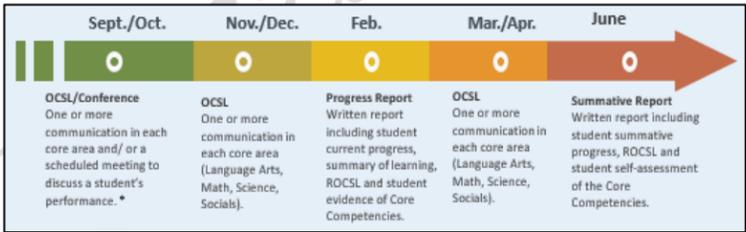
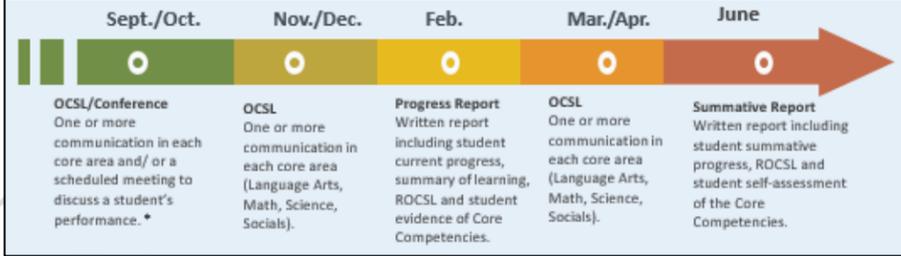
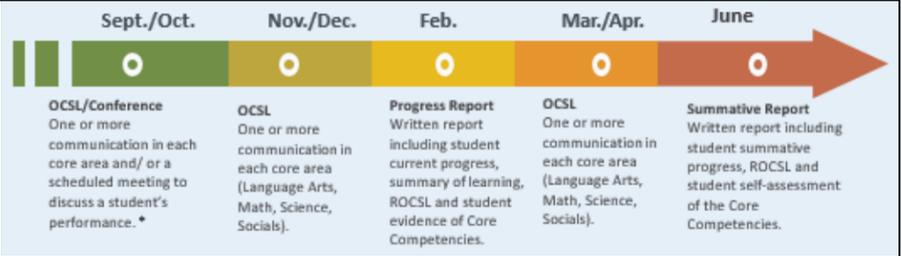
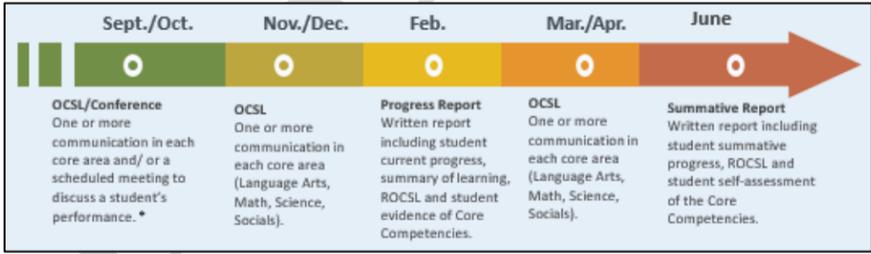


2020-21 Learning Framework - 7		September-Dec			January-June		
English Language Arts What students will know, do and understand? How will students share their learning?	Students will Understand... <i>Big Ideas</i>	Reading, Listening and Viewing <ul style="list-style-type: none"> Language and text can be a source of creativity and joy Exploring stories and other texts helps us understand ourselves and make connections to others and to the world Texts can be understood from different perspectives and point of view Writing, Speaking and Representing <ul style="list-style-type: none"> Language and text can be a source of creativity and joy Developing our understanding of how language works allows us to use it purposefully 			Reading, Listening and Viewing <ul style="list-style-type: none"> Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens Texts can be understood from different perspectives Writing, Speaking and Representing <ul style="list-style-type: none"> Exploring and sharing multiple perspectives extends our thinking Using language in creative and playful ways helps us understand how language works 		
	Months	Sept-Oct	Nov-Dec	Jan-Feb	March-April	May-June	
	Students will do / know... <i>Learning Standards</i>	Focus: Perspectives and Voice Through reading, listening and viewing students will: <ul style="list-style-type: none"> Access and integrate information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy and reliability Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking Consider different purposes, audiences, and perspectives in exploring texts Through writing, speaking and representing students will: <ul style="list-style-type: none"> Exchange ideas and perspectives to build shared understanding and extend thinking (<i>techniques of persuasion</i>) Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (<i>syntax and sentences fluency</i>) Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message (<i>presentation techniques</i>) 	Focus: Indigenous Narratives Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view Recognize the validity of First Peoples oral tradition for a range of purposes Apply a variety of thinking skills to gain meaning from texts Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (<i>syntax and sentences fluency</i>) Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message (<i>presentation techniques</i>) Use and experiment with oral storytelling processes 	Focus: Ideas and Meaning Through reading, listening and viewing students will: <ul style="list-style-type: none"> Use a variety of comprehension strategies before, during, and after reading to deepen understand of text Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view Understand how literary elements, techniques, and devices enhance and shape meaning (<i>forms, functions and genres of stories and other texts</i>) Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation 	Focus: Form and Conventions Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize an increasing range of text structures and how they contribute to meaning Think critically, creatively, and reflectively to explore ideas within, between and beyond texts Recognize an increasing range of text structures and how they contribute to meaning Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation Transform ideas and information