



# Online Curriculum Survey 2016

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## Part B - Review of Current Curriculum

These questions are organized by specific subjects (Art, Career and Life Management, Drama, English Language Arts, Français, French Language Arts, Health and Life Skills, Mathematics, Music, Physical Education, Science and Social Studies) and by grade groupings (K/1-3, grades 4–6, grades 7–9, grades 10–12) and are about a few aspects of current curriculum. You may choose to respond to one or more sets of questions. This portion of the survey may take you between 15 minutes and one hour to complete, depending on the number of subjects and grade-specific questions you choose to answer. If you would like to view our current curriculum, please refer to the Programs of Studies link in the appendix.

### Confidentiality Statement

Your participation in this survey is voluntary, and you may stop at any time. Your responses to the survey will be confidential and only the combined results from all survey respondents will be reported. The personal information collected in the online curriculum survey is collected pursuant to section 33(c) of the Freedom of Information and Protection of Privacy Act (RSA 2000, C. F-25). This information will be used for the purpose of conducting a needs assessment for current programs of study. Questions regarding the collection, use and disclosure may be directed to the Executive Director, Operations and Implementation Supports, Student Learning Standards, Alberta Education, 8th Floor, 10044 -108 Street, 44 Capital Boulevard, Edmonton, AB T5J 5E6 or by telephone at 780-644-2530. (Dial 310-0000 to be connected toll-free from outside the Edmonton area). At the end of each section there is a comment box to provide further feedback. Please avoid including any personal information that could potentially identify you or someone else.

The Government of Alberta webpages are currently scheduled for maintenance from November 11 to 13, 2016. This may lead to the survey being temporarily unavailable at that time. As such, the timeline for the survey is being extended to November 18, 2016.

#### Are you a teacher?

- Yes
- No

#### Please indicate the number of years you have been teaching.

- Less than ten years
- 11 to 20 years

- More than 20 years

## Art Introduction

Art education helps students organize visual material, giving the material an emphasis that sets it apart from the performing arts. Art education provides students with a chance to develop perceptual awareness learn visual arts skills and concepts interpret and communicate with the visual symbol create, value, reflect upon, and appreciate the cultural aspects of art relate and appreciate art in everyday life.

You are now being directed to questions for a grade grouping (e.g., grades 1 to 3) or to course groupings. You can choose to answer all or some of the questions.

## Elementary Art (Grades 1 to 3)

You are entering the Elementary Art (Grades 1 to 3) education section that contains 4 questions. Find out more about the Art curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. The current grades 1 to 3 Art curriculum identifies the following components of visual learning.

**Please indicate your preference regarding each of the outcomes of the grades 1 to 3 Art curriculum. Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
reflect by responding to visual forms in nature, designed objects and artworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
depict imagery based on observations of the visual world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
compose art by organizing images in creative and unified ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
express something in a meaningful way using art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. The current grades 1 to 3 Art curriculum identifies the following skills for students.**

**Please indicate your preference regarding the development of these skills.**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
drawing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
painting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
print making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sculpture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fabric arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
photography and technographic arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your level of agreement with the following statement.**

**The current grades 1 to 3 Art curriculum enables students to explore art from a variety of cultural perspectives.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do not know

**4. Currently, the curriculum for Art, Drama, and Music is separate and unique.**

**How important is it that these disciplines remain separate and unique in grades 1 to 3?**

- Critical
- Important
- Less Important
- Not Important
- Do not know

Please share any additional comments you may have regarding the Art curriculum for Grades 1 to 3. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)



## Elementary Art (Grades 4 to 6)

You are entering the Elementary Art (Grades 4 to 6) education section that contains 4 questions. Find out more about the Art curriculum Find out more about the Art curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. The current grades 4 to 6 Art curriculum identifies the following components of visual learning.

Please indicate your preference regarding each of the outcomes of the curriculum. Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
reflect by responding to visual forms in nature, designed objects and artworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
depict imagery based on observations of the visual world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
compose art by organizing images in creative and unified ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
express something in a meaningful way using art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. The current grades 4 to 6 Art curriculum identifies the following skills for students.

The current grades 4 to 6 Art curriculum enables students to explore art from a variety of cultural perspectives.

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
drawing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
painting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
print making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sculpture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fabric arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
photography and technographic arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your level of agreement with the following statement.**

**The current grades 4 to 6 Art curriculum enables students to explore art from a variety of cultural perspectives.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do not know

**4. Currently, the curriculum for Art, Drama, and Music is separate and unique in grades 4 to 6.**

**How important is it that these disciplines remain separate and unique in grades 4 to 6?**

- Critical
- Important
- Less Important
- Not Important
- Do not know

Please share any additional comments you may have regarding the Art curriculum for grades 4 to 6. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Junior High Art (Grades 7 to 9)

You are entering the Junior High Art (Grades 7 to 9) section that contains 4 questions. Find out more about the current Art curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. In the Junior High Art curriculum, students explore the “drawing” in the following ways.

**Please indicate your preference regarding these drawing goals. Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
record visual information by acquiring a repertoire of approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop the ability to investigate visual relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicate by developing technical competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
articulate and evaluate art by applying analytical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. In the Junior High Art curriculum, students explore “compositions” in the following ways.

**Please indicate your preference regarding these composition goals. Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
develop competence with of image, media, techniques and design elements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recognize the relationships among components of images	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
express the meaning of visual relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. In the Junior High Art Program of Studies, students explore the “encounters” goal in the following ways.**

**Please indicate your preference regarding these encounter goals. Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
investigate various forms of art from across time and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand the role and form of art across time and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand the impact art has on culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Please indicate your level of agreement with the following statement.**

**The current Junior High Art curriculum enables students to explore art from a variety of cultural perspectives.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do Not Know

Please share any additional comments you may have regarding the Junior High Art (Grades 7 to 9) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Senior High Art 10-20-30

You are entering the Senior High Art 10-20-30 section that contains 5 questions. Find out more about the current Art 10-20-30 curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. In the Art 10-20-30 curriculum, students explore the “drawing” goal in the following ways.

**Please indicate your preference regarding these drawing goals. Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
<u>combine description, expression and cognition</u> in the drawing process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop and refine drawing skills and styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
investigate varieties of expression in making images.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply visual, analytical, and critical skills and develop control and competency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. In the Art 10-20-30 curriculum, students explore the “compositions” goal in the following ways.

**Please indicate your preference regarding these composition goals. Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
develop competence with the components of image, media, techniques and design elements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recognize the relationships among components of images	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
express meaning through visual relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. In the Art 10-20-30 curriculum, students explore the “encounters” goal in the following ways**

**Please indicate your preference regarding these encounters goals. Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
investigate natural forms, human-made forms, cultural traditions, and social activities as sources of imagery through time and across cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand that the role and form of art differs through time and across cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand that art reflects and affects cultural character.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Please indicate your level of agreement with the following statement.**

**The current Senior High Art 10-20-30 curriculum enables students to explore art from a variety of cultural perspectives.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do Not Know

**5. Currently there are two separate and distinct Senior High Art courses: Art 10-20-30 and Art 11-21-31.**

**How important is it that these courses remain separate and distinct?**

- Very Important
- Important
- Less Important
- Not Important
- Do not know



Please share any additional comments you may have regarding the Senior High Art 10-20-30 curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Senior High Art 11-21-31

You are entering the Senior High Art 11-21-31 section that contains 3 questions. Find out more about the current Art 11-21-31 curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

- 1. The Art 11-21-31 curriculum examines the role art plays in people's lives, how art comes into being, and how people respond to art. It is designed to complement Art 10-20-30 curriculum.**

**How important is it that Art 11-21-31 be retained as a separate and distinct course sequence from Art 10-20-30?**

- Critical
- Important
- Less Important
- Not Important
- Do Not Know

- 2. Please indicate your preference regarding these expectations from the Art 11-21-31 curriculum.**

**Students learn:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
how visual imagery is used to express, shape, and reflect values, beliefs, and conflicts in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ways of working in art through the achievements of artists in the past and present	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to perceive and respond to visual qualities in works of art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your level of agreement with the following statement.**

**The current Senior High Art 11-21-31 curriculum enables students to explore art from a variety of cultural perspectives.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do Not Know

Please share any additional comments you may have regarding the Senior High Art 11-21-31 curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Career and Life Management Introduction

The aim of senior high Career and Life Management (CALM) course is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future.

You are now being directed to questions for a grade grouping (e.g., grades 1 to 3) or to course groupings. You can choose to answer all or some of the questions.

### Career and Life Management Introduction (Questions)

You are entering the Career and Life Management (CALM) Introduction section, which contains 4 questions. Find out more about the current CALM curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

#### 1. Please indicate your level of agreement with the following statements.

##### High school CALM provides adequate opportunities for students to:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
make healthy choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop action plans for effective life management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
approach health issues in a holistic way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improve theoretical understanding of health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
healthy interactions with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Please indicate your preference regarding each of the general outcomes in CALM.**

**Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
apply an understanding of the emotional/psychological, intellectual, social, spiritual, and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being (i.e., personal choices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others (i.e., resource choices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop and apply processes for managing personal, lifelong career development (i.e., career and life choices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your level of agreement with the following statement.**

**A comprehensive school health approach to CALM is appropriate in supporting student learning.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do Not Know

**4. Please indicate your level of agreement with the following statement.**

**CALM addresses students' learning needs best as a stand-alone course as it currently is now.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do Not Know

Please share any additional comments you may have regarding the Senior High CALM (Grades 10 to 12) course. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Senior High CALM (Grades 10 to 12)

You are entering the CALM (Grades 10 to 12) section that contains 3 questions. Find out more about the current CALM curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preference regarding each of the CALM learning outcomes in General Outcome 1 – Personal Choices.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate and apply effective communication, conflict resolution, and team-building skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
examine the relationship between commitment and intimacy in all its levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
examine aspects of healthy sexuality and responsible sexual behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
investigate how science, technology, and media affect wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Please indicate your preference regarding each of the CALM learning outcomes in General Outcome 2 – Resource Choices.**

**Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
compare needs, wants, and consequences, with consideration of self, others, and society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
examine sources of lifestyle aspirations, and relate these to personal resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate knowledge of and a commitment to achieving personal financial goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop strategies to be informed consumers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate the advantages and disadvantages of credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
examine various types of investments and the practical and ethical issues of investing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your preference regarding each of the CALM learning outcomes in General Outcome 3 – Career and Life Choices.**

**Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
update and expand a personal profile related to potential career choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
examine the relationship among career planning, career decisions, and lifestyles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop strategies to deal with the transition from senior high school to post-secondary education or training and/or the world of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
investigate the range of learning opportunities in post-secondary programs, on-the-job training, and apprenticeship training programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
determine skills, attitudes, and behaviours necessary for finding employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
design a plan for turning life goals and aspirations into reality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please share any additional comments you may have regarding the Senior High CALM (Grades 10 to 12) course. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Drama Introduction

Drama fosters positive self-concept in students by encouraging them to explore life by assuming roles and acquiring dramatic skills. Growth in drama parallels the natural development of students as they learn to make accommodations in order to pursue shared goals. Their growth is nurtured in an atmosphere that is non-competitive, cooperative, supportive, joyful yet challenging.

You are now being directed to questions for a grade grouping (e.g., grades 1 to 3) or to course groupings. You can choose to answer all or some of the questions.

## Elementary Drama (Grades 1–3)

You are entering the Elementary Drama (Grades 1 to 3) section that contains 3 questions. Find out more about the Drama curriculum by referring to the Programs of Study link in the appendix.

Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preference regarding these aspects of the grades 1 to 3 Drama curriculum.

#### Students should be able to engage in:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
<u>structured dramatic play (physical, intellectual, emotional, social)</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>dramatic movement</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
choral speech (general and specific speaking skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
storytelling (general and specific storytelling skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dramatization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
puppetry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
choric drama (general and specific speaking skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
readers' theatre (general and specific speaking skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
playmaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

group drama



**2. In grades 1 to 3, opportunities to explore drama from a variety of cultural perspectives should:**

- Remain As Is
- Increase Emphasis
- Decrease Emphasis
- Do Not Know

**3. Currently, the curriculum for Art, Drama, and Music is separate and unique in grades 1 to 3. How important is it that these disciplines remain separate and unique in grades 1 to 3?**

- Critical
- Important
- Less Important
- Not Important
- Do Not Know

Please share any additional comments you may have regarding the grades 1 to 3 Drama curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Elementary Drama (Grades 4–6)

You are entering the Elementary Drama (Grades 4 to 6) section that contains 3 questions. Find out more about the Drama curriculum Find out more about the Drama curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preference regarding these aspects of the grades 4 to 6 Drama curriculum.

