
















2020-21 Learning Framework - 7		September-Dec			January-June		
<b>English Language Arts</b>  What students will know, do and understand?	<b>Students will Understand...</b>  <i>Big Ideas</i>	<b>Reading, Listening and Viewing</b> <ul style="list-style-type: none"> <li>Language and text can be a source of creativity and joy</li> <li>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world</li> <li>Texts can be understood from different perspectives and point of view</li> </ul> <b>Writing, Speaking and Representing</b> <ul style="list-style-type: none"> <li>Language and text can be a source of creativity and joy</li> <li>Developing our understanding of how language works allows us to use it purposefully</li> </ul>			<b>Reading, Listening and Viewing</b> <ul style="list-style-type: none"> <li>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens</li> <li>Texts can be understood from different perspectives</li> </ul> <b>Writing, Speaking and Representing</b> <ul style="list-style-type: none"> <li>Exploring and sharing multiple perspectives extends our thinking</li> <li>Using language in creative and playful ways helps us understand how language works</li> </ul>		
	<b>Months</b>	<b>Sept-Oct</b>	<b>Nov-Dec</b>	<b>Jan-Feb</b>	<b>March-April</b>	<b>May-June</b>	
	<b>Students will do / know...</b>  <i>Learning Standards</i>	<b>Focus: Perspectives and Voice</b>  <b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Access and integrate information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy and reliability</li> <li>Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking</li> <li>Consider different purposes, audiences, and perspectives in exploring texts</li> </ul> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>Exchange ideas and perspectives to build shared understanding and extend thinking (<i>techniques of persuasion</i>)</li> <li>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>)</li> <li>Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message (<i>presentation techniques</i>)</li> </ul>	<b>Focus: Indigenous Narratives</b>  <b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>Recognize the validity of First Peoples oral tradition for a range of purposes</li> <li>Apply a variety of thinking skills to gain meaning from texts</li> </ul> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>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>)</li> <li>Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message (<i>presentation techniques</i>)</li> <li>Use and experiment with oral storytelling processes</li> </ul>	<b>Focus: Ideas and Meaning</b>  <b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Use a variety of comprehension strategies before, during, and after reading to deepen understand of text</li> <li>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>Understand how literary elements, techniques, and devices enhance and shape meaning (<i>forms, functions and genres of stories and other texts</i>)</li> </ul> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts</li> <li>Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation</li> </ul>	<b>Focus: Form and Conventions</b>  <b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Recognize an increasing range of text structures and how they contribute to meaning</li> <li>Think critically, creatively, and reflectively to explore ideas within, between and beyond texts</li> <li>Recognize an increasing range of text structures and how they contribute to meaning</li> </ul> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts</li> <li>Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation</li> <li>Transform ideas and information to create original texts</li> </ul>	<b>Focus: Culture, Identity and self-expression</b>  <b>Through reading, listening and viewing students will:</b> <ul style="list-style-type: none"> <li>Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts</li> <li>Recognize how language constructs personal, social, and cultural identity</li> <li>Construct meaningful personal connections between self, text, and world</li> </ul> <b>Through writing, speaking and representing students will:</b> <ul style="list-style-type: none"> <li>Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audience</li> <li>Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation (<i>paragraphing, and language varieties</i>)</li> </ul>	
	<b>Students will be...</b>  <i>Core Competencies</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <b>Communication:</b> </div> <div style="text-align: center;">  <b>Thinking:</b> </div> <div style="text-align: center;">  <b>Personal and Social:</b> </div> </div>					
	<b>Communicating</b> <ul style="list-style-type: none"> <li>I can listen to and contribute ideas in conversation</li> <li>I can ask questions to further my understanding</li> <li>I can present my ideas clearly in an organized way</li> </ul>	<b>Collaborating</b> <ul style="list-style-type: none"> <li>I can work with others to carry out a goal</li> <li>I can play an active role in a group</li> <li>I can reflect on our group efforts and our results</li> </ul>	<b>Creative Thinking</b> <ul style="list-style-type: none"> <li>I form ideas as I explore interests</li> <li>I build on others' ideas to create new things</li> <li>I keep working with ideas</li> <li>I use my strategies to think creatively</li> </ul>	<b>Critical &amp; Reflective Thinking</b> <ul style="list-style-type: none"> <li>I can explore and ask open-ended questions to gather information</li> <li>I can use criteria and evidence to make judgements</li> <li>I can develop and design different solutions</li> <li>I can give and received feedback and set goals</li> </ul>	<b>Personal Awareness &amp; Responsibility</b> <ul style="list-style-type: none"> <li>I can make goals, monitor progress, and celebrate my growth</li> <li>I can advocate for myself and my ideas</li> <li>I recognize my feelings and use strategies to handle difficult times</li> <li>I can make choices that keep me happy, healthy and safe</li> </ul>	<b>Positive Personal &amp; Cultural Identity</b> <ul style="list-style-type: none"> <li>I can describe who I am, and positive qualities and strengths</li> <li>I can describe some of my values</li> <li>I can explain why I make specific choices</li> <li>I can explain how being in different groups helps me learn about myself</li> </ul>	<b>Social Awareness &amp; Responsibility</b> <ul style="list-style-type: none"> <li>I can show respect, kindness and support for others</li> <li>I appreciate others' ideas and can stand up for what's right and fair</li> <li>I can use strategies to solve problems in peaceful ways</li> <li>I can contribute to my community and care for the environment</li> </ul>