to create original texts 	Focus: Culture, Identity and self-expression Through reading, listening and viewing students will: <ul style="list-style-type: none"> Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts Recognize how language constructs personal, social, and cultural identity Construct meaningful personal connections between self, text, and world Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audience Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation (<i>paragraphing, and language varieties</i>) 	
	Students will be... <i>Core Competencies</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>C Communication:</p> </div> <div style="text-align: center;">  <p>T Thinking:</p> </div> <div style="text-align: center;">  <p>PS Personal and Social:</p> </div> </div>					
	Communicating <ul style="list-style-type: none"> I can listen to and contribute ideas in conversation I can ask questions to further my understanding I can present my ideas clearly in an organized way 	Collaborating <ul style="list-style-type: none"> I can work with others to carry out a goal I can play an active role in a group I can reflect on our group efforts and our results 	Creative Thinking <ul style="list-style-type: none"> I form ideas as I explore interests I build on others' ideas to create new things I keep working with ideas I use my strategies to think creatively 	Critical & Reflective Thinking <ul style="list-style-type: none"> I can explore and ask open-ended questions to gather information I can use criteria and evidence to make judgements I can develop and design different solutions I can give and received feedback and set goals 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can make goals, monitor progress, and celebrate my growth I can advocate for myself and my ideas I recognize my feelings and use strategies to handle difficult times I can make choices that keep me happy, healthy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can describe who I am, and positive qualities and strengths I can describe some of my values I can explain why I make specific choices I can explain how being in different groups helps me learn about myself 	Social Awareness & Responsibility <ul style="list-style-type: none"> I can show respect, kindness and support for others I appreciate others' ideas and can stand up for what's right and fair I can use strategies to solve problems in peaceful ways I can contribute to my community and care for the environment
Assessment and Reporting	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>For more information, visit:</p> <p>nlpslearns.sd68.bc.ca/communicating-learning/</p> </div> </div>						

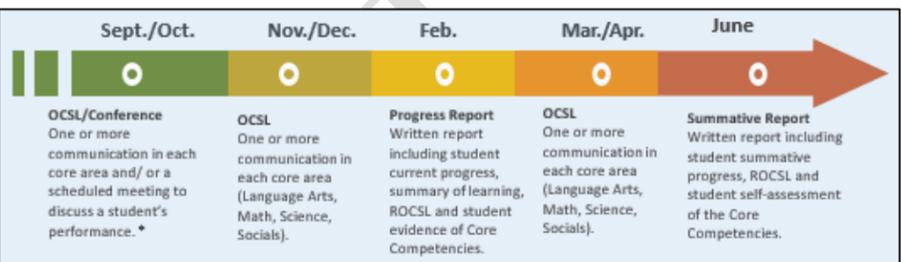


2020-21 Learning Framework -7		September-December			January-June			
Mathematics	What students will know, do and understand?	Students will Understand... <i>Big Ideas</i>	<u>Computational Fluency:</u> Computational fluency and flexibility with numbers extend to operations with integers and decimals.			<u>Numbers:</u> Decimals, fractions, and percents are used to represent and describe parts and wholes of numbers. <u>Computational Fluency:</u> Computational fluency and flexibility with numbers extend to operations with integers and decimals. <u>Patterning:</u> Linear relations can be represented in many connected ways to identify regularities and make generalizations. <u>Data & Probability:</u> Data from circle graphs can be used to illustrate proportion and to compare and interpret.		