#### Students will engage in:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
<u>structured dramatic play (physical, intellectual, emotional, social)</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>dramatic movement</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
choral speech (general and specific speaking skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
storytelling (general and specific storytelling skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dramatization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
puppetry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
choric drama (general and specific speaking skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
readers' theatre (general and specific speaking skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
playmaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
group drama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. In grades 4 to 6, opportunities to explore drama from a variety of cultural perspectives should:

- Remain As Is
- Increase Emphasis
- Decrease Emphasis
- Do Not Know

**3. Currently, the curriculum for Art, Drama, and Music is separate and unique in grades 4 to 6.**

**How important is it that these disciplines remain separate and unique in grades 4 to 6?**

- Critical
- Important
- Less Important
- Not Important
- Do Not Know

Please share any additional comments you may have regarding the grades 4 to 6 Drama curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Junior High Drama (Grades 7 to 9)

You are entering the Junior High Drama (Grades 7 to 9) section that contains 2 questions. Find out more about the Drama curriculum by referring to the Programs of Study link in the appendix.

Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preference regarding these aspects of the grades 7 to 9 Drama curriculum.

#### Students will engage in:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
<u>dramatic movement</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dramatic speech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improvisation/acting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
theatre studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
technical theatre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. In Junior High Drama curriculum, opportunities to explore drama from a variety of cultural perspectives should:

- Remain the Same
- Increase
- Decrease
- Do Not Know

Please share any additional comments you may have regarding the Junior High Drama (grades 7 to 9) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)



## Senior High Drama (Grades 10 to 12)

You are entering the Senior High Drama (Grades 10 to 12) section that contains 2 questions. Find out more about the Drama curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preference regarding each aspect of the current grades 10 to 12 Drama curriculum.

#### Students will engage in:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
<u>dramatic movement</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dramatic speech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improvisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
acting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
theatre studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
technical theatre/design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
costume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lighting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
make-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management (business/house/stage)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
house	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
properties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
set	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sound	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
directing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. In Senior High Drama, opportunities to explore drama from a variety of cultural perspectives should:

- Remain As Is
- Increase Emphasis
- Decrease Emphasis
- Do Not Know

Please share any additional comments you may have regarding the Senior High Drama (grades 10 to 12) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## English Language Arts Introduction

English language arts aims to encourage students to understand and appreciate the significance and artistry of literature. It also aims to enable students to understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences, and in a variety of situations for communication, personal satisfaction, and learning. From Kindergarten to Grade 12, students use language to make sense of their world bring order to it examine new experiences and knowledge in relation to prior knowledge, experiences, and beliefs make connections anticipate possibilities reflect upon ideas and determine courses of action Language enables students to play an active role in various communities of learners within and beyond the classroom.

You are now being directed to questions for a grade grouping (e.g., grades 1 to 3) or to course groupings. You can choose to answer all or some of the questions.

### English Language Arts Elementary (Kindergarten to Grade 3)

You are entering the English Language Arts Elementary (Kindergarten to Grade 3) section that contains 5 questions. Find out more about the English Language Arts curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

#### 1. Please indicate your level of agreement with the following statements.

**The current English Language Arts curriculum provides sufficient opportunities for students in Kindergarten to Grade 3 to develop:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>viewing</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
representing (e.g., photos, presentations, video, poster)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Please indicate your preference regarding the following statements:**

**In the current Kindergarten to Grade 3 English Language Arts curriculum, students:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
communicate for a variety of audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicate for a variety of purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply rules of grammar and language usage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
create various types of <u>text</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply effective strategies to respond to <u>text</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply spelling, punctuation, and capitalization rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply effective strategies to assist in understanding various types of <u>text</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
think critically about their language use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
share prior knowledge and perspective with others to deepen their understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are considerate of the thoughts, opinions, and contributions of others in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate information for relevance and quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop oral language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your preference on the following question.**

**At what grade level do you think students should be introduced to formal handwriting (e.g., cursive)?**

- Kindergarten
- Grade 1
- Grade 2
- Grade 3

**4. Please indicate your preference regarding the following question.**

**At what grade level do you think students should be introduced to keyboarding?**

- Kindergarten
- Grade 1
- Grade 2
- Grade 3

**5. Please indicate your agreement with the following statement.**

**The current English Language Arts curriculum provides students in Kindergarten to Grade 3 with opportunities to develop, practice, refine, and maintain knowledge, skills, and attitudes.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do Not Know

Please share any additional comments you may have regarding the current English Language Arts (Kindergarten to Grade 3) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## English Language Arts Elementary (Grades 4 to 6)

You are entering the English Language Arts Elementary (Grades 4 to 6) section that contains 3 questions. Find out more about the English Language Arts curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your level of agreement with the following statements.

**The current English Language Arts curriculum provides sufficient opportunities for students in Grades 4 to 6 to develop:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>viewing</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
representing (e.g., photos, presentations, video, poster)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Please indicate your preference regarding the following statements.**

**In the current grades 4 to 6 English Language Arts curriculum, students:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
communicate for a variety of audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicate for a variety of purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply rules of grammar and language usage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
create various types of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply effective strategies to respond to text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply spelling, punctuation, and capitalization rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply effective strategies to assist in understanding various types of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
think critically about their language use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
share prior knowledge and perspective with others to deepen their understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are considerate of the thoughts, opinions, and contributions of others in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate information for relevance and quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop oral language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your preference regarding the following question.**

**The current English Language Arts curriculum provides students in grades 4 to 6 with opportunities to develop, practice, refine, and maintain knowledge, skills, and attitudes.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do Not Know

Please share any additional comments you may have regarding the current English Language Arts (Grades 4 to 6) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)



## English Language Arts Junior High (Grades 7 to 9)

You are entering the English Language Arts Junior High (Grades 7 to 9) section that contains 4 questions. Find out more about the English Language Arts curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your level of agreement with the following statements.

**The current English Language Arts curriculum provides sufficient opportunities for students in Grades 7 to 9 to develop:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>viewing</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
representing (e.g., photos, presentations, video, poster)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Please indicate your preference regarding the following statements:**

**In the current English Language Arts curriculum for students in Grades 7 to 9:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
communicating for a variety of audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicating for a variety of purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
applying rules of grammar and language usage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
creating various types of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
applying effective strategies to respond to text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
applying spelling, punctuation, and capitalization rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
applying effective strategies to assist in understanding various types of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
thinking critically about their language use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sharing prior knowledge and perspective with others to deepen their understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
being considerate of the thoughts, opinions, and contributions of others in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluating information for relevance and quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your agreement with the following statement.**

**The current grades 7 to 9 English Language Arts curriculum provides students in with opportunities to develop, practice, refine, and maintain knowledge, skills, and attitudes.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do Not Know



- 4. Knowledge and Employability (K & E) courses meet the educational needs of students who learn best when focusing on the development and application of reading, writing, and mathematical skills, which support them as they move from school to the workplace and community.**

**Find out more about the Knowledge and Employability curriculum by referring to the Programs of Study link in the appendix. Please indicate your assessment of the following question. Does the Knowledge and Employability (K & E) program at the grade 8 and 9 levels meet the learning needs of students for whom the program is intended?**

- Yes
- No
- Do Not Know

Please share any additional comments you may have regarding the current English Language Arts (Grades 7 to 9) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Senior High School English Language Arts (Grades 10 to 12)

You are entering the Senior High School English Language Arts (Grades 10 to 12) section that contains 5 questions. Find out more about the English Language Arts curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your level of agreement with the following statements.

**The current English Language Arts curriculum provides sufficient opportunities for students in Grades 10 to 12 to develop:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>viewing</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
representing (e.g., photos, presentations, video, poster)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Please indicate your preference regarding the following statements.**

**In the current Grades 10 to 12 English Language Arts curriculum, students:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
communicating effectively for a variety of audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicating effectively for a variety of purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
applying rules of grammar and language usage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
applying effective strategies to create various types of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
applying effective strategies to respond to text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
applying spelling, punctuation, and capitalization rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
applying effective strategies to assist in understanding various types of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
thinking critically about their language use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluating information for credibility, bias, and quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your level of agreement with the following statement.**

**The current English Language Arts Program of Studies provides students in grades 10 to 12 with opportunities to develop, practice, refine, and maintain knowledge, skills, and attitudes.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do Not Know

**4. Please indicate your level of agreement with the following statements.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
The current English Language Arts (ELA) 10, 20, and 30-1 course sequence sufficiently prepares students to achieve career and academic pursuits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The current English Language Arts (ELA) 10, 20, and 30-2 course sequence sufficiently prepares students to achieve career and academic pursuits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. Knowledge and Employability (K & E) courses meet the educational needs of students who learn best when focusing on the development and application of reading, writing, and mathematical skills, which support them as they move from school to the workplace and community.**

**Find out more about the Knowledge and Employability curriculum by referring to the Programs of Study link in the appendix. Please indicate your agreement with the following statement. Does the Knowledge and Employability (K & E) program at the grade 10, 11, and 12 levels meet the learning needs of students for whom the program is intended?**

- Yes
- No
- Do Not Know

Please share any additional comments you may have regarding the current English Language Arts (Grades 10 to 12) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)



## **Français langue première M à 12**

L'objectif principal du programme d'études de français langue première M à 12 est de faciliter le développement des compétences cognitives, métacognitives et communicatives de l'élève. Ce programme est organisé en quatre domaines d'apprentissage : la communication orale, la lecture et l'écriture, lesquels sont alimentés par le domaine de la culture et l'identité. Tout en développant le comportement langagier, le programme d'études se veut un outil d'accompagnement de l'élève dans la construction de son savoir et le développement de son identité francophone.

Vous serez maintenant invité à répondre aux questions portant sur un groupe de niveaux scolaires (p. ex. 1re à 3e année) ou des groupes de cours. Vous pouvez choisir de répondre à toutes les questions ou à certaines d'entre elles.

### **Français langue première : Introduction - M à 12**

Vous entrez dans la section d'introduction au programme de français langue première – maternelle à 12e année qui comporte 3 questions. Pour votre référence, vous trouverez le programme d'études actuel de français langue première M à 12 ici. Un programme d'études provincial est un cours ou un programme qui détermine ce que les élèves devraient connaître, comprendre et être capables de faire dans une matière.

**1. Indiquez dans quelle mesure vous êtes d'accord avec les énoncés suivants.**

**Le programme d'études de français langue première M à 12 offre suffisamment d'occasions aux élèves de :**

	Tout à fait d'accord	D'accord	Pas d'accord	Pas du tout d'accord	Je ne sais pas
se situer face aux réalités linguistiques francophones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
se situer face aux réalités culturelles francophones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s'engager dans un processus de construction identitaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mettre à profit leurs connaissances antérieures d'une autre langue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
développer des stratégies efficaces pour une écoute active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
développer des stratégies efficaces pour réaliser des échanges dynamiques en situation d'interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
développer des stratégies efficaces pour une bonne compréhension en lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
développer des stratégies efficaces pour la création de texte significatif	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Dans le programme d'études de français langue première M à 12, l'échelle du Degré d'autonomie de l'élève présente le processus d'apprentissage de l'introduction à la maîtrise. Ce processus s'échelonne généralement sur quelques années.

Le niveau d'indépendance et d'autonomie attendu pour chacun des résultats d'apprentissage est représenté par les symboles suivants : → : niveau intermédiaire d'indépendance; soutien fréquent; → : niveau avancé d'indépendance; soutien occasionnel; Ao : autonomie de l'élève; RA observable, qualifiable; Am : autonomie de l'élève; RA à mesure quantifiable; ☐ : consolidation des apprentissages. Indiquez dans quelle mesure vous êtes d'accord avec l'énoncé suivant. La spécificité de l'échelle du Degré d'autonomie de l'élève doit être retenue.

- Tout à fait d'accord
- D'accord
- Pas d'accord
- Pas du tout d'accord
- Je ne sais pas

3. Indiquez dans quelle mesure vous êtes d'accord avec les énoncés suivants.

**L'échelle du Degré d'autonomie de l'élève est un outil indispensable :**

	Tout à fait d'accord	D'accord	Pas d'accord	Pas du tout d'accord	Je ne sais pas
à la planification de l'apprentissage et de l'enseignement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
à l'évaluation de l'apprentissage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pour répondre aux besoins d'apprentissage individuels des élèves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Veillez nous faire part de tout autre commentaire ayant trait au programme de français langue première – maternelle à 12e année. Dans le champ de commentaires ci-dessous, assurez-vous de ne pas inclure de renseignements personnels qui pourraient vous identifier ou identifier une autre personne. (Maximum 250 words)

## Français langue première – M à 3e année

Vous entrez dans la section portant sur le programme de français langue première – M à 3e année qui comporte 3 questions. Pour votre référence, vous trouverez le programme d'études actuel de français langue première M à 12 ici. Un programme d'études provincial est un cours ou un programme qui détermine ce que les élèves devraient connaître, comprendre et être capables de faire dans une matière.

