

ELA 8 & 9- Proficiency Scale

I can communicate my knowledge and understandings of the big ideas, concepts, and content of this unit with precision of language, fluency and accuracy (Speaking, Writing, Visual, Digital).

Emerging	Developing	Proficient	Extending
<p>Content</p> <ul style="list-style-type: none">Identify key ideas and use subject specific vocabularyIdentify evidence to support key ideas <p>Precision of Language</p> <ul style="list-style-type: none">Develop a varied vocabulary with the use or support of a word bank <p>Fluency</p> <ul style="list-style-type: none">Organize my ideas using an outlineDevelop clarity in my communication by using proper sentence structure/visuals/digital toolsConsider my audience and use appropriate language (formal, casual, academic). <p>Accuracy</p> <ul style="list-style-type: none">Use the sources used in class in a logical and clear mannerEdit and revise for errors	<p>Content</p> <ul style="list-style-type: none">Organize and explain key ideas using subject specific vocabularySupport the key ideas with evidence and examples <p>Precision of Language</p> <ul style="list-style-type: none">Use specific and descriptive languageUse appropriate vocabulary and terminology within context <p>Fluency</p> <ul style="list-style-type: none">Organize my ideas into a logical sequenceUse transitions to move from one idea/paragraph to the nextDeveloping my communication by using varied sentence structures/visuals/digital platformsUse appropriate voice for a particular purpose <p>Accuracy</p> <ul style="list-style-type: none">Ensure that information included is factual and from a reliable sourceEdit for organization, errors, and clarity	<p>Content</p> <ul style="list-style-type: none">Demonstrate a critical understanding of the big ideas, and key concepts explored in this unitSupport my ideas with evidence, examples, and explanationsDemonstrate my ability to connect the big ideas of the unit to background knowledge, self, texts and world <p>Precision of Language</p> <ul style="list-style-type: none">Use specific and descriptive language to convey ideas clearly.Use precise vocabulary and terminology within context <p>Fluency</p> <ul style="list-style-type: none">Communicate in a clear and organized manner that is easy to follow.Use transitions to connect ideas and create a smooth flow.Use language/visuals/digital tools and technology to communicate my ideas in more creative ways to maintain interest and engagementUse appropriate tone and voice for the intended audience and purpose <p>Accuracy</p> <ul style="list-style-type: none">Use reliable sources to support arguments.Fact-check information before communicatingEdit and revise work for errors and inconsistencies.Use appropriate conventions for writing, speaking, visual, and/or digital communication	<p>In extending, the categories of precision of language, fluency, and accuracy of standard English may not apply. It is here that teacher and student collaborate and explore different uses of language as well as non-standard forms of English as a means of written communication. Some examples:</p> <ul style="list-style-type: none">Exploring creative and artistic ways of using languageExploring ways to communicate ideas that challenges social or cultural normsExploring multi-modal ways of communicating ideas that incorporates elements such as images, sound, video, etc.Exploring non-standard forms of English as a form of communication

SS 8&9 - Proficiency Scale

Cause & Consequence			
Emerging	Developing	Proficient	Extending
<p>Can define and explain the concept of “cause and consequence” in relation to history and social studies</p> <p>Can identify basic/obvious/possible causes that led to a particular decision, action or event</p> <p>Can identify basic/obvious consequence(s) of the decision, action or event</p>	<p>Can define terminology and criteria – short-term and long-term causes & consequences</p> <p>Can identify causes that led to a particular decision, action or event</p> <p>Can determine consequence(s) of the decision, action or event</p> <p>Can demonstrate understanding of short-term and long-term causes and consequences of decisions, actions or events</p>	<p>Can determine and assess major short and long-term causes that led to particular decisions, actions, and events</p> <p>Can determine and assess major short and long-term consequences of events and connect them to specific decisions, actions or events.</p> <p>Can analyze historical passages/documents, identify and explain various types of causes (i.e., political, social, economic, geographical, military and/or technological) of a particular event or situation.</p> <p>Can identify and explain intentional and unintentional cause and consequences of a particular historical action, event or situation.</p>	<p>Can clearly assess several short and long-term causes that led to particular decisions, actions, and events (including intended and unintended causes)</p> <p>Can clearly determine major and minor short and long-term consequences and connect them to the decision, action or event (including intended and unintended consequences)</p> <p>Can analyze how particular decisions, actions, or events have contributed to broader historical trends</p> <p>Can evaluate the unintended consequences of particular decisions, actions, or events</p> <p>Can investigate how diverse groups have been impacted differently by the causes and consequences of particular decisions, actions, or events</p> <p>Can construct counter factuals</p>

Science 10 - Proficiency Scale

Content/Phenomenon: Energy is conserved, and its transformation can affect living things and the environment.