		Months	Sept-Oct	Nov-Dec	Jan-Feb	March-April	May-June	
		Students will do / know... <i>Learning Standards</i>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> • multiplication and division facts to 100 (extending computational fluency) • estimate reasonably • demonstrate and apply mental math strategies • Use logic and patterns to solve puzzles and play games 	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> • operations with decimals (addition, subtraction, multiplication, division, and order of operations) • volume of rectangular prisms and cylinders 	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> • two-step equations with whole-number coefficients, constants, and solutions • Cartesian coordinates and graphing • combinations of transformations • discrete linear relations, using expressions, tables, and graphs • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving 	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> • operations with integers (addition, subtraction, multiplication, division, and order of operations) • relationships between decimals, fractions, ratios, and percents • financial literacy – financial percentage • circle graphs 	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> • experimental probability with two independent events • circumference and area of circles 	
Students will be... <i>Core Competencies</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Communication: </div> <div style="text-align: center;">  Thinking: </div> <div style="text-align: center;">  Personal and Social: </div> </div>							
	Communicating <ul style="list-style-type: none"> • I can listen to and contribute ideas in conversation • I can ask questions to further my understanding • I can present my ideas clearly in an organized way 	Collaborating <ul style="list-style-type: none"> • I can work with others to carry out a goal • I can play an active role in a group • I can reflect on our group efforts and our results 	Creative Thinking <ul style="list-style-type: none"> • I form ideas as I explore interests • I build on others' ideas to create new things • I keep working with ideas I use my strategies to think creatively	Critical & Reflective Thinking <ul style="list-style-type: none"> • I can explore and ask open-ended questions to gather information • I can use criteria and evidence to make judgements • I can develop and design different solutions • I can give and received feedback and set goals 	Personal Awareness & Responsibility <ul style="list-style-type: none"> • I can make goals, monitor progress, and celebrate my growth • I can advocate for myself and my ideas • I recognize my feelings and use strategies to handle difficult times • I can make choices that keep me happy, healthy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> • I can describe who I am, and positive qualities and strengths • I can describe some of my values • I can explain why I make specific choices • I can explain how being in different groups helps me learn about myself 	Social Awareness & Responsibility <ul style="list-style-type: none"> • I can show respect, kindness and support for others • I appreciate others' ideas and can stand up for what's right and fair • I can use strategies to solve problems in peaceful ways • I can contribute to my community and care for the environment 	
How will students share their learning?	Assessment and Reporting						For more information, visit: nlpslearns.sd68.bc.ca/communicating-learning/	

2020-21 Learning Framework-7		September-December			January-June													
Social Studies	What students will know, do and understand?	Students will Understand... <i>Big Ideas</i>	<ul style="list-style-type: none"> Religious and cultural practices that emerged during this period have endured and continue to influence people Geographic conditions shaped the emergence of civilizations 			<ul style="list-style-type: none"> Increasingly complex societies required new systems of laws and government Economic specialization and trade networks can lead to conflict and co-operation between societies 												
		Months	Sept-Oct	Nov-Dec	Jan-Feb	March-April	May-June											
	Students will do / know... <i>Learning Standards</i>	<ul style="list-style-type: none"> Assess the significance of people, places, events, or developments at particular times and places and identify what the creators of accounts, narratives and maps (<i>human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources</i>) 	<ul style="list-style-type: none"> Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and communicate findings and decisions (<i>features and characteristics of civilizations, and factors that led to their rise and fall</i>) 	<ul style="list-style-type: none"> Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (<i>anthropological origins of humans</i>) Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (<i>interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration</i>) 	<ul style="list-style-type: none"> Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long term consequences (<i>social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas</i>) 	<ul style="list-style-type: none"> Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (<i>origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas</i>) 												