### 1. En quelle année devrait-on introduire l'apprentissage de l'écriture cursive?

- Maternelle
- 1re année
- 2e année
- 3e année

### 2. Indiquez dans quelle mesure vous êtes d'accord avec les énoncés suivants.

**Les attentes dans le programme d'études de la maternelle à la 3e année mettent suffisamment l'accent sur :**

	Conserver tel quel	Mettre plus d'accent	Mettre moins d'accent	Je ne sais pas
les diverses cultures francophones et leurs produits culturels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le processus de construction identitaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le développement des connaissances et habiletés en expression orale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le développement des connaissances et habiletés en lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le développement des connaissances et habiletés en écriture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l'appréciation de l'écriture comme un outil de communication indispensable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
la recherche et la gestion de l'information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les divers types de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### 3. Indiquez votre préférence par rapport aux énoncés suivants.

#### Le programme d'études de français langue première de la maternelle à la 3e année développe :

	Conserver tel quel	Mettre plus d'accent	Mettre moins d'accent	Je ne sais pas
les sons et la correspondance graphique (conscience phonologique)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
la signification des mots ou des structures linguistiques (sémantique)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
la grammaire et les règles d'usage (syntaxe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les connaissances de divers types de textes et leurs structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les connaissances de divers genres de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les habiletés de compréhension de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l'analyse des éléments d'une variété de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le partage de compréhensions et d'interprétations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les habiletés de création de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les habiletés de communication orale (écoute, interaction et exposé)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Veillez nous faire part de tout autre commentaire ayant trait au programme de français langue première – M à 3e année. Dans le champ de commentaires ci-dessous, assurez-vous de ne pas inclure de renseignements personnels qui pourraient vous identifier ou identifier une autre personne. (Maximum 250 words)



## Français langue première – 4e à 6e année

Vous entrez dans la section portant sur le programme de français langue première – 4e à 6e année qui comporte 2 questions. Pour votre référence, vous trouverez le programme d'études actuel de français langue première M à 12 ici. Un programme d'études provincial est un cours ou un programme qui détermine ce que les élèves devraient connaître, comprendre et être capables de faire dans une matière.

### 1. Indiquez dans quelle mesure vous êtes d'accord avec les énoncés suivants.

**Les attentes dans le programme d'études de la 4e à la 6e année mettent suffisamment l'accent sur :**

	Tout à fait d'accord	D'accord	Pas d'accord	Pas du tout d'accord	Je ne sais pas
les diverses cultures francophones et leurs produits culturels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le processus de construction identitaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le développement des connaissances et habiletés en expression orale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le développement des connaissances et habiletés en lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le développement des connaissances et habiletés en écriture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l'appréciation de l'écriture comme un outil de communication indispensable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
la recherche et la gestion de l'information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les divers types de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2. Indiquez votre préférence par rapport aux énoncés suivants.

### Le programme d'études de français langue première de la 4e à la 6e année développe :

	Conserver tel quel	Mettre plus d'accent	Mettre moins d'accent	Je ne sais pas
les sons et la correspondance graphique (conscience phonologique)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
la signification des mots ou des structures linguistiques (sémantique)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
la grammaire et les règles d'usage (syntaxe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les connaissances de divers types de texte et leurs structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les connaissances de divers genres de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les habiletés de compréhension de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l'analyse des éléments d'une variété de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le partage de compréhensions et d'interprétations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les habiletés de création de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les habiletés de communication orale (écoute, interaction et exposé)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Veillez nous faire part de tout autre commentaire ayant trait au programme de français langue première – 4e à 6e année. Dans le champ de commentaires ci-dessous, assurez-vous de ne pas inclure de renseignements personnels qui pourraient vous identifier ou identifier une autre personne. (Maximum 250 words)

## Français langue première – 7e à 9e année

Vous entrez dans la section portant sur le programme de français langue première – 7e à 9e année qui comporte 2 questions. Pour votre référence, vous trouverez le programme d'études actuel de français langue première M à 12 ici. Un programme d'études provincial est un cours ou un programme qui détermine ce que les élèves devraient connaître, comprendre et être capables de faire dans une matière.

### 1. Indiquez dans quelle mesure vous êtes d'accord avec les énoncés suivants.

**Le programme d'études de français langue première de la 7e à la 9e année met suffisamment l'accent sur :**

	Tout à fait d'accord	D'accord	Pas d'accord	Pas du tout d'accord	Je ne sais pas
les diverses cultures francophones et leurs produits culturels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le processus de construction identitaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le développement des connaissances et habiletés en expression orale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le développement des connaissances et habiletés en lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le développement des connaissances et habiletés en écriture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l'appréciation de l'écriture comme un outil de communication indispensable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
la recherche et la gestion de l'information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les divers types de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2. Indiquez votre préférence par rapport aux énoncés suivants.

### Le programme d'études de français langue première de la 7e à la 9e année développe :

	Conserver tel que	Mettre plus d'accent	Mettre moins d'accent	Je ne sais pas
la signification des mots ou des structures linguistiques (la sémantique)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
la grammaire et les règles d'usage (la syntaxe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les connaissances de divers types et les structures de texte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les connaissances de divers genres de texte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les habiletés de compréhension de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l'analyse critique d'une variété de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le partage de compréhensions et d'interprétations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les habiletés de création de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les habiletés de communication orale (écoute, interaction et exposé)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Veillez nous faire part de tout autre commentaire ayant trait au programme de français langue première – 7e à 9e année. Dans le champ de commentaires ci-dessous, assurez-vous de ne pas inclure de renseignements personnels qui pourraient vous identifier ou identifier une autre personne. (Maximum 250 words)

## Français langue première – 10e à 12e année

Vous entrez dans la section portant sur le programme de français langue première – 10e à 12e année qui comporte 4 questions. Pour votre référence, vous trouverez le programme d'études actuel de français langue première M à 12 ici. Un programme d'études provincial est un cours ou un programme qui détermine ce que les élèves devraient connaître, comprendre et être capables de faire dans une matière.

### 1. Indiquez dans quelle mesure vous êtes d'accord avec les énoncés suivants.

**Le programme d'études de français langue première de la 10e à la 12e année met suffisamment l'accent sur :**

	Tout à fait d'accord	D'accord	Pas d'accord	Pas du tout d'accord	Je ne sais pas
les diverses cultures francophones et leurs produits culturels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le processus de construction identitaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le développement des connaissances et habiletés en lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le développement des connaissances et habiletés en écriture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l'appréciation de l'écriture comme un outil de communication indispensable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
la recherche et la gestion de l'information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les divers types de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Indiquez votre préférence par rapport aux énoncés suivants.**

**Le programme d'études de français langue première de la 10e à la 12e année développe :**

	Conserver tel que	Mettre plus d'accent	Mettre moins d'accent	Je ne sais pas
la signification des mots ou des structures linguistiques (la sémantique)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
la syntaxe (la grammaire et les règles d'usage)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
des connaissances approfondies de divers types et structures de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
des connaissances approfondies de divers genres de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les habiletés de compréhension de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l'analyse critique d'une grande variété de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le partage de critique, de compréhensions et d'interprétations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les habiletés de création de textes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les habiletés de la communication orale (écoute, interaction et exposé)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Les programmes d'études série 10-20-30-1 et série 10-20-30-2 offrent aux élèves plusieurs occasions de développer, pratiquer, raffiner et maintenir les connaissances et habiletés essentielles au fur et à mesure que leurs apprentissages progressent.**

**Indiquez dans quelle mesure vous êtes d'accord avec les énoncés suivants.**

	Tout à fait d'accord	D'accord	Pas d'accord	Pas du tout d'accord	Je ne sais pas
La série de cours Français 10-20-30-1 prépare adéquatement les élèves pour la poursuite d'études postsecondaires et l'entrée sur le marché du travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La série de cours Français 10-20-30-2 prépare adéquatement les élèves pour la poursuite d'études postsecondaires et l'entrée sur le marché du travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**4. Le programme de français langue première série « Connaissances et employabilité » (10-20-30-4) offre aux élèves qui répondent aux critères d'admissibilité, l'occasion de connaître le succès et de bien se préparer pour le marché du travail, la poursuite de leurs études, la citoyenneté et l'apprentissage à vie.**

Pour votre référence, vous trouverez le programme d'études actuel des Connaissances et employabilité est ici. Est-ce que le programme d'études de français langue première série « Connaissances et employabilité » (10-20-30-4) répond aux besoins d'apprentissage des élèves pour qui le programme a été élaboré?

- Oui
- Non

Veillez nous faire part de tout autre commentaire ayant trait au programme de français langue première – 10e à 12e année. Dans le champ de commentaires ci-dessous, assurez-vous de ne pas inclure de renseignements personnels qui pourraient vous identifier ou identifier une autre personne. **(Maximum 250 words)**

## French Language Arts (K–12) Introduction

The French Language Arts K–12 Program of Studies focuses on communication needs, constructing or creating meaning and the acquisition of French as a second language competencies. This program is organized into five areas of learning namely listening, speaking, reading, and writing which are supported by the fifth dimension which is valuing the learning of French. Through communication in French, the French Language Arts curriculum is a tool for personal, intellectual and social development.

You are now being directed to questions for a grade grouping (e.g., grades 1 to 3) or to course groupings. You can choose to answer all or some of the questions.

### French Language Arts K–12

You are entering the French Language Arts Introduction that contains 3 questions. Find out more about the current French Language Arts curriculum (in French) by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

#### 1. Please indicate your level of agreement with the following statements.

**The French Language Arts K–12 curriculum provides opportunities for students to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
value learning French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
benefit from their knowledge of another language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop effective strategies to listen attentively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop effective strategies to carry out impromptu oral interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop effective strategies to help them understand reading texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop effective strategies for the creation of meaningful texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In the French Language Arts K–12 Program of Studies, the student’s level of autonomy scale indicates the learning process from introduction to mastery of a concept. This process usually extends over a few years.

The level of independence and autonomy expected for each learning outcome at each grade level is expressed by the following symbols:

→: approaching proficiency; frequent support;

→: proficient; occasional support; A: level of autonomy; learning outcomes can be observed and qualified Am: level of autonomy; learning outcomes can be quantified

↗: consolidation of learning

Please indicate your level of agreement with the following statement. The specificity of the student’s level of autonomy scale should be retained.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Do Not Know

3. Please indicate your level of agreement with the following statements.

The student’s level of autonomy scale is a valuable tool for:

	Strongly agree	Agree	Disagree	Strongly disagree	Do Not Know
planning for learning and teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assessing learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meeting individual student learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding the current French Language Arts Kindergarten to Grade 12 curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## French Language Arts – K to Grade 3

You are entering the French Language Arts K–3 section that contains 3 questions. Find out more about the current French Language Arts curriculum (in French) by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

### 1. Please indicate your preference on the following question.

**At what grade level do you think students should be introduced to formal handwriting (e.g. cursive)?**

- Kindergarten
- Grade 1
- Grade 2
- Grade 3

### 2. Please indicate your level of agreement with the following statements.

**The French Language Arts curriculum from K–Grade 3 provides sufficient focus on:**

	Strongly agree	Agree	Disagree	Strongly disagree	Do Not Know
the appreciation of various Francophone cultures and their cultural referents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning French as a tool for personal, intellectual and social development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the development of knowledge and skills for speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the development of knowledge and skills for reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the development of knowledge and skills for writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an appreciation of writing as a valuable communication tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seeking out and managing information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
different types of texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**3. Please indicate your preference on the following statements.**

**The French Language Arts curriculum for Kindergarten to grade 3 develops:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
sound and symbol correspondence (phonological awareness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meaning of words or linguistic structures (semantics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
grammar and usage rules (syntax)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledge of various types of texts and text structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledge of various genre of texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the skills needed to understand texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
comprehension skills needed for literary texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to analyze a variety of texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to share criticism, understandings and interpretations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to create texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding the current French Language Arts Kindergarten to Grade 3 curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)



## French Language Arts – Grades 4 to 6

You are entering the French Language Arts Grades 4–6 section that contains 2 questions. Find out more about the current French Language Arts curriculum (in French) by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

### 1. Please indicate your level of agreement with the following statements.

**The French Language Arts curriculum from grades 4 to 6 provides sufficient focus on:**

	Strongly agree	Agree	Disagree	Strongly disagree	Do Not Know
the appreciation of various Francophone cultures and their cultural referents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning French as a tool for personal, intellectual and social development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the development of knowledge and skills for speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the development of knowledge and skills for reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the development of knowledge and skills for writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an appreciation of writing as a valuable communication tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seeking out and managing information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
different types of texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Please indicate your preference on the following statements.**

