NOVA SCOTIA
NOUVELLE-ÉCOSSE

## Construct: Construction is the process for developing a product for a purpose

Example: Learners will *construct* a device that utilizes hydraulics or pneumatics

Learning experiences that engage with the skill of *construct* are inherent opportunities for competency development relating to Creativity and Innovation, Critical Thinking, and Technological Fluency

| | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill definition | Respond to a given purpose; brainstorm ideas; build a model; test and revise, modify as necessary; evaluate the results. | Respond to a given purpose; brainstorm ideas; build a model; test and revise, modify as necessary; evaluate the results. | Begin to identify a purpose; brainstorm ideas; begin to gather and select information to support a plan; build a model; test and revise, modify as necessary; evaluate the results. | identify a purpose; brainstorm ideas; gather and select information to support a plan; build a model; test and revise, modify as necessary; reflect on the results. | identify a purpose; brainstorm ideas; gather and select information to support a plan; build a model; test and revise, modify as necessary; evaluate the results at each stage of the process; consider alternative options. | identify a purpose; brainstorm ideas; gather and select information to support a plan; identify and choose options within the plan; build a model; test and revise, modify as necessary; evaluate the results at each stage of the process; consider alternative options. | identify a purpose; brainstorm ideas; gather and select information to support a plan; identify and choose options within the plan; offer reasons to support choices; build a model; test and revise, modify as necessary; evaluate the results at each stage of the process; consider alternative options. | identify a purpose; brainstorm ideas; gather and select information to support a plan; identify and choose options within the plan; offer reasons to support choices; build a model; test and revise, modify as necessary; evaluate the results at each stage of the process; consider alternative options. | identify a purpose; brainstorm ideas; gather and select information to support a plan; identify and choose options within the plan; offer reasons to support choices; build a model; test and revise, modify as necessary; evaluate the results at each stage of the process; consider alternative options. | identify a purpose; brainstorm ideas; gather and select information to support a plan; identify and choose options within the plan; offer reasons to support choices; build a model; test and revise, modify as necessary; evaluate the results at each stage of the process; consider alternative options | identify a purpose; brainstorm ideas; gather and select information to support a plan; identify and choose options within the plan; offer reasons to support choices; build a model; test and revise, modify as necessary; evaluate the results at each stage of the process; consider alternative options | identify a purpose; brainstorm ideas; gather and select information to support a plan; identify and choose options within the plan; offer reasons to support choices; build a model; test and revise, modify as necessary; evaluate the results at each stage of the process; consider alternative options | identify a purpose; brainstorm ideas; gather and select information to support a plan; identify and choose options within the plan; offer reasons to support choices; build a model; test and revise, modify as necessary; evaluate the results at each stage of the process; consider alternative options |

**CONSTRUCT NOTE -** *While the skill development is similar across grade levels, it is the complexity of concepts and materials used, the sophistication of thinking, and the increasing independence and ownership of the skill that is expected of learners.*

# Create: Learners create when undertaking the process of design from inception to completion

Example: Learners will *create* meaning from a range of communication forms.

Learning experiences that engage with the skill of *create* are inherent opportunities for competency development relating to Communication, Creativity and Innovation, Personal and Career Development, and Technological Fluency

| | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill definition | develop an idea; communicate a representation for process and/or a product; produce a product; modify as necessary; reflect on results and/or modifications. | develop an idea; communicate a representation for process and/or a product; produce a product; modify as necessary; reflect on results and/or modifications. | develop an idea; communicate a representation for process and/or a product; produce a product; modify as necessary; reflect on results and/or modifications. | develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications. | develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications. | develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications. | develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications. | develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications. | develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications. | develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications. | develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications. | develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications. | develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications. |

* This skill is **create**, not the ability to be creative.

CREATE *NOTE - While the skill development is similar across grade levels, it is the complexity of concepts and materials used, the sophistication of thinking, and the increasing independence and ownership of the skill that is expected of learners.*

# Implement: The combined skills of select, plan, evaluate, and apply provide opportunities to learn how to implement in relation to a concept.

