

| | Career Education | | | | | | | | | |
|--------------------------|--|---|--|---|--|--|--|--|--|--|
| Career Life Education | Career-life choices are made in a recurring cycle of planning, reflecting, adapting, and deciding. | Career-life decisions are influenced by internal and external factors, including local and global trends. | Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options. | Finding balance between personal and work life promotes well-being. | Lifelong learning fosters career-life opportunities. | | | | | |

| English Language Arts | | | | | | | | | |
|-----------------------|--|--|---|--------------------|--|-------------------------|--|--|--|
| Composition 10 | The exploration of text and story deep understanding of diverse, complex ideas at others, and the world. | ly, culturally, orically constructed. | Language shapes ideas and influences others. | | Engagement with writing processes can suppor creativity and enhance clarity of expression. | | | | |
| Creative Writing 10 | The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. | Texts are socially, culturally, geographically, and historically constructed. | ally, culturally, and historically Language shapes ideas and influences others. | | | rs take risks evere. | Creative writers are observant of the world. | | |
| Literary Studies 10 | The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. | People understand text differently depending on their worldviews and perspectives. | Texts are socially, geographically historically cons | v, and and influen | | • | Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. | | |
| New Media 10 | The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. | People understand text differently depending on their worldviews and perspectives. | Texts are socially, culturally, geographically, and historically constructed. | | Language sh and influenc | • | Digital citizens have rights and responsibilities in an increasingly globalized society. | | |
| Spoken Language 10 | The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. | People understand text differently depending on their worldviews and perspectives. | Texts are socially, geographically historically cons | y, and | Language sh and influenc | • | Voice is powerful and evocative. | | |

| Francais langue seconde – immersion | | | | | | | | |
|-------------------------------------|--|---|--------------------------------------|--|--|--|--|--|
| Francais langue | Linguistic variations can serve as cultural | Analyzing texts leads to an understanding of | The exploration of texts reveals the | Poetic elements enrich writing, provoke a | | | | |
| seconde - | reference points within the French-speaking world. | how meaning is conveyed through language and text. | depth and complexity of human life. | response and help create the desired effect. | | | | |
| immersion 10 | wond. | and toxt. | | | | | | |

| | Languages — Languages | | | | | | | | | | |
|----------------|---|--|--|--|--|--|--|--|--|--|--|
| Core French 10 | Listening and viewing with intent supports our acquisition and understanding of French. | Expressing ourselves and engaging in conversation in French involves courage, risk taking, and perseverance. | Acquiring a new language can shape our perspective and identity. | Cultural expression can take many different forms. | Acquiring French allows us to interact with the Francophone world. | Acquiring French allows us to explore diverse opportunities. | | | | | |



| Spanish 10 | Listening and viewing with supports our acquisition understanding of a new lan | and ways to understa | | d and conversation in a ne ng. require courage, risk | Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance. | | | quiring a new language provides a e opportunity to access and interact with diverse communities. | | |
|--|--|----------------------|--|--|---|--|--|--|--|--|
| | Mathematics | | | | | | | | | |
| Foundations of Mathematics and Pre-Calculus 10 | Algebra allows us to generalize relationships through abstract thinking. | connectio | nings of, and ns between, each extend to powers omials. | Constant rate of change is an eattribute of linear relations and meaning in different representation contexts. | has | Trigonometry involves using proportional reasoning to solve indirect measurement problems. | | Representing and analyzing situations allows us to notice and wonder about relationships. | | |
| Workplace Mathematics 10 | Proportional reasoning is used sense of multiplicative relations | | measuring directly | e examined mathematically by and indirectly length, surface a, and volume. | | n number builds derstanding, and | | ting and analyzing data allows us to d wonder about relationships. | | |

| | Physical Health and Education | | | | | | | | |
|----------------------------------|--|--|---|---|--|--|--|--|--|
| Physical Health and Education 10 | Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals. | Trying a variety of physical activities can increase the likelihood that we will be active throughout our lives. | Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being. | Personal fitness can be maintained and improved through regular participation in physical activities. | | | | | |

| | Science Science | | | | | | | | | |
|------------|--|---|---|--|--|--|--|--|--|--|
| Science 10 | DNA is the basis for the diversity of living things. | Energy change is required as atoms rearrange in chemical processes. | Energy is conserved, and its transformation can affect living things and the environment. | The formation of the universe can be explained by the big bang theory. | | | | | | |