Students will be... <i>Core Competencies</i>	<p style="text-align: center;">  Communication:  Thinking:  Personal and Social: </p>																	
	Communicating <ul style="list-style-type: none"> I can listen to and contribute ideas in conversation I can ask questions to further my understanding I can present my ideas clearly in an organized way 	Collaborating <ul style="list-style-type: none"> I can work with others to carry out a goal I can play an active role in a group I can reflect on our group efforts and our results 	Creative Thinking <ul style="list-style-type: none"> I form ideas as I explore interests I build on others' ideas to create new things I keep working with ideas I use my strategies to think creatively 	Critical & Reflective Thinking <ul style="list-style-type: none"> I can explore and ask open-ended questions to gather information I can use criteria and evidence to make judgements I can develop and design different solutions I can give and received feedback and set goals 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can make goals, monitor progress, and celebrate my growth I can advocate for myself and my ideas I recognize my feelings and use strategies I can make choices that keep me happy, healthy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can describe who I am, and positive qualities and strengths I can describe some of my values I can explain why I make specific choices I can explain how being in different groups helps me learn about myself 	Social Awareness & Responsibility <ul style="list-style-type: none"> I can show respect, kindness and support for others I appreciate others' ideas and can stand up for what's right and fair I can use strategies to solve problems in peaceful ways I can contribute to my community and care for the environment 											
How will students share their learning?	Assessment and Reporting	 <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Sept./Oct.</th> <th>Nov./Dec.</th> <th>Feb.</th> <th>Mar./Apr.</th> <th>June</th> </tr> </thead> <tbody> <tr> <td>OCSL/Conference One or more communication in each core area and/ or a scheduled meeting to discuss a student's performance. *</td> <td>OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).</td> <td>Progress Report Written report including student current progress, summary of learning, ROCSL and student evidence of Core Competencies.</td> <td>OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).</td> <td>Summative Report Written report including student summative progress, ROCSL and student self-assessment of the Core Competencies.</td> </tr> </tbody> </table>					Sept./Oct.	Nov./Dec.	Feb.	Mar./Apr.	June	OCSL/Conference One or more communication in each core area and/ or a scheduled meeting to discuss a student's performance. *	OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).	Progress Report Written report including student current progress, summary of learning, ROCSL and student evidence of Core Competencies.	OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).	Summative Report Written report including student summative progress, ROCSL and student self-assessment of the Core Competencies.	<p>For more information, visit:</p> <p>nlpslearns.sd68.bc.ca/communicating-learning/</p>	
Sept./Oct.	Nov./Dec.	Feb.	Mar./Apr.	June														
OCSL/Conference One or more communication in each core area and/ or a scheduled meeting to discuss a student's performance. *	OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).	Progress Report Written report including student current progress, summary of learning, ROCSL and student evidence of Core Competencies.	OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).	Summative Report Written report including student summative progress, ROCSL and student self-assessment of the Core Competencies.														

2020-21 Learning Framework-7		September-December	January-June														
Science	What students will know, do and understand?	<p>Students will Understand...</p> <p><i>Big Ideas</i></p> <ul style="list-style-type: none"> Evolution by natural selection provides an explanation for the diversity and survival of living things Earth and its climate have changed over geological time 	<ul style="list-style-type: none"> Elements consist of one type of atom, and compounds consist of atoms of different elements chemically combine The electromagnetic force produces both electricity and magnetism 														