Learning experiences that engage with the skill of *implement* are inherent opportunities for competency development relating to Citizenship, Communication, Creativity and Innovation, Critical Thinking, Personal Career Development, Technological Fluency

| SKILL | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Select** | Locate 2-3 obvious details to support an answer | Locate 4-5 obvious details to support an answer | Locate several details to support an answer | Locate several details to support an answer | Locate several relevant details to support an answer | Locate several relevant and dependable details to support an answer | Locate several relevant and dependable details to support an answer | Locate several relevant and dependable details to support an answer | Locate several relevant and dependable details to support an answer | Locate several relevant and dependable details to support an answer | Locate several relevant and dependable details to support an answer | Locate several relevant and dependable details to support an answer | Locate several relevant and dependable details to support an answer |
| **Plan** | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. |
| **Evaluate** | Review results from an inquiry Consider and communicate solutions or findings. | Review processes and results from an inquiry Consider and communicate solutions or findings. | Review processes and results from an inquiry Consider and communicate alternative solutions or findings. | Review processes and results from an inquiry Consider and communicate alternative solutions or findings. Begin to identify potential new problems or issues. | Review processes and results from an inquiry. Consider and communicate alternative solutions or findings. Identify potential new problems or issues. | Review processes and results from an inquiry Begin to consider and communicate varying perspectives. Consider alternative solutions or findings. Identify potential new problems or issues. | Review processes and results from an inquiry. Consider and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. | Review processes and results from an inquiry. Consider and communicate varying perspectives and alternative solutions. Identify potential new problems and/or issues. Justify decisions and/or findings. | Review processes and results from an inquiry. Consider and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings. | Review processes and results from an inquiry, Consider and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings. | Review processes and results from an inquiry. Consider and communicate varying perspectives and alternative solutions of findings. Identify potential new problems and/or issues. Justify decisions and/or findings. | Review processes and results from an inquiry Critically examine and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings. | Review processes and results from an inquiry. Critically examine and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings. |
| **Apply** | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use or complete a procedure/ technique | Carry out, use or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique |

# Problem Solving: The combined skills of question, analyse, plan, and evaluate provide opportunities to learn how to problem solve in relation to a concept.

Learning experiences that engage with the skill of *Problem Solve* are inherent opportunities for competency development relating to Citizenship, Communication, Creativity and Innovation, Critical Thinking, Personal Career Development, Technological Fluency

| SKILL | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Question** | Generate questions of personal interest. | Generate broad questions in response to a problem. | Generate broad questions in response to a problem. Begin to narrow broad questions to develop a question to investigate. | Generate broad questions in response to a problem. Narrow broad questions to develop a question to investigate. | Generate broad questions in response to increasingly complex problems and/or issues. Narrow broad questions to develop a question to investigate. | Generate questions in response to increasingly complex problems and/or issues. Narrow and begin to revise questions, to identify a question to investigate. | Generate questions in response to increasingly complex problems and/or issues . Narrow and revise questions to identify a question to investigate. | Generate questions in response to increasingly complex problems and/or issues. Choose and develop a specific inquiry question to investigate. | Independently and collaboratively generate questions in response to increasingly complex problems and/or issues. Choose and develop a specific inquiry question to investigate. | Independently and Collaboratively generate questions in response to increasingly complex problems and/or issues. Choose and develop a specific inquiry question to investigate. | Independently and collaboratively generate questions in response to increasingly complex problems and/or issues. Choose and develop a specific question to investigate. | Independently and collaboratively generate questions in response to complex problems and/or issues. Choose and develop a specific question to investigate. | Independently and collaboratively generate questions in response to complex problems and/or issues. Choose and develop a specific question to investigate. |
| **Analyse** | Gather and select information; communicate findings. | Gather and select information; communicate findings. | Gather and select information; begin to consider the appropriateness of information; communicate findings. | Gather and select appropriate information; consider the appropriateness of information; communicate findings. | Gather and select appropriate information; begin to determine the appropriateness of the information; communicate findings. | Gather and select appropriate information; begin to consider the accuracy and validity, and importance of the information; communicate findings. | Gather and select appropriate information; consider the accuracy and validity, and importance of the information; communicate findings. | Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings. | Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings. | Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings. | Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings. | Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings. | Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings. |
| **Plan** | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary. |
| **Evaluate** | Review results from an inquiry Consider and communicate solutions or findings. | Review processes and results from an inquiry Consider and communicate solutions or findings. | Review processes and results from an inquiry Consider and communicate alternative solutions or findings. | Review processes and results from an inquiry Consider and communicate alternative solutions or findings. Begin to identify potential new problems or issues. | Review processes and results from an inquiry. Consider and communicate alternative solutions or findings. Identify potential new problems or issues. | Review processes and results from an inquiry Begin to consider and communicate varying perspectives. Consider alternative solutions or findings. Identify potential new problems or issues. | Review processes and results from an inquiry. Consider and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. | Review processes and results from an inquiry. Consider and communicate varying perspectives and alternative solutions. Identify potential new problems and/or issues. Justify decisions and/or findings. | Review processes and results from an inquiry Consider and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings. | Review processes and results from an inquiry, Consider and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings. | Review processes and results from an inquiry. Consider and communicate varying perspectives and alternative solutions of findings. Identify potential new problems and/or issues. Justify decisions and/or findings. | Review processes and results from an inquiry Critically examine and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings. | Review processes and results from an inquiry. Critically examine and communicate varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues. Justify decisions and/or findings. |