| | | Social Studies | | |
|-------------------|---|--|-----------------------------------|--|
| Social Studies 10 | Global and regional conflicts have been a | The development of political institutions is | Worldviews lead to different | Historical and contemporary injustices |
| | powerful force in shaping our | influenced by economic, social, ideological, | perspectives and ideas about | challenge the narrative and identity of Canada |
| | contemporary world and identities. | and geographic factors. | developments in Canadian society. | as an inclusive, multicultural society. |



| | | - | Applied [| Design, Skills, and | Technologies | | | | |
|---------------------------------|-----------------------------------|---|--------------------------------|---|--|---|--|--|--|
| Business Educatio n | Entrepreneurship and Marketing 10 | Social, ethical, and sustair considerations impact design a making. | | Ethical marketing contribut marketp | lace. | | logies and tools are required at different stages of creation and communication. | | |
| nics Arts | Culinary Arts 10 | Diner needs and tastes inform cu | linary service. | Social, ethical, and sustainab the culina | | Complex tas | ks require different technologies and tools at different stages. | | |
| e Economics Culinary Arts | Family and Society 10 | People's needs and wants inform effective problem solving. | design a addr | al, and sustainability considerat human-centred approach that n ess social challenges for individ | nay include creating services | s to diffe | | | |
| 9 C | Food Studies 10 | Consumer needs and preference production and prepara | | Social, ethical, and sustainab desig | = - | Complex tas | ks require different technologies and tools at different stages. | | |
| Homand | Textiles 10 | User needs and interests drive process. | Social, ethical, and sustainab | - | Complex tasks require different technologies and tools at different stages. | | | | |
| tin | Computer Studies 10 | User needs and interests drive process. | the design | | ocial, ethical, and sustainability issues are influenced by design. Complex tasks require dif | | | | |
| Informatin and ummication | Media Design 10 | Personal design choices req exploration and refinement | | Social, ethical, and sustainab design ch | | Tools and te | echnology have an impact on people's lives. | | |
| Cum | Web Development 10 | User needs and interests drive design process. | | al, ethical, and sustainability siderations influence design. | | | Multi-stage design projects benefit from collaborative work environments. | | |
| _ | Drafting 10 | User needs and interests drive process. | the design | Social, ethical, and susta impact d | | Complex tas | ks require different technologies and tools at different stages. | | |
| Education | Electronics and Robotics 10 | User needs and interests drive process. | the design | Social, ethical, and susta impact d | esign. | Complex tasks require the sequencing of skills. | | | |
| Educ | Metalwork 10 | User needs and interests drive process. | the design | Social, ethical, and susta impact d | | Complex tas | ks require different technologies and tools at different stages. | | |
| | Power Technology 10 | Mechanical service begins with o | perator safety. | Social, ethical, and susta impact d | | Complex tasks require the sequencing of skills. | | | |
| Technology | Technology Explorations 10 | User needs and interests drive process. | the design | Social, ethical, and susta impact d | • | Technologies help us accomplish many specific tasks in our lives. | | | |
| TOOGWOIK TO | | | | Social, ethical, and susta impact d | | Complex tas | ks require different technologies and tools at different stages. | | |



