

<b>Language Arts</b>	<p><b>Criterion A: Analyzing</b></p> <ul style="list-style-type: none"> <li>• identify and comment upon significant aspects of texts</li> <li>• identify and comment upon the creator’s choices</li> <li>• justify opinions and ideas, using examples, explanations and terminology</li> <li>• identify similarities and differences in features within and between texts.</li> </ul>	<p><b>Criterion C: Producing text</b></p> <ul style="list-style-type: none"> <li>• produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</li> <li>• make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> <li>• select relevant details and examples to support ideas.</li> </ul>
	<p><b>Criterion B: Organizing</b></p> <ul style="list-style-type: none"> <li>• employ organizational structures that serve the context and intention</li> <li>• organize opinions and ideas in a logical manner</li> <li>• use referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	<p><b>Criterion D: Using language</b></p> <ul style="list-style-type: none"> <li>• use appropriate and varied vocabulary, sentence structures and forms of expression</li> <li>• write and speak in an appropriate register and style</li> <li>• use correct grammar, syntax and punctuation</li> <li>• spell (alphabetic languages), write (character languages) and pronounce with accuracy</li> <li>• use appropriate non-verbal communication techniques.</li> </ul>
<b>Social Studies</b>	<p><b>Criterion A: Knowing and understanding</b></p> <ul style="list-style-type: none"> <li>• use vocabulary in context</li> <li>• demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.</li> </ul>	<p><b>Criterion C: Communicating</b></p> <ul style="list-style-type: none"> <li>• communicate information and ideas with clarity</li> <li>• organize information and ideas effectively for the task</li> <li>• list sources of information in a way that follows the task instructions.</li> </ul>
	<p><b>Criterion B: Investigating</b></p> <ul style="list-style-type: none"> <li>• explain the choice of a research question</li> <li>• follow an action plan to explore a research question</li> <li>• collect and record relevant information consistent with the research question</li> <li>• reflect on the process and results of the investigation.</li> </ul>	<p><b>Criterion D: Thinking critically</b></p> <ul style="list-style-type: none"> <li>• identify the main points of ideas, events, visual representation or arguments</li> <li>• use information to give an opinion</li> <li>• identify and analyze a range of sources/data in terms of origin and purpose</li> <li>• identify different views and their implications.</li> </ul>

<b>Language Acquisition</b>	<p><b>Criterion A: Comprehending spoken and visual text</b></p> <ul style="list-style-type: none"> <li>• identify basic facts, messages, main ideas and supporting details</li> <li>• recognize basic conventions</li> <li>• engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul>	<p><b>Criterion C: Communicating in response to spoken, written and visual text</b></p> <ul style="list-style-type: none"> <li>• respond appropriately to simple short phrases</li> <li>• interact in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>• use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics</li> <li>• communicate with a sense of audience.</li> </ul>
	<p><b>Criterion B: Comprehending written and visual text</b></p> <ul style="list-style-type: none"> <li>• identify basic facts, messages, main ideas and supporting details</li> <li>• recognize basic aspects of format and style, and author’s purpose for writing</li> <li>• engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul>	<p><b>Criterion D: Using language in spoken and written form</b></p> <ul style="list-style-type: none"> <li>• write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</li> <li>• organize basic information and use a range of basic cohesive devices</li> <li>• use language to suit the context.</li> </ul>

<b>Math</b>	<p><b>Criterion A: Knowing and understanding</b></p> <ul style="list-style-type: none"> <li>• select appropriate mathematics when solving problems in both familiar and unfamiliar situations</li> <li>• apply the selected mathematics successfully when solving problems</li> <li>• solve problems correctly in a variety of contexts.</li> </ul>	<p><b>Criterion C: Communicating</b></p> <ul style="list-style-type: none"> <li>• use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements</li> <li>• use different forms of mathematical representation to present information</li> <li>• communicate coherent mathematical lines of reasoning</li> <li>• organize information using a logical structure.</li> </ul>
	<p><b>Criterion B: Investigating patterns</b></p> <ul style="list-style-type: none"> <li>• apply mathematical problem-solving techniques to recognize patterns</li> <li>• describe patterns as relationships or general rules consistent with correct findings</li> <li>• verify whether the pattern works for other examples.</li> </ul>	<p><b>Criterion D: Applying mathematics in real-life contexts</b></p> <ul style="list-style-type: none"> <li>• identify relevant elements of authentic real-life situations</li> <li>• select appropriate mathematical strategies when solving authentic real-life situations</li> <li>• apply the selected mathematical strategies successfully to reach a solution</li> <li>• explain the degree of accuracy of a solution</li> <li>• describe whether a solution makes sense in the context of the authentic real-life situation.</li> </ul>