# Formulate: Learners formulate by generating ideas and using judgement to refine the process

Example: Learners will *formulate* responses to change in Canadian society.

Learning experiences that engage with the skill of *formulate* are inherent opportunities for competency development relating to Citizenship, Communication, Creativity and Innovation, Critical Thinking, Personal and Career Development, and Technological Fluency

| | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill definition | Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. | Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. | Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. | Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. | Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. | Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. | Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. | Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. | Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. | Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. | Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. | Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. | Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. |

**FORMULATE NOTE -** *While the skill development is similar across grade levels, it is the complexity of concepts and materials used, the sophistication of thinking, and the increasing independence and ownership of the skill that is expected of learners.*

# Plan: Learners plan when generating a process to actualize ideas.

Example: Learners will *plan* an advocacy action in response to an issue.

Learning experiences that engage with the skill of *plan* are inherent opportunities for competency development relating to Critical Thinking and Personal and Career Development

| | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill definition | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.<br><br>Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.<br><br>Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.<br><br>Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.<br><br>Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.<br><br>Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.<br><br>Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.<br><br>Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.<br><br>Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.<br><br>Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.<br><br>Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.<br><br>Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.<br><br>Devise a process to solve the problem. Execute the steps, modifying as necessary. | **FORMULATE** Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.<br><br>Devise a process to solve the problem. Execute the steps, modifying as necessary. |

**PLAN NOTE - *While the skill development is similar across grade levels, it is the complexity of concepts and materials used, the sophistication of thinking, and the increasing independence and ownership of the skill that is expected of learners.***

**Reflect:** Reflection is a process whereby learners determine how new knowledge, experiences, and understandings impact their worldview.

Example: Learners will *reflect* on the impact of government policies and the denial of treaty rights on Mi'kmaw communities and individuals in Mi'kma'ki.

Learning experiences that engage with the skill of *reflect* are inherent opportunities for competency development relating to Citizenship, Communication, Critical Thinking, and Personal and Career Development

| * | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill/Verb definition | Ask questions of experiences and/or concepts;<br><br>Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts<br><br>Evaluate perceptions and perspectives in relation to experiences and/or concepts.<br><br>Synthesize perceptions, and perspectives in relation to experiences and/or concepts content<br><br>communicate the impact of the process. | Ask questions of experiences and/or concepts<br><br>Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts.<br><br>Evaluate perceptions and perspectives in relation to experiences and/or concepts.<br><br>Synthesize perceptions, and perspectives in relation to experiences and/or concepts content<br><br>communicate the impact of the process | Ask questions of experiences and/or concepts<br><br>Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts<br><br>Evaluate perceptions and perspectives in relation to experiences and/or concepts.<br><br>Synthesize perceptions, and perspectives in relation to experiences and/or concepts<br><br>communicate the impact of the process. | Ask questions of experiences and/or concepts<br><br>Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts<br><br>Evaluate perceptions and perspectives in relation to experiences and/or concepts.<br><br>Synthesize perceptions, and perspectives in relation to experiences and/or concepts<br><br>communicate the impact of the process. | Ask questions of experiences and/or concepts<br><br>Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts<br><br>Evaluate perceptions and perspectives in relation to experiences and/or concepts.<br><br>Synthesize perceptions, and perspectives in relation to experiences and/or concepts<br><br>communicate the impact of the process. | Ask questions of experiences and/or concepts<br><br>Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts<br><br>Evaluate perceptions and perspectives in relation to experiences and/or concepts.<br><br>Synthesize perceptions, and perspectives in relation to experiences and/or concepts<br><br>communicate the impact of the process. | Ask questions of experiences and/or concepts<br><br>Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts<br><br>Evaluate perceptions and perspectives in relation to experiences and/or concepts.<br><br>Synthesize perceptions, and perspectives in relation to experiences and/or concepts<br><br>communicate the impact of the process. | Ask questions of experiences and/or concepts<br><br>Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts<br><br>Evaluate perceptions and perspectives in relation to experiences and/or concepts.<br><br>Synthesize perceptions, and perspectives in relation to experiences and/or concepts<br><br>communicate the impact of the process. | Ask questions of experiences and/or concepts<br><br>Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts<br><br>Evaluate perceptions and perspectives in relation to experiences and/or concepts.<br><br>Synthesize perceptions, and perspectives in relation to experiences and/or concepts<br><br>communicate the impact of the process. | Ask questions of experiences and/or concepts<br><br>Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts<br><br>Evaluate perceptions and perspectives in relation to experiences and/or concepts.<br><br>Synthesize perceptions, and perspectives in relation to experiences and/or concepts<br><br>communicate the impact of the process. | Ask questions of experiences and/or concepts<br><br>Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts<br><br>Evaluate perceptions and perspectives in relation to experiences and/or concepts.<br><br>Synthesize perceptions, and perspectives in relation to experiences and/or concepts<br><br>communicate the impact of the process. | Ask questions of experiences and/or concepts<br><br>Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts<br><br>Evaluate perceptions and perspectives in relation to experiences and/or concepts.<br><br>Synthesize perceptions, and perspectives in relation to experiences and/or concepts<br><br>communicate the impact of the process. | Ask questions of experiences and/or concepts<br><br>Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts<br><br>Evaluate perceptions and perspectives in relation to experiences and/or concepts.<br><br>Synthesize perceptions, and perspectives in relation to experiences and/or concepts<br><br>communicate the impact of the process. | Ask questions of experiences and/or concepts<br><br>Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts<br><br>Evaluate perceptions and perspectives in relation to experiences and/or concepts.<br><br>Synthesize perceptions, and perspectives in relation to experiences and/or concepts<br><br>communicate the impact of the process. |

**REFLECT NOTE***: While the skill development may be across grade levels, it is the complexity of concepts, the sophistication of thinking, and the increasing independence of the skill that is expected of learners.*

# Evaluate: Evaluation is a process of summarizing and drawing conclusions

Example: Learners will *evaluate* the financial viability of a business venture.

Learning experiences that engage with the skill of *evaluate* are inherent opportunities for competency development relating to Citizenship, Communication, Creativity and Innovation, Critical Thinking, Personal and Career Development, and Technological Fluency

| * | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill definition | Review results from an inquiry<br><br>Consider and communicate solutions or findings. | Review processes and results from an inquiry<br><br>Consider and communicate solutions or findings. | Review processes and results from an inquiry<br><br>Consider and communicate alternative solutions or findings. | Review processes and results from an inquiry<br><br>Consider and communicate alternative solutions or findings.<br><br>Begin to identify potential new problems or issues. | Review processes and results from an inquiry.<br><br>Consider and communicate alternative solutions or findings.<br><br>Identify potential new problems or issues. | Review processes and results from an inquiry<br><br>Begin to consider and communicate varying perspectives.<br><br>Consider alternative solutions or findings.<br><br>Identify potential new problems or issues. | Review processes and results from an inquiry.<br><br>Consider and communicate varying perspectives and alternative solutions or findings.<br><br>Identify potential new problems and/or issues. | Review processes and results from an inquiry.<br><br>Consider and communicate varying perspectives and alternative solutions.<br><br>Identify potential new problems and/or issues.<br><br>Justify decisions and/or findings. | Review processes and results from an inquiry<br><br>Consider and communicate varying perspectives and alternative solutions or findings.<br><br>Identify potential new problems and/or issues.<br><br>Justify decisions and/or findings. | Review processes and results from an inquiry,<br><br>Consider and communicate varying perspectives and alternative solutions or findings.<br><br>Identify potential new problems and/or issues.<br><br>Justify decisions and/or findings. | Review processes and results from an inquiry.<br><br>Consider and communicate varying perspectives and alternative solutions of findings.<br><br>Identify potential new problems and/or issues.<br><br>Justify decisions and/or findings. | Review processes and results from an inquiry<br><br>Critically examine and communicate varying perspectives and alternative solutions or findings.<br><br>Identify potential new problems and/or issues.<br><br>Justify decisions and/or findings. | Review processes and results from an inquiry.<br><br>Critically examine and communicate varying perspectives and alternative solutions or findings.<br><br>Identify potential new problems and/or issues.<br><br>Justify decisions and/or findings. |

EVALUATE NOTE - *While the skill development is similar across grade levels, it is the complexity of concepts and materials used, the sophistication of thinking, and the increasing independence and ownership of the skill that is expected of learners.*

**Test:** Testing is the intentional control and/or manipulation of variables to confirm or reject a hypothesis Example: Learners will test how communication media productions respond to audience needs.