**The French Language Arts curriculum for Grades 4–6 develops:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
sound and symbol correspondence (phonological awareness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meaning of words or linguistic structures (semantics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
grammar and usage rules (syntax)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledge of various types of texts and text structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledge of various genre of texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the skills needed to understand texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
comprehension skills needed for literary texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to analyze a variety of texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to share criticism, understandings and interpretations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to create texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding the current French Language Arts Grades 4–6 curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## French Language Arts Grades 7 to 9

You are entering the French Language Arts Grades 7–9 section that contains 2 questions. Find out more about the current French Language Arts curriculum (in French) by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

### 1. Please indicate your level of agreement with the following statements.

#### The French Language Arts grades 7 to 9 curriculum places sufficient emphasis on:

	Strongly agree	Agree	Disagree	Strongly disagree	Do Not Know
the appreciation of various Francophone cultures and their cultural referents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning French as a tool for personal, intellectual and social development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the development of knowledge and skills for speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the development of knowledge and skills for reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the development of knowledge and skills for writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an appreciation of writing as a valuable communication tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seeking out and managing information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
different types of texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Please indicate your preference on the following statements.**

**The French Language Arts curriculum for grades 7 to 9 develops:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
oral communication skills (listening, conversations and talks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meaning of words and linguistic structures (semantics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
grammar and usage rules (syntax)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledge of various types of texts and text structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledge of various genre of texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
skills to understand texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to analyze texts critically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to share criticism, understandings and interpretations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to create texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding the current French Language Arts Grades 7-9 curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## French Language Arts Grades 10 to 12

You are entering the French Language Arts (Grades 10 to 12) section that contains 3 questions. Find out more about the current French Language Arts curriculum (in French) by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

### 1. Please indicate your level of agreement with the following statements.

**The French Language Arts grades 10 to 12 curriculum places sufficient emphasis on:**

	Strongly agree	Agree	Disagree	Strongly disagree	Do Not Know
the appreciation of various Francophone cultures and their cultural referents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning French as a tool for personal, intellectual and social development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the development of knowledge and skills for speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the development of knowledge and skills for reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the development of knowledge and skills for writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an appreciation of writing as a valuable communication tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seeking out and managing information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
different types of texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Please indicate your preference on the following statements.**

**The French Language Arts curriculum for grades 10 to 12 develops:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
oral communication skills (listening, conversations and talks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meaning of words and linguistic structures (semantics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
grammar and usage rules (syntax)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledge of various types of texts and text structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
deep knowledge of various genre of texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
skills to understand texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to analyze a variety of texts critically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to share criticism, understandings and interpretations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to create texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. The curriculum for the series 10-20-30-1 and the series 10-20-30-2 offer many opportunities for students to develop, practice, refine and maintain essential knowledge and skills as they progress along the learning continuum.**

**Please indicate your level of agreement with the following sentences.**

	Strongly agree	Agree	Disagree	Strongly disagree	Do Not Know
The French Language Arts course series 10- 20-30-1 adequately prepares students for pursuing post-secondary studies and entry into the labour market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The French Language Arts course series 10-20-30-2 adequately prepares students for pursuing post-secondary studies and entry into the labour market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please share any additional comments you may have regarding the current French Language Arts Grades 10–12 curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Health and Life Skills Introduction

The aim of the Health and Life Skills Kindergarten to Grade 9 (K–9) curriculum is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. Health and life skills program of studies involves learning about the habits, behaviours, interactions and decisions related to healthy daily living and planning for the future. It is personal in nature and involves abilities based on a body of knowledge and practice that builds on personal values and beliefs within the context of family, school and community. The K–9 Health and Life Skills curriculum is designed so that students learn how to: make effective personal decisions for current and future issues and challenges plan and set goals employ critical reflection cope with change and transition manage stress analyze and manage career and health-related information recognize and expand personal skills recognize, explore and expand career opportunities and options explore service learning/volunteerism commit to lifelong learning.

You are now being directed to questions for a grade grouping (e.g., grades 1 to 3) or to course groupings. You can choose to answer all or some of the questions.

### Health and Life Skills Introduction K-9

You are entering the Health and Life Skills Introduction section, which contains 4 questions. Find out more about the current Health and Life Skills curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

#### 1. Please indicate your preference regarding each of the general outcomes in the K–9 Health and Life Skills curriculum.

##### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
make responsible and informed choices to maintain health and to promote safety for self and others (wellness choices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use resources effectively to manage and explore life roles and career opportunities and challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Please indicate your level of agreement with the following statements.**

**K-9 Health and Life Skills provides adequate opportunities for students to learn about:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
Personal Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety and Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and Expressing Feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Roles and Processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Roles and Career Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteerism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your level of agreement with the following statements.**

**The K-9 Health and Life skills curriculum provides adequate opportunities for students to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
research, evaluate, and synthesize information in an effort to understand health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate decision-making skills that build resiliency and self-efficacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
expand strategies for coping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
make informed personal health practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prevent or reduce risk to harmful activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate caring for self and others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
focus on personal and collective safety, including injury prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
appreciate diversity and the uniqueness of self and others in our global society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
examine the various sources of stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recognize, explore and expand career opportunities and options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
plan and set goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explore service learning or volunteerism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop effective personal decisions for current and future issues and challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Please indicate your level of agreement with this statement.**

**A comprehensive school health approach to Health and Life Skills is appropriate in supporting student learning.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Do Not Know

Please share any additional comments you may have regarding the Health and Life Skills Introduction here. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Health and Life Skills Elementary (Kindergarten to Grade 3)

You are entering the Health and Life Skills Elementary (Kindergarten to Grade 3) section, that contains 4 questions. Find out more about the current Health and Life Skills curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preference regarding each of the Kindergarten learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
identify external body parts and describe the function of each	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
identify and use positive hygiene and health-care habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
describe and demonstrate ways to be safe at home and away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
express preference, and identify basic likes and dislikes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Please indicate your preference regarding each of the Grade 1 learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
recognize interests, strengths, and skills of self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
compare and contrast positive and negative nonverbal communication and associated feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
identify steps of a decision-making process for an age-appropriate issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your preference regarding each of the Grade 2 learning outcomes.**

**Students demonstrate an understanding and appreciation of how to:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
describe the effects of combining healthy eating and physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
describe and apply communication safety behaviours at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explain why volunteerism is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recognize that each individual has many roles in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Please indicate your preference regarding each of the Grade 3 learning outcomes.**

**Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
examine personal skills and assets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop, with guidance, effective communication skills and strategies to express feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
describe the importance of decision-making and refusal skills when offered inappropriate substances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding Health and Life Skills Elementary (Kindergarten to Grade 3) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)



## Health and Life Skills Elementary (Grades 4 to 6)

You are entering the Health and Life Skills Elementary (Grades 4 to 6) section, which contains 3 questions. Find out more about the current Health and Life Skills curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preference regarding each of the Grade 4 learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
describe physical, emotional, and social changes that occur during puberty; e.g., menstruation, secondary sexual characteristics, changing identity and moods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
expand practices that provide safety for self and others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
select, perform as a class, and analyze volunteer accomplishments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relate personal interests to various occupations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Please indicate your preferences regarding each of the Grade 5 learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
recognize that presenting feelings may mask underlying feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
practice effective communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explore respectful communication strategies that foster group or team development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assess how roles, expectations and images of others may influence career/life role interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your preferences regarding each of the Grade 6 learning outcomes.**

**Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
evaluate the need for balance and variety in daily activities that promote personal health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate responsibility for, and skills related to, the safety of self and others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
analyze how laws, regulations and rules contribute to health and safety practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relate knowledge, skills and attitudes of a successful student to those of successful workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding Health and Life Skills Elementary (Grades 4 to 6) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Health and Life Skills Junior High (Grades 7 to 9)

You are entering the Health and Life Skills Junior High (Grades 7 to 9) section, which contains 3 questions. Find out more about the current Health and Life Skills curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preferences regarding each of the Grade 7 learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
analyze and appreciate differing personal perspectives on safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
examine the influences on personal decision making for responsible sexual behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
examine factors that may influence future life role/education/career plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Please indicate your preferences regarding each of the Grade 8 learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
recognize and accept that individuals experience different rates of physical, emotional, sexual, and social development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
analyze the impact of positive and changing choices on health throughout the life span	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop strategies to effectively access health information and health services in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
investigate, interpret and evaluate career information and opportunities, using a variety of sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your preferences regarding each of the Grade 9 learning outcomes.**

**Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
analyze, evaluate, and refine personal communication patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop strategies to deal with transitional experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding Junior High Health and Life Skills (Grades 7 to 9) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Math Introduction

Mathematics is a way of understanding and interpreting the world. Students gain this understanding as they experience mathematical tasks that take them from the simple to the complex and from the concrete to the abstract. They interact with mathematics concretely, pictorially, and symbolically. This interaction helps them to develop a deep understanding of mathematics and the confidence to take intellectual risks as they make sense of the world around them. Goals for Students The main goals of mathematics education are to prepare students to use mathematics confidently to solve problems communicate and reason mathematically commit themselves to lifelong learning become mathematically literate adults, using mathematics to contribute to society Students who have met these goals will gain understanding and appreciation of the contributions of mathematics as a science, philosophy, and art exhibit a positive attitude toward mathematics engage and persevere in mathematical tasks and projects contribute to mathematical discussions take risks in performing mathematical tasks exhibit curiosity make connections between mathematics and its applications.

You are now being directed to questions for a grade grouping (e.g., grades 1 to 3) or to course groupings. You can choose to answer all or some of the questions.

### Mathematics Elementary (Kindergarten to Grade 3)

You are entering the Mathematics Elementary (Kindergarten to Grade 3) section that contains 4 questions. If you would like to refer to the current Mathematics curriculum for Kindergarten to Grade 3, you can find it at Mathematics Program of Studies K-9, Updated 2016. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

#### 1. Please indicate your level of agreement with the statement.

**In Kindergarten to Grade 3, students should investigate the standard or traditional algorithm as a strategy for addition and subtraction.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do Not Know

**2. Please indicate your preference regarding the following aspects of Mathematics.**

**In Kindergarten to Grade 3:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
mental math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
paper and pencil exercises versus the use of calculators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. In the Mathematics Curriculum, some concepts are learned across more than one grade level.**

**Please indicate in which grade or grades students should learn the following concepts.**

	Grade 1	Grade 2	Grade 3	Beyond Grade 3	Do Not Know
know, understand, and apply addition number facts up to and including $9 + 9$ and corresponding subtraction facts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
addition and subtraction for two 2-digit numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
addition and subtraction for two 3-digit numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Please indicate your preference regarding the following concepts.**

**In Kindergarten to Grade 3:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
understanding fractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
creating patterns and extending patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
equality, inequality, and symbols as <u>variables</u> in equations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
graphing and interpreting graphs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
measurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2-D shapes and 3-D objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
number facts and number operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding the current Kindergarten to grade 3 Mathematics curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Mathematics Elementary (Grades 4 to 6)

You are entering the Mathematics Elementary (Grades 4 to 6) section that contains 4 questions. If you would like to refer to the current Mathematics curriculum for Grades 4 to 6, you can find it at Mathematics Program of Studies K-9, Updated 2016. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your level of agreement with the following statements.

#### In grades 4 – 6:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
financial math (literacy) should be included.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
students should investigate the standard or traditional <u>algorithm</u> as a strategy for addition, subtraction, multiplication, and division.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Please indicate your preference regarding the following aspects of Mathematics.

#### In grades 4 to 6:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
mental math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
paper and pencil exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use of calculators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





**4. Please indicate your preference regarding the following aspects of Mathematics.**

**In grades 4 to 6:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
understanding fractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
equivalent fractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
comparing fractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mixed numbers and improper fractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding integers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding percentage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding ratio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
order of operations excluding exponents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pattern rules and patterns in tables and charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>variables</u> in equations, one step equations, and <u>preservation of equality</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
construct and interpret graphs and <u>first-hand</u> and <u>second-hand</u> data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
classification and measuring angles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
classification of triangles and sum of interior angles in triangles and quadrilaterals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
transformations and plotting points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
likelihood, <u>experimental probability</u> , and <u>theoretical probability</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding the current grades 4 to 6 Mathematics curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Mathematics Junior High (Grades 7 to 9)

You are entering the Mathematics Junior High (Grades 7 to 9) section that contains 4 questions. If you would like to refer to the current Mathematics curriculum for Grades 7 to 9, you can find it at Mathematics Program of Studies K-9, Updated 2016. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your level of agreement with the statement.