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

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<b>Social Studies</b>	What students will know, do and understand?	<b>Students will Understand...</b> <i>Big Ideas</i>	<ul style="list-style-type: none"> <li>Religious and cultural practices that emerged during this period have endured and continue to influence people</li> <li>Geographic conditions shaped the emergence of civilizations</li> </ul>			<ul style="list-style-type: none"> <li>Increasingly complex societies required new systems of laws and government</li> <li>Economic specialization and trade networks can lead to conflict and co-operation between societies</li> </ul>		
		<b>Months</b>	<b>Sept-Oct</b>	<b>Nov-Dec</b>	<b>Jan-Feb</b>	<b>March-April</b>	<b>May-June</b>	
		<b>Students will do / know...</b> <i>Learning Standards</i>	<ul style="list-style-type: none"> <li>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>)</li> </ul>	<ul style="list-style-type: none"> <li>Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions</li> <li>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>)</li> </ul>	<ul style="list-style-type: none"> <li>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>)</li> <li>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>)</li> </ul>	<ul style="list-style-type: none"> <li>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>)</li> </ul>	<ul style="list-style-type: none"> <li>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>)</li> </ul>	
		<b>Students will be...</b> <i>Core Competencies</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <b>Communication:</b> </div> <div style="text-align: center;">  <b>Thinking:</b> </div> <div style="text-align: center;">  <b>Personal and Social:</b> </div> </div>					
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<b>Science</b>	<i>What students will know, do and understand?</i>	<b>Students will Understand...</b> <i>Big Ideas</i>	<ul style="list-style-type: none"> <li>Evolution by natural selection provides an explanation for the diversity and survival of living things</li> <li>Earth and its climate have changed over geological time</li> </ul>			<ul style="list-style-type: none"> <li>Elements consist of one type of atom, and compounds consist of atoms of different elements chemically combine</li> <li>The electromagnetic force produces both electricity and magnetism</li> </ul>		
		<b>Students will ...</b> <i>Learning Standards</i>	<ul style="list-style-type: none"> <li><b>Question &amp; Predict:</b> 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</li> <li><b>Plan &amp; Conduct:</b> 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</li> <li><b>Analyze:</b> experience &amp; interpret the local environment, apply First Peoples perspectives &amp; 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</li> <li><b>Communicate:</b> communicate findings using scientific language / representations / technology, express and reflect on a variety of experiences &amp; perspectives of place</li> </ul>			<ul style="list-style-type: none"> <li><b>Question &amp; Predict:</b> 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</li> <li><b>Analyze:</b> experience &amp; interpret the local environment, apply First Peoples perspectives &amp; 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</li> <li><b>Evaluate:</b> reflect on investigation methods, identify sources of error, suggest improvements to methods, demonstrate and awareness of assumptions, demonstrate an understanding &amp; 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</li> <li><b>Apply and Innovate:</b> contribute to caring for self / community / world through individual / collaborative approaches, cooperatively design projects, transfer and apply learning to new situations, generate and introduce new or refined ideas when problem solving</li> <li><b>Communicate:</b> communicate findings using scientific language / representations / technology, express and reflect on a variety of experiences &amp; perspectives of place</li> </ul>		
		<b>Students will be...</b> <i>Core Competencies</i>	 <b>Thinking:</b>  <b>Personal and Social:</b>					
		 <b>Communication:</b> <b>Communicating</b> <ul style="list-style-type: none"> <li>I can listen to and contribute ideas in conversation</li> <li>I can ask questions to further my understanding</li> <li>I can present my ideas clearly in an organized way</li> </ul>	<b>Collaborating</b> <ul style="list-style-type: none"> <li>I can work with others to carry out a goal</li> <li>I can play an active role in a group</li> <li>I can reflect on our group efforts and our results</li> </ul>	<b>Creative Thinking</b> <ul style="list-style-type: none"> <li>I form ideas as I explore interests</li> <li>I build on others' ideas to create new things</li> <li>I keep working with ideas</li> <li>I use my strategies to think creatively</li> </ul>	<b>Critical &amp; Reflective Thinking</b> <ul style="list-style-type: none"> <li>I can explore and ask open-ended questions to gather information</li> <li>I can use criteria and evidence to make judgements</li> <li>I can develop and design different solutions</li> <li>I can give and received feedback and set goals</li> </ul>	<b>Personal Awareness &amp; Responsibility</b> <ul style="list-style-type: none"> <li>I can make goals, monitor progress, and celebrate my growth</li> <li>I can advocate for myself and my ideas</li> <li>I recognize my feelings and use strategies to handle difficult times</li> <li>I can make choices that keep me happy, healthy and safe</li> </ul>	<b>Positive Personal &amp; Cultural Identity</b> <ul style="list-style-type: none"> <li>I can describe who I am, and positive qualities and strengths</li> <li>I can describe some of my values</li> <li>I can explain why I make specific choices</li> <li>I can explain how being in different groups helps me learn about myself</li> </ul>	<b>Social Awareness &amp; Responsibility</b> <ul style="list-style-type: none"> <li>I can show respect, kindness and support for others</li> <li>I appreciate others' ideas and can stand up for what's right and fair</li> <li>I can use strategies to solve problems in peaceful ways</li> <li>I can contribute to my community and care for the environment</li> </ul>

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