Learning experiences that engage with the skill of *test* are inherent opportunities for competency development relating to Citizenship, Communication, Creativity and Innovation, Critical Thinking, Personal and Career Development, and Technological Fluency

| * | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Formulate a testable question and a reasonable hypothesis | Formulate a testable question and a reasonable hypothesis | Formulate a testable question and a reasonable hypothesis | Formulate a testable question and a reasonable hypothesis | Formulate a testable question and a reasonable hypothesis | Formulate a testable question and a reasonable hypothesis | Formulate a testable question and a reasonable hypothesis | Formulate a testable question and a reasonable hypothesis | Formulate a testable question and a reasonable hypothesis | Formulate a testable question and a research-based hypothesis | Formulate a testable question and a research-based hypothesis | Formulate a testable question and a research-based hypothesis | Formulate a testable question and a research-based hypothesis |
| | Identify possible variables<br><br>Identify variables to begin to intentionally control<br><br>Design a simple experiment<br><br>Execute the steps | Identify possible variables<br><br>Identify variables to intentionally control<br><br>Design a simple experiment<br><br>Execute the steps | Identify possible variables<br><br>Identify variables to intentionally control<br><br>Design a simple experiment.<br><br>Execute the steps | Identify possible variables<br><br>Identify variables to intentionally control<br><br>Design an experiment<br><br>Execute the steps | Identify possible variables<br><br>Identify variables to intentionally control<br><br>Design an experiment<br><br>Execute the steps | Identify possible variables<br><br>Identify variables to intentionally control<br><br>Design an experiment<br><br>Execute the steps | Identify possible variables<br><br>Identify variables to intentionally control<br><br>Design an experiment<br><br>Execute the steps | Identify dependent and independent variables<br><br>Identify variables to intentionally control<br><br>Design an experiment.<br><br>Execute the steps | Identify dependent and independent variables<br><br>Identify variables to intentionally control<br><br>Design an experiment.<br><br>Execute the steps | Identify dependent and independent variables<br><br>Identify variables to intentionally control<br><br>Design an experiment.<br><br>Execute the steps | Identify dependent and independent variables<br><br>Identify variables to intentionally control<br><br>Design an experiment.<br><br>Execute the steps | Identify dependent and independent variables<br><br>Identify variables to intentionally control<br><br>Design an experiment.<br><br>Execute the steps | Identify dependent and independent variables<br><br>Identify variables to intentionally control<br><br>Design an experiment.<br><br>Execute the steps |
| | Use the senses to collect evidence<br><br>Begin to record evidence. | Use the senses to collect evidence<br><br>Begin to record evidence | Collect and record evidence. | Collect and record evidence | Collect and record evidence | Collect and record evidence.<br><br>Conduct data analysis | Collect and record evidence.<br><br>Conduct data analysis | Collect and record, evidence.<br><br>Conduct data analysis | Collect and record evidence.<br><br>Conduct data analysis | Collect and record evidence.<br><br>Conduct data analysis | Collect and record, evidence.<br><br>Conduct data analysis<br><br>Consider validity and reliability of the data. | Collect and record evidence.<br><br>Conduct data analysis<br><br>Consider the validity and reliability of the data. | Collect and record evidence.<br><br>Conduct data analysis using statistics<br><br>Consider the validity and reliability of the data. |
| | Develop a simple conclusion based on evidence<br><br>Communicate findings and possible limitations | Develop conclusions based on evidence<br><br>Communicate findings and possible limitations | Develop conclusions based on evidence<br><br>Communicate findings and possible limitations | Develop conclusions based on evidence<br><br>Communicate findings and possible limitations | Develop conclusions based on evidence<br><br>Communicate findings and possible limitations | Develop conclusions based on evidence<br><br>Communicate findings and possible limitations | Develop conclusions based on evidence<br><br>Communicate findings and possible limitations | Develop conclusions based on evidence<br><br>Communicate findings and possible limitations | Develop conclusions based on evidence<br><br>Communicate findings and possible limitations | Develop conclusions based on evidence<br><br>Communicate findings and possible limitations | Develop conclusions based on evidence.<br><br>Communicate findings and possible limitations | Develop conclusions based on evidence.<br><br>Communicate findings and possible limitations | Develop conclusions based on evidence.<br><br>Communicate findings and possible limitations |