**In the grades 7 to 9 Mathematics curriculum, financial math (literacy) should be included.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do Not Know

### 2. Please indicate your preference regarding the following aspects of Mathematics.

**In grades 7 to 9:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
mental math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
paper and pencil exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use of calculators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**4. Please indicate your preference regarding the following aspects of Mathematics.**

**In grades 7 to 9:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
<u>scale factors</u> , rates, and ratios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>tables of values</u> for <u>linear relations</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>preservation of equality</u> and solving linear equations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
addition and subtraction of polynomials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
multiplication and division of polynomials by a monomial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
area of triangles and parallelograms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
circumference and area of circles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
volume and surface area of rectangular prisms, triangle prisms, and cylinders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>transformations</u> and plot points in 4 quadrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3-D object views and geometric constructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
surface area of composite 3-D objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
circle geometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>measures of central tendency</u> and display of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>sample space</u> and <u>theoretical</u> and <u>experimental</u> probability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding the current grades 7 to 9 Mathematics curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Mathematics Senior High (Grades 10 to 12)

You are entering the Mathematics Senior High (Grades 10 to 12) section that contains 13 questions. If you would like to refer to the current Mathematics curriculum for Grades 10 to 12, you can find it at Mathematics Program of Studies 10-12. The -1 course sequence is for entry to post-secondary programs that require calculus. The -2 course sequence is for entry to post-secondary programs that do not require calculus. The -3 course sequence is for entry to an apprenticeship or a trade or for direct entry to the workforce. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preference regarding the following aspects of Mathematics.

#### In grades 10 to 12:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
mental math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
paper and pencil exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use of calculators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Please indicate your preference regarding the following statements.

#### The current balance between algebraic and graphical approaches for the:

	Retain As Is	Increase Algebraic/ Decrease Graphical	Increase Graphical/ Decrease Algebraic	Do Not Know
-1 course sequence is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-2 course sequence is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-3 course sequence is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**3. Please indicate your preference regarding the following statements:**

**The use of technology for the:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
-1 course sequence is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-2 course sequence is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-3 course sequence is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Please indicate your preference regarding the following statements.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
Alberta's current high school mathematics course sequences are meeting the needs of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having one Grade 10 course that leads to both the -1 and the -2 course sequences is meeting the needs of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alberta should increase the emphasis on geometry at the high school level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alberta should have computer programming and/or coding in the high school curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following concepts are included in one or more of the three course sequences in the Grades 10 to 12 Mathematics curriculum. For questions 5 to 13, you can indicate your preferences by selecting more than one course sequence for each question.

5. Please indicate in which course sequence(s) the following logical reasoning concepts should be studied. For each concept, select all choices that apply.

### Logical Reasoning

	-1 course Sequence	-2 course Sequence	-3 course Sequence	Do Not Know
analyze and prove <u>conjectures</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>inductive</u> and <u>deductive</u> reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>set theory</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
geometric proofs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please indicate in which course sequence(s) the following statistical concepts should be studied. For each concept, select all choices that apply.

### Statistics

	-1 course Sequence	-2 course Sequence	-3 course Sequence	Do Not Know
<u>confidence intervals</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>margin of error</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>weighted mean</u> and <u>trimmed mean</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>percentiles</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Please indicate in which course sequence(s) the following financial math concepts should be studied. For each concept, select all choices that apply.

### Financial Math

	-1 course Sequence	-2 course Sequence	-3 course Sequence	Do Not Know
income, personal budgets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
compound interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
financial institution services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
credit cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
loans and investments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
expenses, sales, and profit or loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please indicate in which course sequence(s) the following probability concepts should be studied. For each concept, select all choices that apply.

**Probability**

	-1 course Sequence	-2 course Sequence	-3 course Sequence	Do Not Know
odds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>mutually exclusive</u> and <u>non- mutually exclusive</u> events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>dependent</u> and <u>independent</u> events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Bayes' theorem</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>combinatorics</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
binomial theorem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Please indicate in which course sequence(s) the following geometric concepts should be studied. For each concept, select all choices that apply.

**Geometry**

	-1 course Sequence	-2 course Sequence	-3 course Sequence	Do Not Know
circle geometry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
similarity of polygons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
parallel lines and <u>traversals</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
model and draw 3-D objects and their views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. Please indicate in which course sequence(s) the following algebraic concepts should be studied. For each concept, select all choices that apply.**

**Algebra**

	-1 course Sequence	-2 course Sequence	-3 course Sequence	Do Not Know
<u>factoring polynomials</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>irrational numbers</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
powers with integral and rational exponents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
multiplication with polynomials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>radical expressions</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>radical equations</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>rational expressions</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>rational equations</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>arithmetic and geometric sequences and series</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11. Please indicate in which course sequence(s) the following trigonometric concepts should be studied. For each concept, select all choices that apply.**

	-1 course Sequence	-2 course Sequence	-3 course Sequence	Do Not Know
<u>primary trigonometric ratios</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>sine and cosine laws</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>trigonometric identities</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>trigonometric equations</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>trigonometric functions</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**12. Please indicate in which course sequence(s) the following relation and function concepts should be studied. For each concept, select all choices that apply.**

**Relations and Functions**

	-1 course Sequence	-2 course Sequence	-3 course Sequence	Do Not Know
quadratic functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>absolute value functions</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
polynomial functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>radical functions</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>rational functions</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reciprocal functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inverse functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>systems of equations</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>composition of functions</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>operations with functions</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>transformations</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
logarithmic functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exponential functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**13. Please indicate in which course sequence(s) the following measurement concepts should be studied. For each concept, select all choices that apply.**

**Measurement**

	-1 course Sequence	-2 course Sequence	-3 course Sequence	Do Not Know
<u>SI measurements (metric)</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Imperial measurements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
scale diagrams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
precision, accuracy, uncertainty, and <u>tolerance</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please share any additional comments you may have regarding the current grades 10 to 12 Mathematics curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Music Introduction

The development of musical knowledge, skill, and perception is fundamental to the holistic development of the individual. Music education helps students develop an enjoyment of music and an awareness and appreciation of a variety of music, including music of the many cultures represented in Canada. Students develop insights into music by developing knowledge of music and musical skills as they explore ways to express themselves creatively.

You are now being directed to questions for a grade grouping (e.g., grades 1 to 3) or to course groupings. You can choose to answer all or some of the questions.

### Music Elementary (Grades 1 to 3)

You are entering the Music Elementary (Grades 1 to 3) section that contains 4 questions. Find out more about the current Music curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

#### 1. Please indicate your preference regarding the expectations from the current grades 1 to 3 Music curriculum.

##### Students should:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do not know
<u>perform music</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listen to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand the historical context of music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
compose music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Please indicate your preference regarding the following interactions students have with music in the grades 1 to 3 Music curriculum.**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
singing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
playing Instruments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listening to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
moving to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading and writing music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
creating music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. In grades 1 to 3, opportunities to explore music from a variety of cultural perspectives should:**

- Remain As Is
- Increase Emphasis
- Decrease Emphasis
- Do Not Know

**4. Currently, the curriculum is separate and unique for Art, Drama, and Music**

**How important is it that these disciplines remain separate and unique in grades 1 to 3?**

- Critical
- Important
- Less Important
- Not Important
- Do Not Know



Please share any additional comments you may have regarding the Music curriculum for grades 1 to 3. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Music Elementary (Grades 4 to 6)

You are entering the Music Elementary (Grades 4 to 6) section that contains 4 questions. Find out more about the current Music curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preference regarding the expectations from the current grades 4 to 6 Music curriculum.

#### Students should:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do not know
<u>perform music</u> (singing and playing an instrument)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listen to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand the historical context of music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
compose music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Please indicate your preference regarding the following interactions students have with music in the grades 4 to 6 Music curriculum.

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Singing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing Instruments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moving to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading and writing music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. In grades 4 to 6, opportunities to explore music from a variety of cultural perspectives should:**

- Remain As Is
- Increase Emphasis
- Decrease Emphasis
- Do Not Know

**4. Currently, the Art, Drama, and Music programs of study are separate and unique.**

**How important is it that these disciplines remain separate and unique in grades 4 to 6?**

- Critical
- Important
- Less Important
- Not Important
- Do Not Know

Please share any additional comments you may have regarding the Music curriculum for grades 4 to 6. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Instrumental Music Junior High (Grades 7 to 9)

You are entering the Junior High Instrumental Music (Grades 7 to 9) section that contains 4 questions. Find out more about the current Instrumental Music by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preference regarding the expectations from the Junior High Instrumental Music curriculum.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
<u>perform music</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listen to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand the historical context of music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
compose music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. The current Junior High Instrumental Music curriculum identifies that students will build the following skills.

#### Please indicate your preference regarding the opportunity to develop the following skills.

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
aural skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
technical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
expressive skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interpretive skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
synthesis skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. In Junior High Instrumental, opportunities to explore music from a variety of cultural perspectives should:**

- Remain As Is
- Increase Emphasis
- Decrease Emphasis
- Do Not Know

**4. Currently the Junior High Instrumental and General Music programs of study are separate and unique.**

**Should the Junior High curriculum for General and Instrumental Music be combined into one course sequence?**

- Yes
- No
- Do Not Know

Please share any additional comments you may have regarding the Instrumental Music curriculum for grades 7 to 9. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Junior High Choral Music (Grades 7 to 9) Questions

You are entering the Junior High Choral Music program (Grades 7 to 9) section that contains 3 questions. Find out more about the current Choral Music curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preference regarding the expectations from the current Junior High Choral Music curriculum.

Students should:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
<u>perform music</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listen to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand the historical context of music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
compose music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. The current Junior High Choral Music curriculum identifies the following skills to be developed by students.

Please indicate your preference regarding these skills.

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
In singing, students establish and reinforce correct vocal techniques and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In reading music, students interpret rhythm, melody, harmony, form, and expression as they appear in musical notation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In listening to music, students develop the ability to listen critically and analyze music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In creating music, students compose, improvise, and interpret music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In valuing music, students learn to appreciate music as a source of personal fulfillment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In playing music, students develop functional instrumental skills as an aid to individualized vocal practice.

- 
- 
- 
- 

**3. In Junior High Choral, opportunities to explore music from a variety of cultural perspectives should:**

- Remain As Is
- Increase Emphasis
- Decrease Emphasis
- Do Not Know

Please share any additional comments you have regarding the Choral Music curriculum for grades 7 to 9. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Junior High General Music (Grades 7 to 9) Questions

You are entering the Junior High General Music section that contains 5 questions. Find out more about the current General Music curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

**1. Should a non-performance based environment continue to be part of the general music curriculum at junior high? Please indicate your level of agreement.**

- Yes
- No
- Do Not Know

**2. The current Junior High General Music curriculum identifies the following components.**

**Please indicate your preference regarding these components.**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
theory: elements and structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
music making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
composition (elective)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
history of Western music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
value music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
music and technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
world music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
careers in music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
jazz appreciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
popular music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**3. The current Junior High General Music curriculum identifies the following expectations.**

**Please indicate your preference regarding these components.**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
<u>perform music</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listen to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
critique music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand the historical context of music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
compose music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. In Junior High General Music, opportunities to explore music from a variety of cultural perspectives should:**

- Remain As Is
- Increase Emphasis
- Decrease Emphasis
- Do Not know

**5. Should Junior High School General and Instrumental Music be combined into one course?**

- Yes
- No
- Do Not Know

Please share any additional comments you may have regarding the General Music Program of Studies for Grades 7 to 9. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Senior High Instrumental Music (Grades 10 to 12) Questions

You are entering the Senior High School Instrumental Music (Grades 10 to 12) section that contains 4 questions. Find out more about the current Instrumental Music curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. The current Senior High School Instrumental Music curriculum identifies the following expectations.

Please indicate your preference regarding these expectations. Students should:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
<u>perform music</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listen to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
create music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
research music to gain an understanding of the historical context of music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
value music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. The current Senior High School Instrumental Music curriculum identifies the following skills.

Please indicate your preference regarding these skills. Students develop:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
aural skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
technical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
theoretical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interpretive skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
synthesis skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 3. In Senior High School Instrumental, opportunities to explore music from a variety of cultural perspectives should:

- Remain As Is
- Increase
- Decrease

Do Not know

**4. Should the current Senior High General and Instrumental Music be combined into one course sequence?**

Yes

No

Do Not Know

Please share any additional comments you may have regarding the Instrumental Music curriculum for grades 10 to 12. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Senior High Choral Music (Grades 10 to 12) Questions

You are entering the Senior High Choral Music (Grades 10 to 12) section that contains 3 questions. Find out more about the current Senior High Choral Music curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. The current Senior High Choral Music curriculum identifies the following expectations for students.

Please indicate your preference regarding these expectations. Students should:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
<u>perform music</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listen to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand the historical context of music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
compose music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. The current Senior High Choral Music curriculum identifies the following components for students.

Please indicate your preference regarding these components.