		<p>Students will ...</p> <p><i>Learning Standards</i></p> <ul style="list-style-type: none"> Question & Predict: demonstrate a sustained intellectual curiosity about a topic, make observations aimed at identifying questions about the natural world, identify a question / problem to solve through scientific inquiry, formulate alternative "If... Then," hypotheses, make predictions about the findings Plan & Conduct: collaboratively plan a range of investigations to answer questions / solve problems, measure and control (dependent and independent variables) through fair tests, observe / measure / record data (qualitative / quantitative), use SI units and perform simple unit conversions Analyze: experience & interpret the local environment, apply First Peoples perspectives & knowledge and other ways of knowing, use a variety of methods to represent patterns / relationships, identify patterns / connections in data, seek patterns and connections in data, use scientific understandings to identify relationships and draw conclusions Communicate: communicate findings using scientific language / representations / technology, express and reflect on a variety of experiences & perspectives of place 	<ul style="list-style-type: none"> Question & Predict: demonstrate a sustained intellectual curiosity about a topic, make observations aimed at identifying questions about the natural world, identify a question / problem to solve through scientific inquiry, formulate alternative "If... Then," hypotheses, make predictions about the findings Analyze: experience & interpret the local environment, apply First Peoples perspectives & knowledge and other ways of knowing, use a variety of methods to represent patterns / relationships, identify patterns / connections in data, seek patterns and connections in data, use scientific understandings to identify relationships and draw conclusions Evaluate: reflect on investigation methods, identify sources of error, suggest improvements to methods, demonstrate and awareness of assumptions, demonstrate an understanding & appreciation of evidence, exercise a healthy, informed skepticism and use findings / scientific knowledge to evaluate claims in secondary sources, identify social / ethical / environmental implications of findings Apply and Innovate: contribute to caring for self / community / world through individual / collaborative approaches, co-operatively design projects, transfer and apply learning to new situations, generate and introduce new or refined ideas when problem solving Communicate: communicate findings using scientific language / representations / technology, express and reflect on a variety of experiences & perspectives of place 														
		<p>Students will be...</p> <p><i>Core Competencies</i></p>	<p style="text-align: center;">  Communication:  Thinking:  Personal and Social: </p> <table border="1"> <thead> <tr> <th>Communicating</th> <th>Collaborating</th> <th>Creative Thinking</th> <th>Critical & Reflective Thinking</th> <th>Personal Awareness & Responsibility</th> <th>Positive Personal & Cultural Identity</th> <th>Social Awareness & Responsibility</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> I can listen to and contribute ideas in conversation I can ask questions to further my understanding I can present my ideas clearly in an organized way </td> <td> <ul style="list-style-type: none"> I can work with others to carry out a goal I can play an active role in a group I can reflect on our group efforts and our results </td> <td> <ul style="list-style-type: none"> I form ideas as I explore interests I build on others' ideas to create new things I keep working with ideas I use my strategies to think creatively </td> <td> <ul style="list-style-type: none"> I can explore and ask open-ended questions to gather information I can use criteria and evidence to make judgements I can develop and design different solutions I can give and received feedback and set goals </td> <td> <ul style="list-style-type: none"> I can make goals, monitor progress, and celebrate my growth I can advocate for myself and my ideas I recognize my feelings and use strategies to handle difficult times I can make choices that keep me happy, healthy and safe </td> <td> <ul style="list-style-type: none"> I can describe who I am, and positive qualities and strengths I can describe some of my values I can explain why I make specific choices I can explain how being in different groups helps me learn about myself </td> <td> <ul style="list-style-type: none"> I can show respect, kindness and support for others I appreciate others' ideas and can stand up for what's right and fair I can use strategies to solve problems in peaceful ways I can contribute to my community and care for the environment </td> </tr> </tbody> </table>		Communicating	Collaborating	Creative Thinking	Critical & Reflective Thinking	Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Social Awareness & Responsibility	<ul style="list-style-type: none"> I can listen to and contribute ideas in conversation I can ask questions to further my understanding I can present my ideas clearly in an organized way 	<ul style="list-style-type: none"> I can work with others to carry out a goal I can play an active role in a group I can reflect on our group efforts and our results 	<ul style="list-style-type: none"> I form ideas as I explore interests I build on others' ideas to create new things I keep working with ideas I use my strategies to think creatively 	<ul style="list-style-type: none"> I can explore and ask open-ended questions to gather information I can use criteria and evidence to make judgements I can develop and design different solutions I can give and received feedback and set goals 	<ul style="list-style-type: none"> I can make goals, monitor progress, and celebrate my growth I can advocate for myself and my ideas I recognize my feelings and use strategies to handle difficult times I can make choices that keep me happy, healthy and safe 	<ul style="list-style-type: none"> I can describe who I am, and positive qualities and strengths I can describe some of my values I can explain why I make specific choices I can explain how being in different groups helps me learn about myself