**TEST NOTE: *While the skill development may be across grade levels, it is the complexity of concepts, the sophistication of thinking, and the increasing independence of the skill that is expected of learners.***

**Analyse:** Analyse is used when interpreting the significance of findings in relation to a given concept.

Example: Learners will *analyse* the impact of technology on food service and related careers.

Learning experiences that engage with the skill of *analyse* are inherent opportunities for competency development relating to Citizenship, Communication, Creativity and Innovation, Critical Thinking, Personal and Career Development, and Technological Fluency

| * | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill definition | Gather and select information; communicate findings. | Gather and select information; communicate findings. | Gather and select information; begin to consider the appropriateness of information; communicate findings. | Gather and select appropriate information; consider the appropriateness of information; communicate findings. | Gather and select appropriate information; begin to determine the appropriateness of the information; communicate findings. | Gather and select appropriate information; begin to consider the accuracy and validity, and importance of the information; communicate findings. | Gather and select appropriate information; consider the accuracy and validity, and importance of the information; communicate findings. | Gather and select appropriate information; determine accuracy, validity, and relevance of the information; communicate findings. | Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings. | Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings. | Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings. | Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings. | Gather and select appropriate information; determine accuracy. validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings. | Gather and select appropriate information; determine accuracy, validity, and relevance of the information; consider the implications of the information from multiple perspectives; communicate findings. |

**ANALYSE NOTE:** *While the skill development is similar across grade levels, it is the complexity of concepts and materials used, the sophistication of thinking, and the increasing independence and ownership of the skill that is expected of learners.*

# Classify: Classify is used when identifying or determining criteria in order to describe relationships.

Example: Learners will *classify* the contributions of Canada to the war effort during World War I.

Learning experiences that engage with the skill of *classify* are inherent opportunities for competency development relating to Communication, Critical Thinking, and Personal and Career Development

| | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill definition | Identify attributes and select basic criteria for groupings; sort based on the selected criteria and consider the grouping; incorporate a new item in a group, begin to offer a reason for the choice. | Identify attributes and select criteria for groupings; sort based on selected criteria and consider the grouping(s); incorporate a new item in a group, offer a reason for the choice. | Identify attributes and select criteria for groupings; sort based on selected criteria and consider the grouping(s); incorporate a new item in a group, offering reasons for the choice. | Identify attributes and select criteria for groupings; sort based on selected criteria and consider the grouping (s); incorporate a new item in a group, begin to offer a rationale for the choice. | Identify attributes and select criteria for groupings; sort based on selected criteria and consider the grouping(s); incorporate a new item in a group, offering a rationale for the choice based on relationships. | Identify attributes and select criteria for groupings and subgroupings; sort based on selected criteria and consider the grouping(s); incorporate a new item in a group, offering a rationale for the choice based on relationships. | Identify attributes and select criteria for groupings and subgroupings; sort based on selected criteria and consider the grouping(s); incorporate a new item in a group, offering a rationale for the choice based on relationships. | Identify attributes and select criteria for groupings and subgroupings; sort based on selected criteria and consider the grouping(s); incorporate a new item in a group, offering a rationale for the choice based on relationships. | Identify attributes and select criteria for groupings and subgroupings; sort based on selected criteria and consider the grouping(s); incorporate a new item in a group, offering a rationale for the choice based on relationships. | Identify attributes and select criteria for groupings and subgroupings; sort based on selected criteria and consider the grouping(s); incorporate a new item in a group, offering a rationale for the choice based on relationships. | Identify attributes and select criteria for groupings and subgroupings; sort based on selected criteria and consider the grouping(s); incorporate a new item in a group, offering a rationale for the choice based on relationships. | Identify attributes and select criteria for groupings and subgroupings; sort based on selected criteria and consider the grouping(s); incorporate a new item in a group, offering a rationale for the choice based on relationships. | Identify attributes and select criteria for groupings and subgroupings; sort based on selected criteria and consider the grouping(s); incorporate a new item in a group, offering a rationale for the choice based on relationships. |

**CLASSIFY NOTE:** *While the skill development is similar across grade levels, it is the complexity of concepts and materials used, the sophistication of thinking, and the increasing independence and ownership of the skill that is expected of learners.*

# Compare: Compare is used to explore similarities, differences, and connections.

Example: Learners will *compare* the use of fibres in multiple fabrics.