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
In singing, students develop or reinforce correct vocal techniques and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In listening, students develop the ability to make aesthetic judgments based on critical analysis of music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In theory and in practice, students interpret rhythm, melody, harmony, form, and expression as they appear in musical notation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In composing, students develop creativity by improvising and interpreting music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In interpreting and synthesizing, students show growth in understanding and enjoyment of music.

**3. In Senior High Choral Music, opportunities to explore music from a variety of cultural perspectives should:**

- Remain As Is
- Increase Emphasis
- Decrease Emphasis
- Do Not know

Please share any additional comments you have regarding the Senior High Choral curriculum for grades 10 to 12. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Senior High General Music (Grades 10 to 12) Questions

You are entering the Senior High General Music (Grades 10 to 12) section that contains 5 questions. Find out more about the current Senior High General Music curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

**1. Should a non-performance based environment continue to be part of the curriculum for Senior High General Music?**

- Yes
- No
- Do Not Know

**2. The current Senior High General Music curriculum includes the following components.**

**Please indicate your preference regarding these components.**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
theory: elements and structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
music making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
composition (elective)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
history of Western music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
value music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
music and technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
world music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
careers in music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
jazz appreciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
popular music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. The current Senior High General Music curriculum identifies the following expectations for students.**

**Please indicate your preference regarding these expectations. Students should:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not know
<u>perform music</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listen to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
critique music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand the historical context of music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
compose music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. In Senior High General Music, opportunities to explore music from a variety of cultural perspectives should:**

- Remain As Is
- Increase Emphasis
- Decrease Emphasis
- Do Not know

**5. Should the Senior High General and Instrumental Music be combined into one course sequence?**

- Yes
- No
- Do Not Know



Please share any additional comments you may have regarding the Senior High General Music curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Physical Education Introduction

The aim of the Kindergarten to Grade 12 Physical Education program is to enable individuals to develop the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle. The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life. The Kindergarten to Grade 12 Physical Education program of studies provides students opportunities to: create a desire to participate practice goal setting as they participate in an inclusive environment regardless of skill level or ability be supported when opportunities for making choices are provided be supportive of the relevance of physical activity within the community promote personal responsibility for health and fitness and for students to develop a desire to participate for life develop physical skills that allow for enjoyable and successful participation in movement activities provide a natural learning environment in which to develop cooperation and fair play skills.

You are now being directed to questions for a grade grouping (e.g., grades 1 to 3) or to course groupings. You can choose to answer all or some of the questions.

### Physical Education Introduction (Questions)

You are entering the Physical Education Introduction section, which contains 4 questions. Find out more about the current Physical Education curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

- To meet the aim of the physical education curriculum, students will acquire skills through a variety of developmentally appropriate movement activities in the following dimensions: dance, games, gymnastics, individual activities, and activities in an alternative environment (e.g., aquatics and outdoor pursuits).**

**Please indicate your preferences regarding each of the following dimensions.**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
dance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gymnastics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>individual activities</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>alternative environment</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Please indicate your level of agreement with the following statements.**

**K-12 Physical Education provides adequate opportunities for students to learn about:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
<u>basic skills; locomotor</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>basic skills; non-locomotor</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>basic skills; manipulative</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
application of basic skills in an <u>alternative environment</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
application of basic skills in dance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
application of basic skills in games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
application of basic skills in types of gymnastics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
application of basic skills in <u>individual activities</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
functional fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
body image	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fair play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
goal setting/personal challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
active living in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your level of agreement with the following statements.**

**K-12 Physical Education provides adequate opportunities for students to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
improve fitness—muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promote personal responsibility for health to develop a desire to participate for life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develops physical skills that allow for enjoyable and successful participation in movement activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop cooperation and fair play skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop a strong sense of self-worth to practise goal setting as they participate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Please indicate your level of agreement with the statement.**

**A comprehensive school health approach to Physical Education is appropriate in supporting student learning.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do Not Know

Please share any additional comments you may have regarding the Physical Education Introduction. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Physical Education Elementary (Kindergarten to Grade 3)

You are entering the Physical Education Elementary (Kindergarten to Grade 3) section that contains 4 questions. Find out more about the current Physical Education curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preference regarding each of the Kindergarten learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
understand the connections between physical activity and emotional well-being; e.g., feels good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
display a willingness to play alongside others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
make choices to be involved in a variety of movement experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Please indicate your preference regarding each of the Grade 1 learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
recognize the changes that take place in the body during physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
display a willingness to play cooperatively with others in large and small groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
perform <u>nonlocomotor skills</u> through a variety of activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your preference regarding each of the Grade 2 learning outcomes.**

**Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
describe how the body benefits from physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accept responsibility for assigned roles while participating in physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
make appropriate movement choices considering personal space, safety, ability and the surrounding environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Please indicate your preference regarding each of the Grade 3 learning outcomes.**

**Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
<u>respond to a variety of stimuli to create locomotor sequences</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
describe factors that encourage movement and a personal feeling about movement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
describe and demonstrate respectful communication skills appropriate to context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding Physical Education Elementary (Kindergarten to Grade 3) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)



## Physical Education Elementary (Grades 4 to 6)

You are entering the Physical Education Elementary (Grades 4 to 6) section that contains 3 questions. Find out more about the current Physical Education curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preference regarding each of the Grade 4 learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
select, perform, and refine simple <u>nonlocomotor sequences</u> to increase effort and participation in one area of physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
articulate and demonstrate respectful communication skills appropriate to context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
set and achieve a long-term goal to increase effort and participation in one area of physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Please indicate your preference regarding each of the Grade 5 learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
identify and explain the importance of the components of fitness to health and wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
consistently and confidently perform manipulative skills by using elements of body and space awareness, effort, and relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
select and demonstrate responsibility for various roles while participating in physical education and accept ideas from others that relate to changing or adapting movement experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your preference regarding each of the Grade 6 learning outcomes.**

**Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
consistently and confidently perform locomotor skills and combination of skills by using elements of body and space awareness, effort, and relationships, alone and with others, to improve personal performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
analyze and create different ways to achieve an activity goal that is personally challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas, and experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding Physical Education Elementary (Grades 4 to 6) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Physical Education Junior High (Grades 7 to 9)

You are entering the Physical Education Junior High (Grades 7 to 9) section that contains 3 questions. Find out more about the current Physical Education curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preference regarding each of the Grade 7 learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
identify and then take responsibility for various roles while participating in physical activity and identify the leadership and followership skills used while participating in physical education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate ways to improve and refine the functional and expressive quality of <u>nonlocomotor skills</u> to improve personal performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
record and analyze personal goals based on interests and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Please indicate your preference regarding each of the Grade 8 learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
select, combine, and perform manipulative skills by using elements of space awareness, effort, and relationships, with and without objects, to improve performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
analyze factors that affect choices of physical activity for life, and create personal strategies to overcome barriers to lifelong activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**3. Please indicate your preference regarding each of the Grade 9 learning outcomes.**

**Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
apply and refine <u>locomotor skills</u> by using elements of body and space awareness, effort, and relationships to improve personal performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop strategies to counteract influences that limit involvement in physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
describe, apply, monitor, and practise leadership and followership skills related to physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding Physical Education Junior High (Grades 7 to 9) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Physical Education Senior High (Grades 10 to 12)

You are entering the Physical Education Senior High (Grades 10 to 12) section that contains 3 questions. Find out more about the current Physical Education curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject. Definitions for underlined words can be found in the glossary of terms in the appendix.

### 1. Please indicate your preferences regarding each of the Physical Education 10 learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
investigate participation in community activity programs for all ages and the influences that affect participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
describe, apply, monitor, and assess leadership and followership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apply and refine <u>nonlocomotor skills</u> and concepts—effort, space, and relationships—to perform and create a variety of activities to improve personal performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Please indicate your preferences regarding each of the Physical Education 20 learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
analyze, evaluate, and modify performance of manipulative skills and concepts—effort, space, and relationships—to perform and create a variety of activities to improve personal performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
refine a personal plan that is self-motivating and encourages ongoing participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate an understanding of behaviour appropriate to positive active living role modelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**3. Please indicate your preference regarding each of the Physical Education 30 learning outcomes.**

**Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
perform service, leadership, and volunteer work related to physical activity in the school and/or the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
analyze, evaluate, and adapt performance of locomotor skills and concepts—effort, space, and relationships—to perform and create a variety of activities to improve personal performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recommend future changes and modifications to a personal plan to maintain a healthy, active lifestyle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding Physical Education Senior High (Grades 10 to 12) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Science Introduction

Learning about science provides a framework for students to understand and interpret the world around them. The purpose of the Elementary Science curriculum is to encourage and stimulate children’s learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings and by building a foundation of experience and understanding upon which later learning can be based. The Secondary Science program is guided by the vision that all students have the opportunity to develop scientific literacy. The goal of scientific literacy is to develop the science-related knowledge skills and attitudes that students need to solve problems and make decisions and, at the same time, help them become lifelong learners—maintaining their sense of wonder about the world around them.

You are now being directed to questions for a grade grouping (e.g., grades 1 to 3) or to course groupings. You can choose to answer all or some of the questions.

### Elementary Science (Grades 1 to 3) Questions

You are entering the Elementary Science (Grades 1 to 3) section that contains 2 questions. Find out more about the current Science curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

#### 1. Indicate your preference regarding each of the topics in the current Elementary Science curriculum for grades 1 to 3.

##### Grade 1 Topics

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Building Things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating Colour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs of Animals and Plants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seasonal Changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Grade 2 Topics

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Buoyancy and Boats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exploring Liquids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hot and Cold Temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Magnetism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small Crawling and Flying Animals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Grade 3 Topics

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Animal Life Cycles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building with a Variety of Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hearing and Sound	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rocks and Minerals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing Materials and Designs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. The Elementary Science curriculum for grades 1 to 3 contains the following types of learner expectations.**

**Understandings** Students will add to their knowledge and modify their ideas and ways of viewing the world, connecting new ideas with existing knowledge.

**Skills – Science Inquiry** Students will focus on asking questions and finding answers based on evidence. The outcome of inquiry is knowledge.

**Skills – Problem Solving Through Technology** Students will focus on practical tasks—finding ways of making and doing things to meet a given need, using available materials. The outcome of problem solving is a product or process that a person can use.

**Attitudes** Students will be encouraged to demonstrate positive attitudes for the study of science and for the application of science in positive ways.

**Please indicate your preference regarding each type of learner expectation in the current Elementary Science curriculum for grades 1 to 3.**

**Learner Expectations**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Understandings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills – Science Inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills – Problem Solving through Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding the grades 1 to 3 Elementary Science curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Elementary Science (Grades 4 to 6) Questions

You are entering the Elementary Science (Grades 4 to 6) section that contains 2 questions. Find out more about the current Science curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

### 1. Please indicate your preference regarding each of the topics in the current Elementary Science curriculum for grades 4 to 6.

#### Grade 4 Topics

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Building Devices and Vehicles that Move	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Light and Shadows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plant Growth and Changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waste and Our World	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wheels and Levers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Grade 5 Topics

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Classroom Chemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electricity and Magnetism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mechanisms Using Electricity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weather Watch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wetland Ecosystems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Grade 6 Topics

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Air and Aerodynamics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence and Investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sky Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trees and Forests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2. The current Elementary Science curriculum for grades 4 to 6 contains the following types of learner expectations.

**Understandings** Students will add to their knowledge and modify their ideas and ways of viewing the world, connecting new ideas with existing knowledge.

**Skills – Science Inquiry** Students will focus on asking questions and finding answers based on evidence. The outcome of inquiry is knowledge.

**Skills - Problem Solving Through Technology** Students will focus on practical tasks—finding ways of making and doing things to meet a given need, using available materials. The outcome of problem solving is a product or process that a person can use.

**Attitudes** Students will be encouraged to demonstrate positive attitudes for the study of science and for the application of science in positive ways.

**Please indicate your preference regarding each type of learner expectation in the current Elementary Science curriculum for grades 4 to 6.**

### Learner Expectations

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Understandings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills – Science Inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills – Problem Solving through Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please share any additional comments you may have regarding the grades 4 to 6 Elementary Science curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Junior High Science (Grades 7 to 9) Questions

You are entering the Junior High Science (Grades 7 to 9) section that contains 3 questions. Find out more about the current Science curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

### 1. Please indicate your preference regarding each of the topics in the current Junior High Science curriculum for grades 7 to 9.

#### Grade 7 Topics

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Heat and Temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactions and Ecosystems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planet Earth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plants for Food and Fibre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structures and Forces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Grade 8 Topics

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Cells and Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Freshwater and Saltwater Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Light and Optical Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mechanical Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mix and Flow of Matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Grade 9 Topics

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Biological Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electrical Principles and Technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental Chemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Matter and Chemical Change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Space Exploration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2. The grades 7 to 9 Junior High Science curriculum is built on the following four foundations:

**Knowledge** Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science and apply these understandings to interpret, integrate, and extend their knowledge.