| | Arts Education | | | | | | | | | | | | | |
|---|----------------------------------|---|--|--|--|--|---|--|---------------------------------------|---|---|--|--|--|
| ross-Disciplinary and Interdisciplinary | Media Arts 10 | An artist's intention transforms media technologies into art. | worldviews | ons, perspectiv s, and stories of hrough media | can be | Growth as an artist requires time, patience, and reflection. | | | reli | The creation of media art relies on the interplay of the mind and body. | | | a arts offer unique ways of exploring our identity and sense of belonging. | |
| Cross-Disciplinary and Interdisciplinary | Musical Theatre 10 | Musical theatre provides a aesthetic experience with the to effect change. | ne power | through m | eas and beliefs are conveyed through musical theatre production. | | Development as an artist requested perseverance, resilience, risk tak reflection. | | · · · · · · · · · · · · · · · · · · · | | | f existing work is an opportunity to sent identity and culture. | | |
| | Dance Choreography 10 | Elements of dance and compositional skills are the foundation of choreography. | explo | offers unique v ring our identity nse of belongir | y and | as an ins | raphers use strument to t s from abstr | ranslate | movement | | eographer nicate thro pression ir | ugh | Choreographers collaborate through critical reflection, creative cooperation, and the exchange of ideas. | |
| eou | Dance Company 10 | Growth as a dancer require taking, perseverance, resilination. | | | | | ways of exploring our emotions, and perspectives through | | | set | Artistic choices communicate the choreographer's intent. | | | |
| Dance | Dance Foundations 10 | Dance offers unique ways of exploring our identity and sense of belonging. | expression | Individual and collective expression is rooted in history, culture, community, and values. | | | | | | for artist | is an instr ic express dance. | | Traditions, perspectives, worldviews, and stories are shared through aesthetic experiences. | |
| | Dance Technique & Performance 10 | Growth as a dancer requires perseverance, resilience, and risk taking. | Dancers collaborate through cri reflection, creative co-operation and the exchange of ideas. | | | eration, skills are embodied and develop | | developed ir | | create, per I to dance form. | | Aesthetic experiences have the power to transform the way we see, think, and feel. | | |
| | Drama 10 | Drama communicates ideas emotions, and perspectives through movement, sound imagery, and language. | perso reveal | ve participation onal and culturals into | al connect human ex | ions and perience. | exploring | g our ide of belo | | nse re enç takin | wth as an equires act gagement, g, and refle | ve risk ection. | Drama cultivates collaboration through critical reflection, creative cooperation, and the exchange of ideas. | |
| Drama | Theatre Company 10 | Theatre offers an aesthetic the power to communicate movement, sound, imagery | e ideas thro | ugh pers | sonal and o | cultural co | theatre crea nnections, v an experiend | vhich | are dynar | process and the mic ways of exand sense of the sense of t | φloring ou | | Growth as a theatre company requires perseverance, collaboration, and reflection. | |
| | Theatre Production 10 | Aesthetic experiences can be enhanced through movement, sound, imagery, and language. | worldview | ons, perspectives, and stories of cated through the | can be | requires perseverance, creat | | Active participation in theatre production creates personal and cultural connections and reveals insights into human experience. | | tions | Theatre production cultivates creativity and collaboration by encouraging innovative solutions to challenges. | | | |



| | Choral Music 10 (includes Concert Choir 10, Chamber Choir 10, Vocal Jazz 10) | Individual and collective expression is rooted in history, culture, and community. | Growth as a musician require perseverance, resilience, and reflection. | | Aesthetic experiences have the power to transform the way we that and feel. | |
|---------|---|--|---|--|--|--|
| Music | Contemporary Music 10 | Individual and collective expression is rooted in history, culture, and community. | Growth as a musician requires perseverance, resilience, and reflection. | Music is a process that relies on the interplay of the senses. | Aesthetic experiences have the power to effect change. | Music offers unique ways of exploring our identity and sense of belonging. |
| 2 | Instrumental Music 10 (includes Concert Band 10, Orchestra 10, Jazz Band 10, Guitar 10) | Individual and collective expression is rooted in history, culture, and community. | Growth as a musician requires perseverance, resilience, and reflection. | Music is a process that relies on the interplay of the senses. | Aesthetic experiences have the power to transform the way we think and feel. | Music offers unique ways of exploring our identity and sense of belonging. |
| | Art Studio 10 | An artist's intention transforms materials into art. | Traditions, perspectives, worldview and stories are shared through aesthetic experiences. | | The creation of visual art relies on the interplay of the mind and body. | Visual arts offer unique ways of exploring our identity and sense of belonging. |
| II Arts | Photography 10 | Photography is a unique art form that captures images for artistic expression. | Traditions, perspectives, worldview and stories are shared through aesthetic experiences. | requires time, patience, and reflection. | The creation of photographs relies on the interplay of mind and body. | Photography offers unique ways of exploring our identity and sense of belonging. |
| Visual | Studio Arts 2D 10 | An artist's intention transforms materials into art. | Traditions, perspectives, worldview and stories can be shared throug aesthetic experiences. | | The creation of artistic works relies on the interplay of body and mind. | Visual arts offer unique ways of exploring our identity and sense of belonging. |
| | Studio Arts 3D 10 | Artists communicate ideas, emotions, and perspectives through form. | Traditions, perspectives, worldview and stories can be shared throug aesthetic experiences. | | The creation of artistic works relies on the interplay of mind and body. | Visual arts offer unique ways of exploring our identity and sense of belonging. |