Learning experiences that engage with the skill of *compare* are inherent opportunities for competency development relating to Communication, Critical Thinking, and Personal and Career Development

| | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill definition | Make observations; identify obvious similarities and differences communicate the findings | Make observations; begin to identify similarities and differences beyond the obvious communicate the findings | Make observations; identify similarities and differences; begin to offer an interpretation; communicate the findings | Make observations; identify similarities and differences; offer an interpretation; communicate the findings | Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings | Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings | Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings | Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings | Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings | Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings | Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings | Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings | Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings |

COMPARE NOTE: *While the skill development is similar across grade levels, it is the complexity of concepts and materials used, the sophistication of thinking, and the increasing independence and ownership of the skill that is expected of learners.*

**Investigate:** Investigation is the collection of information and communication of new understandings.

Example: Learners will investigate ways for preventing the spread of communicable diseases.

Learning experiences that engage with the skill of *investigate* are inherent opportunities for competency development relating to Citizenship, Communication, Creativity and Innovation, Critical Thinking, Personal and Career Development, and Technological Fluency

| | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill definition | Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings. | Ask a question; locate 4-5 obvious details to support an answer; communicate findings. | Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings. | Ask questions; locate several details to support an answer; organize and compare details; communicate findings. | Ask and revise questions; locate several relevant details to support an answer; organize and compare details; identify relationships and communicate findings. | Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships and communicate findings. | Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings. | Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings. | Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings. | Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings. | Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings. | Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings. | Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings. |

**INVESTIGATE NOTE:** *While the skill development is similar across grade levels, it is the complexity of concepts and materials used, the sophistication of thinking, and the increasing independence and ownership of the skill that is expected of learners.*

**Apply:** Application is when prior and/or new knowledge is used to complete a task.

Example: Learners will apply concepts of shapes, forces, strength and efficiency to a design challenge.

Learning experiences that engage with the skill of *apply* are inherent opportunities for competency development relating to Critical Thinking, Personal and Career Development, and Technological Fluency

| | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill definition | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use or complete a procedure/ technique | Carry out, use or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique | Carry out, use, or complete a procedure/ technique |

**APPLY NOTE:** *While the skill development is similar across grade levels, it is the complexity of concepts and materials used, the sophistication of thinking, and the increasing independence and ownership of the skill that is expected of learners.*

# Question: Questioning is used in preparation for inquiry to guide research and learning.

Example: Learners will question the use of melody to convey an emotion.

Learning experiences that engage with the skill of *question* are inherent opportunities for competency development relating to Citizenship, Communication, Creativity and Innovation, Critical Thinking, Personal and Career Development, and Technological Fluency

| * | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill definition | Generate questions of personal interest. | Generate broad questions in response to a problem. | Generate broad questions in response to a problem. Begin to narrow broad questions to develop a question to investigate. | Generate broad questions in response to a problem. Narrow broad questions to develop a question to investigate. | Generate broad questions in response to increasingly complex problems and/or issues. Narrow broad questions to develop a question to investigate. | Generate broad questions in response to increasingly complex problems and/or issues. Narrow and begin to revise questions, to identify a question to investigate. | Generate broad questions in response to increasingly complex problems and/or issues. Narrow and revise questions to identify a question to investigate. | Generate broad questions in response to increasingly complex problems and/or issues. Choose and develop a specific inquiry question to investigate. | Independently and collaboratively generate questions in response to increasingly complex problems and/or issues. Choose and develop a specific inquiry question to investigate. | Independently and collaboratively generate questions in response to increasingly complex problems and/or issues. Choose and develop a specific inquiry question to investigate. | Independently and collaboratively generate questions in response to increasingly complex problems and/or issues. Choose and develop a specific question to investigate. | Independently and collaboratively generate questions in response to increasingly complex problems and/or issues. Choose and develop a specific question to investigate. | Independently and collaboratively generate questions in response to increasingly complex problems and/or issues. Choose and develop a specific question to investigate. |

**QUESTION NOTE:** *While the skill development is similar across grade levels, it is the complexity of concepts and materials used, the sophistication of thinking, and the increasing independence and ownership of the skill that is expected of learners.*

**Select:** Learners select while providing details to solve a problem/support an answer

Example: Learners will select strategies for conservation and sustainability.