**Skills** Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

**Science, Technology, and Society** Students will develop an understanding of the nature of science and technology, the relationships between science and technology, and the social and environmental contexts of science and technology.

**Attitudes** Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

**Please indicate your preference regarding each foundation in the current grades 7 to 9 Junior High Science curriculum.**

## Foundations

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Technology and Society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. The Knowledge and Employability (K & E) Science program provides students with opportunities to experience success and become well prepared for employment, further studies, citizenship, and lifelong learning. Find out more about the Knowledge and Employability curriculum by referring to the Programs of Study link in the appendix.**

**Does the Knowledge and Employability (K & E) program at the grade 8 and 9 levels meet the learning needs of students for whom the program is intended?**

- Yes
- No
- Do not Know

Please share any additional comments you may have regarding the grades 7 to 9 Science curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Science High School (Grades 10 to 12) Science 14–24 Questions

You are entering the Science 14–24 section that contains 2 questions. Find out more about the current Science 14–24 curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

### 1. Please indicate your preference regarding each of the topics in the current Science 14-24 curriculum.

#### Science 14

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Investigating the Properties of Matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding Energy Transfer Technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigating Matter and Energy in Living Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigating Matter and Energy in the Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Science 24

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Applications of Matter and Chemical Change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the Common Energy Conversion Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disease Defence and Human Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motion, Change and Transportation Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. The Science 14–24 curriculum is built on the following four foundations:**

**Knowledge** Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science and apply these understandings to interpret, integrate, and extend their knowledge.

**Skills** Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

**Science, Technology, and Society** Students will develop an understanding of the nature of science and technology, the relationships between science and technology, and the social and environmental contexts of science and technology.

**Attitudes** Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

**Please indicate your preference regarding each foundation in the Science 14–24 curriculum.**

**Foundations**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Technology and Society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding the Science 14–24 curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Science 10–20–30 Questions

You are entering the Science 10–20–30 section that contains 3 questions. Find out more about the current Science 10, 20, 30 curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

### 1. Please indicate your preference regarding each of the topics in the current Science 10 and Science 20-30 curriculum.

#### Science 10

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Energy and Matter in Chemical Change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy Flow in Global Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cycling of Matter in Living Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy Flow in Technological Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Science 20

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Chemical Changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes in Motion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Changing Earth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes in Living Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Science 30

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Living Systems Respond to Their Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chemistry and the Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electromagnetic Energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy and the Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**2. The Science 10 and Science 20–30 curriculum is built on the following foundations:**

**Knowledge** Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science and apply these understandings to interpret, integrate, and extend their knowledge.

**Skills** Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

**Science, Technology, and Society** Students will develop an understanding of the nature of science and technology, the relationships between science and technology, and the social and environmental contexts of science and technology.

**Attitudes** Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

**Please indicate your preference regarding each foundation in the Science 10 and Science 20-30 curriculum.**

**Foundations**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Knowledge Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skill Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Technology and Society Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science Attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Knowledge and Employability (K & E) courses meet the educational needs of students who learn best when focusing on the development and application of reading, writing, and mathematical skills, which support them as they move from school to the workplace and community.**

**Find out more about the Knowledge and Employability curriculum by referring to the Programs of Study link in the appendix. Does the Knowledge and Employability (K & E) program at the grade 10 and 11 levels meet the learning needs of students for whom the program is intended?**

- Yes
- No
- Do not Know

Please share any additional comments you may have regarding the curriculum for Science 10–20–30 or K & E Science. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Biology 20–30 Questions

You are entering the Biology 20–30 section that contains 2 questions. Find out more about the current Biology curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

- 1. Please indicate your recommendations regarding each of the topics in the current Biology 20-30 program by selecting from the following recommendations:**

### Biology 20

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Energy and Matter Exchange in the Biosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ecosystems and Population Change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Photosynthesis and Cellular Respiration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Biology 30

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Nervous and Endocrine Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reproduction and Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cell Division, Genetics and Molecular Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Population and Community Dynamics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2. The Biology 20–30 curriculum is built on the following foundations:

**Knowledge** Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science and apply these understandings to interpret, integrate and extend their knowledge.

**Skills** Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

**Science, Technology, and Society** Students will develop an understanding of the nature of science and technology, the relationships between science and technology, and the social and environmental contexts of science and technology.

**Attitudes** Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

**Please indicate your preference regarding each foundation in the Biology 20–30 curriculum.**

### Foundations

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Knowledge Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skill Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Technology and Society Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science Attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding the Biology 20–30 curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Chemistry 20–30 Questions

You are entering the Chemistry 20–30 section that contains 2 questions. Find out more about the current Chemistry curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

**1. Please indicate your preference regarding each of the topics in the current Biology 20-30 curriculum.**  
**Chemistry 20**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
The Diversity of Matter and Chemical Bonding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms of Matter: Gases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Matter as Solutions, Acids and Bases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative Relationships in Chemical Changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Chemistry 30**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Thermochemical Changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electrochemical Changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chemical Changes of Organic Compounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chemical Equilibrium Focusing on Acid-Base Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. The current Chemistry 20–30 curriculum is built on the following foundations:**

**Knowledge** Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science and apply these understandings to interpret, integrate, and extend their knowledge.

**Skills** Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

**Science, Technology, and Society** Students will develop an understanding of the nature of science and technology, the relationships between science and technology, and the social and environmental contexts of science and technology.

**Attitudes** Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

**Please indicate your preference regarding each foundation in the Chemistry 20–30 curriculum.**

**Foundations**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Knowledge Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skill Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Technology and Society Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science Attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding the Chemistry 20–30 curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)



## Physics 20–30 Questions

You are entering the Physics 20–30 section that contains 2 questions. Find out more about the current Physics curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

### 1. Please indicate your preference regarding each of the topics in the current Physics 20-30 curriculum.

#### Physics 20

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Kinematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dynamics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Circular Motion, Work and Energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oscillatory Motion and Mechanical Waves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Physics 30

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Momentum and Impulse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forces and Fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electromagnetic Radiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atomic Physics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2. The Physics 20–30 curriculum is built on the following foundations:

**Knowledge** Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science and apply these understandings to interpret, integrate, and extend their knowledge.

**Skills** Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

**Science, Technology, and Society** Students will develop an understanding of the nature of science and technology, the relationships between science and technology, and the social and environmental contexts of science and technology.

**Attitudes** Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

**Please indicate your preference regarding each foundation in the Physics 20–30 curriculum.**

### Foundations

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Knowledge Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skill Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Technology and Society Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science Attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding the Physics 20–30 curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Social Studies Introduction

Social studies is the study of people in relation to each other and to their world. It fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to helping students develop an understanding of who they are, what they want to become, and the society in which they want to live. Social studies provides opportunities for students to develop the attitudes, skills, and knowledge that will enable them to become engaged, active, and responsible citizens develop their sense of self and community affirm their place as citizens in an inclusive, democratic society The Social Studies Kindergarten to Grade 12 curriculum focuses on concepts of citizenship and identity in the Canadian context reflects multiple perspectives fosters the building of a society that is pluralistic, bilingual, multicultural, inclusive, and democratic emphasizes the importance of diversity and the effective functioning of society promotes a sense of belonging and acceptance in students promotes ways for students to participate in active and responsible citizenship at the local, community, provincial, national, and global level demonstrates ways for students to effect change in the world around them.

You are now being directed to questions for a grade grouping (e.g., grades 1 to 3) or to course groupings. You can choose to answer all or some of the questions.

### Social Studies - Introduction

You are entering the Social Studies Introduction section, which contains 3 questions. Find out more about the current Social Studies curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

#### 1. Please indicate your level of agreement with the following statements.

##### Social studies gives students adequate opportunities to learn about:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
history and links between past and present	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
government and politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cultures and communities in Canada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cultures and communities around the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
viewpoints of others on topics and issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

current affairs

2. **The Social Studies Kindergarten to Grade 12 curriculum provides opportunities for students to develop, practise, and maintain essential skills as their learning evolves.**

**Please indicate your level of agreement with the following statements Social Studies provides adequate opportunities for students to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
be involved in age-appropriate community activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
analyze history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interpret geographic information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
discuss and respond to controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. **The Social Studies Kindergarten to Grade 12 curriculum draws on the content and skills from many areas of the social sciences, including history, geography, ecology, economics, law, philosophy, and political science.**

**Is this approach to social studies (incorporating content from several social science disciplines rather than having separate courses in each discipline) appropriate in supporting student learning?**

- Yes  
 No  
 Do Not Know

Please share any additional comments you may have regarding the Social Studies Introduction. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Social Studies Elementary (Kindergarten to Grade 3) Questions

You are now entering the Social Studies Elementary (Kindergarten to Grade 3) section that contains 4 questions. Find out more about the current Social Studies curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

### 1. Please indicate your preference regarding each of the Kindergarten general learning outcomes.

#### Students demonstrate an understanding and appreciation of the:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
multiple social, physical, cultural, and linguistic factors that contribute to an individual's unique identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
characteristics and interests that unite members of communities and groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Please indicate your preference regarding each of the Grade 1 general learning outcomes.

#### Students demonstrate an understanding and appreciation of how:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
identity and self-esteem are enhanced by their sense of belonging in their world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
active members in a community contribute to the well-being, growth, and vitality of their groups and their communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
changes over time have affected their families and influenced how their families and communities are today	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your preference regarding each of the Grade 2 general learning outcomes.**

**Students demonstrate an understanding and appreciation of how:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
geography, culture, language, heritage, economics, and resources shape and change Canada's communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a community emerged, and how the various interactions and cooperation among peoples ensure the continued growth and vitality of their community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Please indicate your preference regarding each of the Grade 3 general learning outcomes.**

**Students demonstrate an understanding of and appreciation of how:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
geographic, social, cultural, and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine, and Peru	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Canada's roles and responsibilities in global citizenship related to communities in <u>India</u> , <u>Tunisia</u> , <u>Ukraine</u> , and <u>Peru</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please share any additional comments you may have regarding Social Studies Elementary (Kindergarten to Grade 3) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Social Studies Elementary (Grades 4 to 6)

You are now entering the Social Studies Elementary (Grades 4 to 6) section that contains 3 questions. Find out more about the current Social Studies curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

### 1. Please indicate your preference regarding each of the Grade 4 general learning outcomes.

#### Students demonstrate an understanding and appreciation of:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
how elements of physical geography, climate, geology, and paleontology are integral to the landscapes and environment of Alberta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the role of stories, history, and culture in strengthening communities and contributing to identity and a sense of belonging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
how Alberta has grown and changed culturally, economically, and socially since 1905	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Please indicate your preference regarding each of the Grade 5 general learning outcomes.

#### Students demonstrate an understanding and appreciation of:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
how the physical geography and natural resources of Canada affect the quality of life of all Canadians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the people and the stories of Canada and their ways of life over time and the diversity of Canada's heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the events and factors that have changed the ways of life in Canada over time and the impact of these changes on citizenship and identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**3. Please indicate your preference regarding each of the Grade 6 general learning outcomes.**

**Students demonstrate an understanding and appreciation of:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
the dynamic relationship between governments and citizens as they engage in the democratic process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the democratic principles exemplified by ancient Athens and the Iroquois Confederacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you may have regarding Social Studies Elementary (Grades 4 to 6) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Social Studies Junior High (Grades 7 to 9) Questions

You are now entering the Social Studies Junior High (Grades 7 to 9) section that contains 4 questions. Find out more about the current Social Studies curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

### 1. Please indicate your preference regarding each of the Grade 7 general learning outcomes.

#### Students demonstrate an understanding and appreciation of:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
the distinct roles of, and the relationships among, the Aboriginal, French, and British peoples in forging the foundations of Canadian Confederation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
how the political, demographic, economic, and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Please indicate your preference regarding each of the Grade 8 general learning outcomes.

#### Students will demonstrate an understanding and appreciation of:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
the ways in which beliefs, values, and knowledge shape worldviews and contribute to a society's isolation or adaptation through an examination of Japan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
how the exchange of ideas and knowledge contributed to shaping the worldview of the Western world through an examination of Renaissance Europe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
how intercultural contact affects the worldviews of societies through an examination of Spanish and Aztec societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please indicate your preference regarding each of the Grade 9 general learning outcomes.**

**Students demonstrate an understanding and appreciation of how:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
economic decision making in Canada and the United States impacts quality of life, citizenship, and identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Knowledge and Employability (K & E) courses meet the educational needs of students who learn best when focusing on the development and application of reading, writing, and mathematical skills, which support them as they move from school to the workplace and community.**

**Find out more about the Knowledge and Employability curriculum by referring to the Programs of Study link in the appendix. Does the Knowledge and Employability (K & E) program at the grade 8 and 9 levels meet the learning needs of students for whom the program is intended?**

- Yes
- No
- Do Not Know

Please share any additional comments you may have regarding Social Studies Junior High (Grades 7 to 9) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

## Social Studies Senior High School (Grades 10 to 12) Questions

You are now entering the Social Studies Senior High (Grades 10 to 12) section that contains 5 questions. Find out more about the current Social Studies curriculum by referring to the Programs of Study link in the appendix. Provincial curriculum is a course or program of studies that identifies what students are expected to know, understand and be able to do in a subject.

