in a variety of ways	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• a variety of regional and national works of art and artistic traditions from diverse cultures, communities, times and places, including traditional and contemporary Aboriginal arts and arts-making processes

GRADE 7 - ARTS EDUCATION

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to use a variety of creative processes to create and respond to the arts:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none">• Intentionally select and apply materials, environments, tools, and principles to combine and arrange artistic elements, processes, and techniques in art making• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play• Explore relationships between identity, place, culture, society, and belonging through the arts• Demonstrate an understanding and appreciation of personal, social, cultural, and historical contexts in relation to the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Research, describe, interpret, and evaluate how artists use tools, processes, materials, and environments• Develop and refine ideas, processes, and technical skills to improve the quality of artistic creations• Interpret works of art using knowledge and skills from various subject areas• Reflect on works of art and the creative process to understand artists' motivations and meanings <p>Communicating and documenting</p> <ul style="list-style-type: none">• Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences• Interpret and communicate ideas using symbols and elements to express meaning through the arts• Take creative risks to express feelings, ideas, and experiences• Describe, interpret, and respond to works of art• Experience, document, perform, and share creative works in a variety of ways	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• a variety of regional and national works of art and artistic traditions from diverse cultures, communities, times and places, including traditional and contemporary Aboriginal arts and arts-making processes

GRADE 8 - ARTS EDUCATION

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to use a variety of creative processes to create and respond to the arts:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none">• Intentionally select and apply materials, environments, tools, and techniques by combining and arranging elements, processes, and principles• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play• Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences• Demonstrate an understanding and appreciation of personal, social, cultural, and historical contexts in relation to the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Describe, interpret, and evaluate how artists use tools, processes, materials, and environments to create and communicate ideas• Develop, refine, and critically appraise ideas, processes, and technical skills to improve the quality of artistic creations• Interpret works of art using knowledge and skills from various subject areas• Reflect on works of art and the creative process to understand artists' motivations and meanings <p>Communicating and documenting</p> <ul style="list-style-type: none">• Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences• Interpret and communicate ideas using symbols and elements to express meaning through the arts• Take creative risks to express feelings, ideas, and experiences• Describe, interpret, and respond to works of art• Experience, document, perform, and share creative works in a variety of ways	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• a variety of regional and national works of art and artistic traditions from diverse cultures, communities, times and places, including traditional and contemporary Aboriginal arts and arts-making processes

GRADE 6 - 7* – ENGLISH LANGUAGE ARTS

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to develop the following curricular competencies using oral, written, visual, and digital texts:</i></p> <p>Comprehending and Connecting</p> <ul style="list-style-type: none">• Apply a variety of reading and critical thinking strategies to increase comprehension and construct meaning• Engage actively as readers and listeners to construct meaning, deepen thinking and comprehension, and promote inquiry• Read, view, and listen to a variety of text types and genres, including those of Aboriginal origin• Make meaningful personal connections with a variety of texts to increase understanding of self and others• Recognize and appreciate the power and beauty of language• Appreciate the universal importance of story in Aboriginal, Canadian, and other cultures• Consider multiple perspectives, voices, values, beliefs, and bias in texts from a variety of cultures, including Aboriginal ones• Examine texts that are representative of various social and historical contexts• Compare ideas and information in a variety of texts and genres to increase understanding and promote inquiry• Examine the ways in which people manipulate language for specific purposes, including to evoke emotional responses• Think critically about the accuracy, reliability, and relevance of information• Understand how literary elements, devices, and language features enhance meaning• Support thinking using relevant evidence, personal connections, and background knowledge <p>Creating and Communicating</p> <ul style="list-style-type: none">• Explore and express ideas, opinions, and perspectives to communicate clearly through oral language• Use the writing process to improve clarity• Create a variety of personal, informational, and imaginative texts according to purpose and audience• Use language creatively to express ideas, evoke emotion, and create impact• Experiment with point of view, voice, and tone to suit the purpose and audience in oral and written communication <p><i>(continued on next page)</i></p>	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• a variety of fiction and non-fiction text types, including those of Canadian and Aboriginal origin

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to develop the following curricular competencies using oral, written, visual, and digital texts:</i></p> <p>Creating and Communicating (continued)</p> <ul style="list-style-type: none"> • Use literary devices and techniques to create meaning and achieve purpose • Apply the conventions of language to clarify meaning in written and oral communication • Develop and defend an opinion or point of view with supporting evidence • Assess, adjust, and manipulate language to clarify meaning, create voice, and develop style and artistry • Compare ideas encountered in a variety of texts and genres • Understand the ways in which language changes and evolves 	

**Note: Grade-by-grade distinction is further articulated through the complexity of the text and the situation.*

GRADE 8 - 9* – ENGLISH LANGUAGE ARTS

Learning Standards	
Curricular Competencies	Concepts and Content
<p><i>Students will be able to develop the following curricular competencies using oral, written, visual, and digital texts:</i></p> <p>Comprehending and Connecting</p> <ul style="list-style-type: none">• Identify and use reading strategies to increase comprehension• Make meaningful personal connections with ideas presented in a variety of texts to increase understanding of self and others• Engage actively as readers and listeners to construct meaning, deepen thinking and comprehension, and promote inquiry• Critically engage with text to appreciate the power and beauty of language• Appreciate the universal importance of story in Aboriginal and other cultures• Examine text in relation to social, historical, and cultural contexts• Demonstrate an understanding of how story supports the well-being of the self, the family, and the community in Aboriginal and other cultures• Analyze text to identify and appreciate values, beliefs, voice, bias, and perspectives in Aboriginal and other cultures• Examine ideas or information presented in a variety of texts to increase understanding• Analyse the ways language can be manipulated for specific purposes, including ways to evoke emotional responses• Analyze the accuracy, reliability, and relevance of information• Recognize literary elements, devices and language features to interpret, analyze, and evaluate text <p>Creating and Communicating</p> <ul style="list-style-type: none">• Use oral language to explore and express ideas, communicate clearly, and evoke emotion• Use the stages of the writing process to improve clarity• Present ideas and information and adjust point of view, voice, and tone for a variety of purposes• Apply the conventions of language to clarify meaning in written and oral communication• Refine form and structure according to purpose, audience, and context <p><i>(continued on next page)</i></p>	<p><i>Students will know and understand the following concepts and content:</i></p> <ul style="list-style-type: none">• a variety of fiction and non-fiction text types, including those of Canadian and Aboriginal origin

Learning Standards

Curricular Competencies	Concepts and Content
<p><i>Students will be able to develop the following curricular competencies using oral, written, visual, and digital texts:</i></p> <p>Creating and Communicating (continued)</p> <ul style="list-style-type: none">• Assess and adjust communication to improve its clarity, effectiveness, and impact• Manipulate language to refine meaning, create voice, develop style, and create artistry• Develop and defend a position with supporting evidence• Create a variety of texts to communicate ideas, create impact, and evoke emotion• Employ stylistic and rhetorical devices to create meaning and achieve purpose• Synthesize ideas encountered within and between various text forms• Understand the ways in which language changes and evolves	

**Note: Grade-by-grade distinction is further articulated through the complexity of the text and the situation.*