Learning experiences that engage with the skill of *question* are inherent opportunities for competency development relating to Citizenship, Communication, Creativity and Innovation, Critical Thinking, Personal and Career Development, and Technological Fluency

| * | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill definition | Locate 2-3 obvious details to support an answer | Locate 4-5 obvious details to support an answer | Locate several details to support an answer | Locate several details to support an answer | Locate several relevant details to support an answer | Locate several relevant and dependable details to support an answer | Locate several relevant and dependable details to support an answer | Locate several relevant and dependable details to support an answer | Locate several relevant and dependable details to support an answer | Locate several relevant and dependable details to support an answer | Locate several relevant and dependable details to support an answer | Locate several relevant and dependable details to support an answer | Locate several relevant and dependable details to support an answer |

**SELECT NOTE:** *While the skill development is similar across grade levels, it is the complexity of concepts and materials used, the sophistication of thinking, and the increasing independence and ownership of the skill that is expected of learners.*

**Perform:** Learners perform when they incorporate new and prior knowledge to refine techniques in order to communicate with intent.

Example: Learners will *perform* musical works in a variety of forms.

Learning experiences that engage with the skill of *perform* are inherent opportunities for competency development relating to Citizenship, Communication, Creativity and Innovation, Critical Thinking, Personal and Career Development, and Technological Fluency

| * | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill definition | Synthesize knowledge for a specific purpose; apply knowledge to refine skills and/or techniques; communicate using refined skills and/or techniques. | Synthesize knowledge for a specific purpose; apply knowledge to refine skills and/or techniques; communicate using refined skills and/or techniques. | Synthesize knowledge for a specific purpose; apply knowledge to refine skills and/or techniques; communicate using refined skills and/or techniques. | Synthesize knowledge for a specific purpose; apply knowledge to refine skills and/or techniques; communicate using refined skills and/or techniques. | Synthesize knowledge for a specific purpose; apply knowledge to refine skills and/or techniques; communicate using refined skills and/or techniques. | Synthesize knowledge for a specific purpose; apply knowledge to refine skills and/or techniques; communicate using refined skills and/or techniques. | Synthesize knowledge for a specific purpose; apply knowledge to refine skills and/or techniques; communicate using refined skills and/or techniques. | Synthesize knowledge for a specific purpose; apply knowledge to refine skills and/or techniques; communicate using refined skills and/or techniques. | Synthesize knowledge for a specific purpose; apply knowledge to refine skills and/or techniques; communicate using refined skills and/or techniques. | Synthesize knowledge for a specific purpose; apply knowledge to refine skills and/or techniques; communicate using refined skills and/or techniques. | Synthesize knowledge for a specific purpose; apply knowledge to refine skills and/or techniques; communicate using refined skills and/or techniques. | Synthesize knowledge for a specific purpose; apply knowledge to refine skills and/or techniques; communicate using refined skills and/or techniques. | Synthesize knowledge for a specific purpose; apply knowledge to refine skills and/or techniques; communicate using refined skills and/or techniques. |

**PERFORM NOTE:** *While the skill development is similar across grade levels, it is the complexity of concepts and materials used, the sophistication of thinking, and the increasing independence and ownership of the skill that is expected of learners.*

# Comprehend: Learners comprehend when they make meaning from communication forms.

Example: Learners will *comprehend* a range of communication forms using listening strategies, reading strategies, and viewing strategies.

Learning experiences that engage with the skill of *comprehend* are inherent opportunities for competency development relating to Communication, Creativity and Innovation, and Critical Thinking

| * | P | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Skill definition | | | | | | | | Determine the overall meaning of the message and identify the details; identify the author's purpose; use active listening, reading, and viewing strategies; communicate the findings. | Determine the overall meaning of the message and identify the details; identify the author's purpose; use active listening, reading, and viewing strategies; communicate the findings. | | | | |

**COMPREHEND NOTE:** *While the skill development is similar across grade levels, it is the complexity of concepts and materials used, the sophistication of thinking, and the increasing independence and ownership of the skill that is expected of learners.*