### 1. Please indicate your preference regarding each of the Grade 10 (Social Studies 10-1 and Social Studies 10-2) general learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
explore the impacts of globalization on their lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assess or understand the impacts of historical globalization on Indigenous and non-Indigenous peoples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assess or understand economic, environmental, and other contemporary impacts of globalization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assess or examine their roles and responsibilities in a globalizing world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Please indicate your preference regarding each of the Grade 11 (Social Studies 20-1 and Social Studies 20-2) general learning outcomes.

#### Students will:

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
explore the relationships among identity, nation, and nationalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assess or understand impacts of nationalism, ultranationalism, and the pursuit of national interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assess impacts of the pursuit of internationalism in contemporary global affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assess strategies for negotiating or understand the complexities of nationalism within the Canadian context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**3. Please indicate your preference regarding each of the Grade 12 (Social Studies 30-1 and Social Studies 30-2) general learning outcomes.**

**Students will:**

	Retain As Is	Increase Emphasis	Decrease Emphasis	Do Not Know
explore the relationship between identity and ideology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assess or understand impacts of, and reactions to, principles of liberalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assess or understand the extent to which the principles of liberalism are viable in a contemporary world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assess or understand their rights, roles, and responsibilities as citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Knowledge and Employability (K & E) courses meet the educational needs of students who learn best when focusing on the development and application of reading, writing, and mathematical skills, which support them as they move from school to the workplace and community.**

**Find out more about the Knowledge and Employability curriculum by referring to the Programs of Study link in the appendix. Does the Knowledge and Employability (K & E) program at the grade 10 and 11 levels meet the learning needs of students for whom the program is intended?**

- Yes
- No
- Do Not Know

**5. Do the course sequences at the high school level (i.e., -1 and -2) meet the learning needs of students?**

- Yes
- No
- Do Not Know

Please share any additional comments you may have regarding Social Studies Senior High (Grades 10 to 12) curriculum. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else. (Maximum 250 words)

# Appendix

## Links

Programs of Study:

<https://education.alberta.ca/programs-of-study/>

Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum

<https://education.alberta.ca/media/3273037/guiding-framework-oct-6-2016.pdf>

## Glossary of Terms

### Art

WORD	DEFINITION
<b>combine description, expression and cognition</b>	Students describe their works using artistic vocabulary, such as line, form, shape, colour, texture and contrast, in relation to the tools and techniques they select.
<b>repertoire of approaches:</b>	Students communicate through art by developing a variety (repertoire) of artistic approaches, such as collage, water colour painting, photography, print making, and weaving.
<b>technical competencies</b>	Technical competencies include the ability to: draw using materials such as pencil and pastels; paint with a variety of brushes using materials, such as water colours and acrylic paints; and sculpt using materials, such as clay, wood, and wire.
<b>visual form</b>	Students become familiar with a variety of visual forms, such as drawings, paintings, prints, sculptures and photographs.

### Career and Life Management

WORD	DEFINITION
<b>Comprehensive school health approach</b>	is an approach to supporting improvements in students' educational outcomes while addressing their school health in a planned and holistic way.

## Drama

WORD	DEFINITION
<b>dramatic movement</b>	Dramatic movement helps students develop the use of their bodies to express feelings and ideas in response to a variety of prompts, such as poems, stories, and images.
<b>emotionally structured dramatic play</b>	Students use role playing to imagine themselves in different roles and personal situations.
<b>intellectually structured dramatic play</b>	Students develop their imagination and concentration.
<b>physically structured dramatic play</b>	Students explore large and small body movements.
<b>socially structured dramatic play</b>	Students learn to collaborate and express their own point of view while considering the views of others.
<b>structured dramatic play</b>	Structured dramatic play enables students to develop their imagination, explore and express emotions, and collaborate with others through play.

## English Language Arts

WORD	DEFINITION
<b>text</b>	May include, but is not limited to, examples such as books, conversations, dancing, debates, drumming, films, Internet websites, newspapers, oral storytelling, pictures, and webcasts.
<b>viewing</b>	Viewing is understanding the meaning of visual media, such as signs, symbols, images, photographs, films.

## Health and Life Skills

WORD	DEFINITION
<b>comprehensive school health approach</b>	is an approach to supporting improvements in students' educational outcomes while addressing their school health in a planned and holistic way.

## Mathematics

WORD	DEFINITION
<b>Algorithm</b>	Algorithms are step-by-step procedures used to solve problems.
<b>Experimental probability</b>	A fraction or ratio that compares the number of times an outcome occurs in an experiment to the total number of times the experiment is done.
<b>First-hand data</b>	Information one collects.
<b>Greatest common factor</b>	The largest natural number that exactly divides two or more given natural numbers.
<b>Least common multiple</b>	The smallest natural number that is a multiple of two or more given natural numbers.
<b>Linear relation</b>	A pattern made by a set of points that lie in a straight line.
<b>Measures of central tendency</b>	A value that represents the center of a set of data (Mean, Median, Mode).
<b>Monomial</b>	A polynomial with one term, i.e. $14$ and $5x^2$ are both monomials.
<b>Preservation of equality</b>	Solving equations requires that the balance of the equation is maintained so that the expressions on either side of the equal sign represent the same quantity.
<b>Prime factor</b>	A prime number that is a factor of a number; for example, $5$ is a prime factor of $30$ .
<b>Sample space</b>	A list of all possible outcomes for an experiment that has independent events.
<b>Scale factor</b>	The ratio of corresponding lengths of two similar shapes.
<b>Second-hand data</b>	Information others collect.
<b>Table of values</b>	A way to present numbers in columns and rows so you can see patterns.
<b>Theoretical probability</b>	A fraction or ratio that compares the number of ways an event can happen to the number of equally likely outcomes.
<b>Trinomial</b>	A polynomial with 3 terms, i.e. $3x^2 + 5x - 8$ .
<b>Transformation</b>	A change in a figure that results in a different position or orientation. Examples are translations, reflections and rotations.
<b>Variable</b>	A letter or symbol that represents a number.
<b>Absolute Value Functions</b>	A function that involves the absolute value of a variable.
<b>Arithmetic sequence</b>	A sequence of numbers in which the difference between consecutive terms is constant.
<b>Arithmetic series</b>	The terms of an arithmetic sequence expressed as a sum.

WORD	DEFINITION
<b>Bayes' theorem</b>	Theory to calculate conditional probability.
<b>Binomial theorem</b>	Used to expand $(x + y)^n$ .
<b>Combinatorics</b>	The study of combinations and permutations.
<b>Composition of functions</b>	The composition of $f(x)$ and $g(x)$ is defined as $f(g(x))$ and is formed when the equation of $g(x)$ is substituted into the equation of $f(x)$ .
<b>Conjecture</b>	A testable expression that is based on available but is not yet proven.
<b>Confidence intervals</b>	A confidence interval measures the probability that a population parameter will fall between two set values.
<b>Cosine law</b>	The relationship between the cosine of an angle and the lengths of the three sides of any triangle. If $a, b, c$ are the sides of a triangle and $C$ is the angle opposite $c$ , the cosine law is $c^2 = a^2 + b^2 - 2ab \cos C$ .
<b>Dependent events</b>	Events whose outcomes are affected by each other.
<b>Deductive reasoning</b>	Drawing a specific conclusion through logical reasoning by starting with general assumptions that are known to be valid.
<b>Exponential functions</b>	A function of the form $y = c^x$ , where $c$ is a constant ( $c > 0$ ) and $x$ is a variable.
<b>Factoring polynomials</b>	Writing a polynomial as a product of its factors.
<b>Function</b>	A relation in which each value of the first set is associated with exactly one value of the second set.
<b>Geometric sequence</b>	A sequence of numbers in which the ratio between consecutive terms is constant.
<b>Geometric series</b>	The terms of a geometric sequence expressed as a sum.
<b>Independent event</b>	Two events are independent if the occurrence of one event has no effect on the probability the other event occurs.
<b>Inductive reasoning</b>	Drawing a general conclusion by observing patterns and identifying properties in specific examples.
<b>Inverse function</b>	If $f$ is a function with domain $A$ and range $B$ , the inverse function, if it exists, is denoted by $f^{-1}$ and has domain $B$ and range $A$ .
<b>Irrational number</b>	A number that cannot be written in the form $m/n$ , $n \neq 0$ , where $m$ and $n$ are integers.
<b>Logarithmic functions</b>	A function of the form $y = \log_c x$ , where $c > 0$ and $c \neq 1$ , that is the inverse of the exponential function $y = c^x$ .
<b>Margin of error</b>	Margin of error indicates how well the sample represents the larger group.

WORD	DEFINITION
<b>Mutually exclusive events</b>	Two or more events that cannot occur at the same time.
<b>Non-mutually exclusive events</b>	Two events that have at least one outcome common between them.
<b>Operations of functions</b>	The addition, subtraction, multiplication and division of two functions $f(x)$ and $g(x)$ .
<b>Percentiles</b>	A number from 1 to 99 that shows what percentage of values in a data set are lower than a given value.
<b>Polynomial Functions</b>	A function of the form $f(x) = a_n x^n + a_{n-1} x^{n-1} + \dots + a_1 x + a_0$ , where $n$ is a whole number, $x$ is a variable, and the coefficients $a_n$ to $a_0$ are real numbers.
<b>Primary trigonometric ratios</b>	The three ratios involving sides in right triangles.
<b>Quadratic Function</b>	A function $f$ whose value $f(x)$ is given by a polynomial of degree two. For example, $f(x) = x^2$ is a quadratic function.
<b>Radical equation</b>	An equation which contains one or more radical expressions.
Radical expression	An expression containing a $\sqrt{\quad}$ .
<b>Radical function</b>	A function that involves a radical with a variable in the radicand.
<b>Rational equation</b>	An equation that involves one or more rational expressions.
<b>Rational expression</b>	A fraction that has a polynomial in both the numerator and denominator.
<b>Rational function</b>	A function that is written as a fraction with a numerator and denominator that are polynomials.
<b>Set theory</b>	Branch of mathematical logic that studies sets, which informally are collections of objects.
<b>SI measurement</b>	A system of units based on powers of 10; the fundamental unit: of length is the metre (m); of mass is the kilogram (kg); and of time is the second (s).
<b>Sine law</b>	The relationship between the sides and angles in any triangle. The sides of a triangle are proportional to the sines of the opposite angles.
<b>System of equations</b>	Two equations of functions in the same two variables.
<b>Trigonometric equation</b>	An equation involving trigonometric ratios.
<b>Trigonometric function</b>	A function that involves a trigonometric ratios.
<b>Trigonometric identity</b>	A trigonometric equation that is true for all permissible values of the variable in the expressions on both sides of the equation.

WORD	DEFINITION
<b>Tolerance</b>	The measurement variation allowed so that the item is acceptable.
<b>Transversal</b>	A line that intersects two or more lines.
<b>Trimmed mean</b>	The mean calculated by disregarding an equal number of data points from both ends of the range.
<b>Transformations</b>	A change made to figure or a relation such that the figure or the graph of the relation is shifted or changed in shape.
<b>Weighted mean</b>	The mean calculated when certain values are worth more than others.

## Music

WORD	DEFINITION
<b>Performance</b>	is an active process that involves both development and application of musical skills, knowledge, and perceptions.

## Physical Education

WORD	DEFINITION
alternative environment	Examples: use of basic skills for aquatic activities, outdoor pursuits, obstacle courses
basic skills; locomotor	Examples: movements from place to place such as walking, running, hopping, jumping
basic skills; manipulative	Examples: movements using body parts to manipulate an object, such as catching, carrying, throwing
basic skills; non-locomotor	Examples: turning, twisting, swinging, bending
comprehensive school health approach	is an approach to supporting improvements in students' educational outcomes while addressing their school health in a planned and holistic way.
individual activities	Examples: track and field, skipping rope, wrestling, fitness activities
locomotor skills	Examples: movements from place to place such as walking, running, hopping, jumping
nonlocomotor sequences	movement that occurs in the same place
respond to a variety of stimuli to create locomotor sequences	using cues to create or signal movement while changing places (e.g., fast music tempo stimulates quick running)



## Social Studies

WORD	EXPLANATION
Choice of India, Tunisia, Ukraine and Peru	India, Tunisia, Ukraine and Peru were chosen to reflect the diverse geographical, social, cultural and language factors that impact quality of life in Asia, Africa, Europe and South America and to compare these realities with life in Alberta and Canada.