Communicating	Collaborating	Creative Thinking	Critical & Reflective Thinking	Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Social Awareness & Responsibility											
<ul style="list-style-type: none"> I can listen to and contribute ideas in conversation I can ask questions to further my understanding I can present my ideas clearly in an organized way 	<ul style="list-style-type: none"> I can work with others to carry out a goal I can play an active role in a group I can reflect on our group efforts and our results 	<ul style="list-style-type: none"> I form ideas as I explore interests I build on others' ideas to create new things I keep working with ideas I use my strategies to think creatively 	<ul style="list-style-type: none"> I can explore and ask open-ended questions to gather information I can use criteria and evidence to make judgements I can develop and design different solutions I can give and received feedback and set goals 	<ul style="list-style-type: none"> I can make goals, monitor progress, and celebrate my growth I can advocate for myself and my ideas I recognize my feelings and use strategies to handle difficult times I can make choices that keep me happy, healthy and safe 	<ul style="list-style-type: none"> I can describe who I am, and positive qualities and strengths I can describe some of my values I can explain why I make specific choices I can explain how being in different groups helps me learn about myself 	<ul style="list-style-type: none"> I can show respect, kindness and support for others I appreciate others' ideas and can stand up for what's right and fair I can use strategies to solve problems in peaceful ways I can contribute to my community and care for the environment 											
How will students share their learning?	<p>Assessment and Reporting</p>	 <table border="1"> <thead> <tr> <th>Sept./Oct.</th> <th>Nov./Dec.</th> <th>Feb.</th> <th>Mar./Apr.</th> <th>June</th> </tr> </thead> <tbody> <tr> <td>OCSL/Conference One or more communication in each core area and/ or a scheduled meeting to discuss a student's performance.*</td> <td>OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).</td> <td>Progress Report Written report including student current progress, summary of learning, ROCSL and student evidence of Core Competencies.</td> <td>OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).</td> <td>Summative Report Written report including student summative progress, ROCSL and student self-assessment of the Core Competencies.</td> </tr> </tbody> </table> <p>For more information, visit: nlpslearns.sd68.bc.ca/communicating-learning/</p>		Sept./Oct.	Nov./Dec.	Feb.	Mar./Apr.	June	OCSL/Conference One or more communication in each core area and/ or a scheduled meeting to discuss a student's performance.*	OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).	Progress Report Written report including student current progress, summary of learning, ROCSL and student evidence of Core Competencies.	OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).	Summative Report Written report including student summative progress, ROCSL and student self-assessment of the Core Competencies.				
Sept./Oct.	Nov./Dec.	Feb.	Mar./Apr.	June													
OCSL/Conference One or more communication in each core area and/ or a scheduled meeting to discuss a student's performance.*	OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).	Progress Report Written report including student current progress, summary of learning, ROCSL and student evidence of Core Competencies.	OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).	Summative Report Written report including student summative progress, ROCSL and student self-assessment of the Core Competencies.													



2020-21 Cadre pédagogique – 7 ^e année		Septembre-Décembre		Janvier-Juin			
Français langue seconde - immersion	Qu' est-ce que les élèves doivent savoir, savoir faire et comprendre?	Les élèves comprendront...	<ul style="list-style-type: none"> Exprimer sa pensée permet de se situer par rapport à sa culture et à celle d'autrui. Les thèmes d'un récit ressortent des situations vécues par les personnages et de la façon dont ils y réagissent. 		<ul style="list-style-type: none"> S'interroger sur le ressenti et les non-dits d'un message permet d'en construire le sens. La forme d'un texte joue un rôle tout aussi important que son fond pour transmettre un message et créer l'effet désiré. 		
