

The curriculum flow of learning outcomes

| Subject | Organizing Idea | Learning Outcomes | | | | | | | | | | | Grade 10 | Grade 11 | Grade 12 |
|--|--|--|---|---|---|---|---|--|---|--|--|---------------------------|---|----------|----------|
| | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | | | | |
| Financial Literacy from PE & W CEFL CALM CTS | Developmental Shift | Recognition | Use | Simple Decision Making | Planning | Personal Management | System Awareness | Informed, Independent Decision Making | Personal Finance | Financial Well-being | Financial Security | | | | |
| | <p>Grade K-6: Financial Literacy: Informed financial decision making contributes to the well-being of individuals, groups, and communities.</p> <p>Grades 7-9: Financial Literacy: Informed financial decision making contributes to the well-being of individuals, groups, and communities.</p> | PE&W - Financial Literacy - Children explore money. | PE&W - Financial Literacy - Students explore money and how it is used for everyday living. | PE&W - Financial Literacy - Students relate money and decision making. | PE&W - Financial Literacy - Students describe strategies that support responsible money management. | PE&W - Financial Literacy - Students examine factors that influence spending. | PE&W - Financial Literacy - Students demonstrate how planning can support financial goals. | PE&W - Financial Literacy - Students investigate borrowing and investing in a variety of situations. | draft CEFL - Financial Literacy - Students investigate personal finance. | draft CEFL - Financial Literacy - Students identify strategies for financial well-being. | draft CEFL - Financial Literacy - Students examine financial security | CTS FIN CTS ENT | CALM *pending new curriculum | | |
| Physical Education & Wellness | Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning. | PE&W - Character Development - Children describe personal characteristics and explore feelings and emotions. | PE&W - Character Development - Students examine personal characteristics, feelings, and emotions and explore understanding of self. | PE&W - Character Development - Students examine roles, responsibilities, and self-regulation and their connections to self-understanding. | PE&W - Character Development - Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience. | PE&W - Character Development - Students interpret how resilience and perseverance can be influenced by a variety of life experiences. | PE&W - Character Development - Students reflect and relate life experiences to perseverance and well-being. | PE&W - Character Development - Students connect strategies for well-being to life opportunities and lifelong learning. | draft CEFL - Career Exploration - Students explore self-image in relation to career aspirations. | draft CEFL - Career Exploration - Students relate self-awareness to the development of career goals. | draft CEFL - Career Exploration - Students apply self-awareness to career exploration. | CTR Career Transitions | CALM Career and Life Management *pending new curriculum | | |
| | draft CEFL - Career Opportunities - Students examine the influence of experiences on employment preferences. | | | | | | | | draft CEFL - Career Opportunities - Students investigate the role of experiences in the evaluation of career possibilities. | draft CEFL - Career Opportunities - Students relate experiences and employment opportunities to career pathways. | | | | | |
| Career Education Financial Literacy (draft) | <p>Career Exploration: Purposeful exploration of past and present experiences can support a healthy work-life balance, contribute to self-knowledge, and assist in navigating transitions while pursuing career and educational goals.</p> <p>Career Opportunities: Volunteer or work-integrated learning experiences can influence career development and promote world-of-work and community interactions.</p> | | | | | | | | | | | | | | |

Scroll for K-9 details

The thumbnail shows a detailed version of the curriculum flow table, organized by subject and grade level. It includes columns for Organizing Ideas and Learning Outcomes across grades Kindergarten through Grade 9. The table is color-coded by subject: Financial Literacy (orange), Physical Education & Wellness (grey), and Career Education (yellow). It also includes a section for 'The Career Education Program' at the bottom.

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| The curriculum links below are specific connections to Career Education within other core curricula. | | | | | | | | | | | |
| PE&W | <p>Grades K-6: Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.</p> <p>Grades 7-9: Healthy Social Relationships: Personal well-being is supported through healthy relationships built on respect, communication, and trust.</p> | PE&W - Healthy Relationships - Children examine healthy relationships in learning and playing environments. | PE&W - Healthy Relationships - Students investigate how healthy relationships in learning and playing environments are built through connection. | PE&W - Healthy Relationships - Students connect healthy relationships to a variety of learning and playing contexts. U1.2: Connections and supports within a community help to develop socialemotional well-being. | PE&W - Healthy Relationships - Students investigate and describe how problem solving can affect healthy relationships. | PE&W - Healthy Relationships - Students reflect on resolution and explain connections to healthy relationships. | PE&W - Healthy Relationships - Students acknowledge and connect perspectives of self and others through communication and listening skills. | PE&W - Healthy Relationships - Students consider and describe a variety of perspectives that support the development of healthy relationships | PE&W - Healthy Social Relationships - Students relate changes during adolescence to the development of healthy relationships. | PE&W - Healthy Social Relationships - Students relate social awareness to healthy relationships. | PE&W - Healthy Social Relationships - Students analyze the influence of life transitions during adolescence on relationships. |
| Social Studies | <p>Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.</p> <p>Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.</p> <p>Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.</p> | | SS - Systems 2 - Students investigate roles and responsibilities in community groups and organizations. U - Roles and responsibilities support participation and achievement of community goals. SP - Differentiate between the roles and responsibilities of leaders and helpers. - Relate fulfillment of roles and responsibilities to achievement of community goals. | | | | SS - Time & Place - Students examine ancient civilizations. - K: Social scientists (historians, archaeologists, anthropologists, geographers) study evidence of ancient civilizations to learn about the past. - SP: Compare the work of historians, archaeologists, anthropologists, and geographers. | | | draft SS - Citizenship - Students examine civic engagement to understand and influence issues and events. SP - Identify opportunities for civic engagement in a local community. K - Civic engagement may involve various actions, for example, volunteering and joining service groups, participating in community initiatives, attending rallies or protests, advocating to influence practices and policies, considering ethical issues when purchasing goods, buying a political party membership and joining local riding/constituency associations, volunteering during elections: door knocking, delivering flyers, answering phones or making calls, sending out mailers, entering data | |
| Science | <p>Matter: Understandings of the physical world are deepened by investigating matter and energy.</p> | | | Science - Matter - Students investigate properties of materials and relate them to a purpose. 2M1.5 K - Knowledge of the properties of materials and their purposes is important in many occupations and roles, such as carpenter, engineer, designer, Knowledge Keeper or Elder | | | | | | | |