<b>Science</b>	<p><b>Criterion A: Knowing and understanding</b></p> <ul style="list-style-type: none"> <li>• outline scientific knowledge</li> <li>• apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations</li> <li>• interpret information to make scientifically supported judgments.</li> </ul>	<p><b>Criterion C: Processing and evaluating</b></p> <ul style="list-style-type: none"> <li>• present collected and transformed data</li> <li>• interpret data and outline results using scientific reasoning</li> <li>• discuss the validity of a prediction based on the outcome of the scientific investigation</li> <li>• discuss the validity of the method</li> <li>• describe improvements or extensions to the method.</li> </ul>
	<p><b>Criterion B: Inquiring and designing</b></p> <ul style="list-style-type: none"> <li>• outline an appropriate problem or research question to be tested by a scientific investigation</li> <li>• outline a testable prediction using scientific reasoning</li> <li>• outline how to manipulate the variables, and outline how data will be collected</li> <li>• design scientific investigations.</li> </ul>	<p><b>Criterion D: Reflecting on the impacts of science</b></p> <ul style="list-style-type: none"> <li>• summarize the ways in which science is applied and used to address a specific problem or issue</li> <li>• describe and summarize the various implications of using science and its application in solving a specific problem or issue</li> <li>• apply scientific language effectively</li> <li>• document the work of others and sources of information used.</li> </ul>

<b>PE and Health</b>	<p><b>Criterion A: Knowing and understanding</b></p> <ul style="list-style-type: none"> <li>• outline physical health education-related factual, procedural and conceptual knowledge</li> <li>• identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations</li> <li>• apply physical and health terminology to communicate understanding.</li> </ul>	<p><b>Criterion C: Applying and performing</b></p> <ul style="list-style-type: none"> <li>• recall and apply a range of skills and techniques effectively</li> <li>• recall and apply a range of strategies and movement concepts</li> <li>• recall and apply information to perform effectively.</li> </ul>
	<p><b>Criterion B: Planning for performance</b></p> <ul style="list-style-type: none"> <li>• construct and outline a plan for improving health or physical activity</li> <li>• describe the effectiveness of a plan based on the outcome.</li> </ul>	<p><b>Criterion D: Reflecting and improving performance</b></p> <ul style="list-style-type: none"> <li>• identify and demonstrate strategies to enhance interpersonal skills</li> <li>• identify goals and apply strategies to enhance performance</li> <li>• describe and summarize performance.</li> </ul>

<b>Arts</b>	<p><b>Criterion A: Knowing and understanding</b></p> <ul style="list-style-type: none"> <li>• demonstrate awareness of the art form studied, including the use of appropriate language</li> <li>• demonstrate awareness of the relationship between the art form and its context</li> <li>• demonstrate awareness of the links between the knowledge acquired and artwork created.</li> </ul>	<p><b>Criterion C: Thinking creatively</b></p> <ul style="list-style-type: none"> <li>• identify an artistic intention</li> <li>• identify alternatives and perspectives</li> <li>• demonstrate the exploration of ideas.</li> </ul>
	<p><b>Criterion B: Developing skills</b></p> <ul style="list-style-type: none"> <li>• demonstrate the acquisition and development of the skills and techniques of the art form studied</li> <li>• demonstrate the application of skills and techniques to create, perform and/or present art.</li> </ul>	<p><b>Criterion D: Responding</b></p> <ul style="list-style-type: none"> <li>• identify connections between art forms, art and context, or art and prior learning</li> <li>• recognize that the world contains inspiration or influence for art</li> <li>• evaluate certain elements or principles of artwork.</li> </ul>
<b>Technology</b>	<p><b>Criterion A: Inquiring and analyzing</b></p> <ul style="list-style-type: none"> <li>• explain and justify the need for a solution to a problem</li> <li>• state and prioritize the main points of research needed to develop a solution to the problem</li> <li>• describe the main features of one existing product that inspires a solution to the problem</li> <li>• present the main findings of relevant research.</li> </ul>	<p><b>Criterion C: Creating the solution</b></p> <ul style="list-style-type: none"> <li>• outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution</li> <li>• demonstrate excellent technical skills when making the solution</li> <li>• follow the plan to create the solution, which functions as intended list the changes made to the chosen design and plan when making the solution</li> <li>• present the solution as a whole.</li> </ul>
	<p><b>Criterion B: Developing ideas</b></p> <ul style="list-style-type: none"> <li>• develop a list of success criteria for the solution</li> <li>• present feasible design ideas, which can be correctly interpreted by others</li> <li>• present the chosen design</li> <li>• create a planning drawing/diagram which outlines the main details for making the chosen solution.</li> </ul>	<p><b>Criterion D: Evaluating</b></p> <ul style="list-style-type: none"> <li>• outline simple, relevant testing methods, which generate data, to measure the success of the solution</li> <li>• outline the success of the solution against the design specification</li> <li>• outline how the solution could be improved</li> <li>• outline the impact of the solution on the client/target audience.</li> </ul>