		Grandes idées					
		Mois	Sept-Oct	Nov-Déc	Jan-Fév	Mars-Avril	Mai-Juin
Les élèves pourront faire / sauront...	<p>Explorer et réfléchir:</p> <ul style="list-style-type: none"> Ajuster son discours en considérant les réactions verbales et non-verbales pour mieux se faire comprendre Comparer les éléments culturels présents dans différents textes, y compris dans des textes autochtones <p>Créer et communiquer:</p> <ul style="list-style-type: none"> Soutenir et justifier spontanément ses points de vue Réagir à un texte en repérant des passages qui évoquent des sentiments et des émotions 	<p>Explorer et réfléchir:</p> <ul style="list-style-type: none"> Dégager les informations implicites dans un texte en s'appuyant sur des indices spécifiques et sur ses connaissances antérieures Analyser le rôle des personnages dans l'intrigue pour comprendre les étapes importantes du déroulement du récit <p>Créer et communiquer:</p> <ul style="list-style-type: none"> Résumer l'idée principale d'un texte de manière claire et organisée Dresser le portrait physique et psychologique d'un personnage 	<p>Explorer et réfléchir:</p> <ul style="list-style-type: none"> Dégager les informations implicites dans un texte en s'appuyant sur des indices spécifiques et sur ses connaissances antérieures Identifier la structure d'un texte pour en faire ressortir l'organisation et l'enchaînement des idées <p>Créer et communiquer:</p> <ul style="list-style-type: none"> Résumer l'idée principale d'un texte de manière claire et organisée Réviser dans ses travaux les idées, l'organisation et la grammaire afin d'améliorer le message 	<p>Explorer et réfléchir:</p> <ul style="list-style-type: none"> Repérer des éléments poétiques et expliquer leurs effets sur le lecteur Identifier la structure d'un texte pour en faire ressortir l'organisation et l'enchaînement des idées <p>Créer et communiquer:</p> <ul style="list-style-type: none"> Organiser ses idées selon la structure la plus adéquate pour présenter ses travaux Rédiger des textes clairs et cohérents en respectant les structures à l'étude 	<p>Explorer et réfléchir:</p> <ul style="list-style-type: none"> Repérer des éléments poétiques et expliquer leurs effets sur le lecteur <p>Créer et communiquer:</p> <ul style="list-style-type: none"> Organiser ses idées selon la structure la plus adéquate pour présenter ses travaux Rédiger des textes clairs et cohérents en respectant les structures à l'étude 	Normes d'apprentissage	
Les élèves seront...	 La compétence de communication		 La compétence de réflexion		 La compétence personnelle et sociale		
Compétences essentielles	<p>Interaction</p> <ul style="list-style-type: none"> J'écoute les autres et je réagis à leurs suggestions. Je pose des questions pour obtenir l'information dont j'ai besoin. J'exprime mes idées clairement et d'une façon organisée. 	<p>Collaboration</p> <ul style="list-style-type: none"> Je suis capable de travailler avec les autres pour atteindre un but commun. Je participe activement dans un groupe. Je peux évaluer la démarche et les résultats de notre groupe. 	<p>Pensée créatrice</p> <ul style="list-style-type: none"> Je trouve de nouvelles idées lorsque je fais des choses qui m'intéressent. J'approfondis les idées des autres ou je les combine en de nouvelles idées. J'utilise des stratégies pour stimuler ma créativité. 	<p>Pensée critique et réflexive</p> <ul style="list-style-type: none"> Je pose des questions ouvertes pour rassembler de l'information. Je peux utiliser des critères et des observations pour porter un jugement. Je peux examiner et développer différentes solutions. J'exprime et reçois des commentaires constructifs et me fixe des objectifs. 	<p>Conscience de soi et responsabilité personnelle</p> <ul style="list-style-type: none"> Je me fixe des objectifs réalistes, emploie des stratégies pour les réaliser et persévère dans les tâches difficiles. Je défends mes intérêts et mes idées. Je reconnais mes émotions et j'utilise des stratégies pour les gérer. Je fais des choix positifs pour mon bien-être. 	<p>Identité personnelle et Culturelle positive</p> <ul style="list-style-type: none"> Je peux décrire mes qualités, mes caractéristiques ou mes habiletés, et en être fier. Je suis capable d'expliquer la raison pour laquelle je fais certains choix. Je peux représenter certains aspects de ma culture et les groupes auxquels j'appartiens. 	<p>Responsabilité sociale</p> <ul style="list-style-type: none"> Je peux tisser des liens et je suis un ami attentionné et qui soutient les autres. Je suis capable d'expliquer les raisons pour lesquelles une situation est juste ou injuste. Je peux utiliser des stratégies pacifiques pour résoudre des problèmes. Je contribue à ma communauté et prend soin de l'environnement.
Comment les élèves partageront leurs apprentissages?	<p>Évaluation et transmission des résultats</p> 		<p>Pour plus d'information, visitez: nplslerns.sd68.bc.ca/communicating-learning/</p>				

