

## Supporting Curriculum Outcomes

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### Alberta

#### Language Arts and Literature

- Analyze the purpose of a variety of digital or non-digital texts.
- Provide personal opinions regarding the structure, content, or source of information expressed in non-fiction texts.
- Analyze the effectiveness of verbal, non-verbal, and paraverbal language used in oral communications.
- Make connections between new ideas and information in texts and known ideas and information.
- Express ideas using organizational structures that enhance writing.
- Edit writing for spelling, punctuation, and grammar.
- Enhance personal style and voice through careful selection of words to create emphasis or effects.
- Consider varied perspectives or opinions when collaborating.
- Reflect on and share new, expanded, or adjusted learnings resulting from collaborative dialogue.

#### Physical Education and Wellness

- Identify personal and environmental factors that can influence self-image, well-being, and maturation during adolescence.

### Atlantic Provinces

#### Language Arts

- Contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others.
- Ask and respond to questions to seek clarification or explanation of ideas and concepts.
- Defend and/or support opinions with evidence.
- Listen critically to others' ideas or opinions and points of view.

- Contribute to and respond constructively in conversation, small group, and whole-group discussion.
- Select, read, and view with understanding a range of literature, information, media, and visual texts.
- Respond personally to a range of texts.
- Respond critically to texts.
- Use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings and to use their imaginations.
- Use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.
- Use the conventions of written language in final products.

## **British Columbia**

### **Language Arts**

- Exchange ideas and viewpoints to build shared understanding and extend thinking.
- Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message.
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences.
- Use an increasing repertoire of conventions.
- Transform ideas and information to create original texts.
- Talk and think about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop one's awareness of self as a reader and as a writer.

### **Physical and Health Education**

- Describe the impacts of personal choices on health and well-being.
- Analyze health messages and possible intentions to influence behaviour.
- Explore strategies for promoting the health and well-being of the school and community.
- Describe and assess strategies for promoting mental well-being, for self and others.

## **Manitoba**

### **Language Arts**

- Use a variety of thinking processes (e.g., computational, imaginative, creative, interpretive, critical) to make sense of and respond to increasingly varied and complex texts.
- Interpret and integrate information and ideas from multiple texts and sources.
- Create new ideas, forms, purposes, and messages.
- Recognize that identities are influenced by various factors and change over time and contexts.
- Understand that texts represent and promote particular beliefs, values, and ideas.

- Explore multiple perspectives, points of view, and interpretations.
- Recognize and analyze inequities, viewpoints, and bias in texts and ideas.
- Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives.

## Ontario

### Language

- Demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production.
- Explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, analyze the insights or messages conveyed, and identify different positions presented.
- Select and use a variety of listening strategies.
- Choose appropriate speaking strategies to communicate clearly and coherently.
- Communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community.
- Analyze a variety of text forms and genres, including cultural text forms, and explain how their characteristics help communicate meaning.
- Draft complex texts of various forms and genres using a variety of media, tools, and strategies.
- Edit draft texts to improve.

### Health and Physical Education

- Apply skills that help them identify and manage emotions as they participate in learning experiences, to improve their ability to express their own feelings and understand and respond to the feelings of others.
- Apply skills that help them build relationships, develop empathy, and communicate with others to support healthy relationships, a sense of belonging, and respect for diversity.
- Apply skills that help them develop self-awareness and self-confidence to support the development of a sense of identity and a sense of belonging.
- Apply skills that help them think critically and creatively to support making connections, analysing, evaluating, problem solving, and decision making.
- Demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves.
- Demonstrate an understanding of the interconnections between a person's thoughts, emotions, and actions, and of the potential impact of positive and negative thinking on mental health.

## **Prince Edward Island**

### **Health**

- Make responsible and informed choices to maintain health and to promote safety for self and others, including influences on body image and feelings of self-worth.

## **Québec**

### **Language Arts**

- Use a response process when reading and listening to literary, popular, and information-based texts.
- Follow a process when writing.
- Respond to the interpretative processes of her/his peers.
- Follow a process to respond to media texts.
- Use language/talk as a means of exploring, expressing, and developing thoughts, feelings, and imagination.

## **Saskatchewan**

### **Language Arts**

- View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.
- View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts.
- Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.
- Use oral language to interact appropriately with others in pairs, and small and large group situations.
- Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies.
- Appraise own and others' work for clarity.

### **Health Education**

- Analyze the influences on perceptions of and personal standards related to body image, and the resulting impact on the identities and the well-being of self, family, and community.