Emerging	Developing	Proficient	Extending
<ul style="list-style-type: none"> I can list several different types of energy I can define potential and kinetic energy I can identify the variables in different energy formulas I can give an example of an energy transformation in everyday life 	<ul style="list-style-type: none"> I can categorize types of energy as either potential or kinetic I can calculate gravitational, kinetic, and heat energy using a formula I can use energy pie charts to show what energies are present in various systems I can define the law of conversation of energy I can describe how energy is transformed in everyday examples I can describe different types of nuclear radiation 	<ul style="list-style-type: none"> I can calculate changes in velocity, height, or temperature in an energy transformation I can use energy pie charts to illustrate energy transformations in various system I can use the law of conversation of energy to explain how energy is transformed in various systems I can explain how energy is transformed in various technologies including nuclear I can explain the difference between fission and fusion 	<ul style="list-style-type: none"> I can calculate the energy “lost” in an energy transformation I can use the law of conversation of energy to explain how energy is “lost” in various systems I can analyze the positive and negative impacts of energy transformations in various technologies including nuclear I can analyze the advantages and disadvantages of fission/fusion as a viable energy source

Science 10 - Proficiency Scale

Curricular Competency: Planning and Conducting

Emerging	Developing	Proficient	Extending
<ul style="list-style-type: none"> I can define independent, dependent, and control variables I know common SI units and prefixes for measuring quantitative data I can make qualitative observations during an experiment using the five senses 	<ul style="list-style-type: none"> I can choose appropriate independent and dependent variables for an experiment I can identify what quantitative data needs to be measured and collected during an experiment I can choose appropriate tools to accurately measure quantitative data I can follow the steps in a given basic procedure to conduct an experiment 	<ul style="list-style-type: none"> I can identify variables that need to be controlled for an experiment I can record quantitative data in tables with proper SI units and significant digits I can effectively use appropriate tools to accurately measure quantitative data I can create and follow a detailed procedure that controls variables to ensure a fair, repeatable experiment 	<ul style="list-style-type: none"> I can analyze the difference in precision between handheld measuring tools and technological measuring tools I can suggest additional investigations that could explore related phenomena I can assess ethical, cultural, and/or environmental issues associated with conducting an experiment

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Core French 8 & 9 - Proficiency Scale

I can explore and share information about connections between Indigenous communities and the French language

Emerging	Developing	Proficient	Extending
<ul style="list-style-type: none">- Recognizes some impacts of colonization- Recognizes that different cultures have varied traditions and ways of celebrating	<ul style="list-style-type: none">- identify aspects of the Métis i.e., who, where, when- share different Indigenous traditions, festivals and celebrations- apply vocabulary related to culture and tradition i.e., colour, clothing, regalia, music, dance, art, theatre etc...	<ul style="list-style-type: none">- Retell aspects of the Métis i.e., who, where, when- Explain the Métis connection to French- Ask & answer questions about simple descriptions of traditions, festivals and celebrations- Present an oral presentation describing elements of a cultural tradition, festival or celebration applying appropriate vocabulary and sentence structures	<ul style="list-style-type: none">- Critically analyze and explain the effects of colonization- Provide examples of how the Métis culture and language is influenced Indigenous and French history- Present an oral presentation making connections between two or more cultures

Languages - Proficiency Scale (Core French, Punjabi, Spanish,)

I can use various strategies to help me understand, speak and write in the target language

Emerging	Developing	Proficient	Extending
<ul style="list-style-type: none">▪ Listen and look for cognates (if applicable)▪ Identify similar words in first language (if applicable)▪ use contextual and imagery cues▪ interpret body language	<ul style="list-style-type: none">▪ repeat target language▪ interpret familiar words▪ listen and understand how intonation and expression convey meaning	<ul style="list-style-type: none">▪ Use a variety of strategies to comprehend and express meaning▪ apply target vocabulary and phrases to conversations▪ Uses prior knowledge for comprehension▪ Uses reference tools▪ integrate new and familiar vocabulary into target language structures	<ul style="list-style-type: none">▪ Paraphrases▪ Able to substitute words▪ use a variety of reference materials▪ takes risks to extend language boundaries

Mathematics Content - Proficiency Scale grade 8

Operations with Fractions

Learning Goal	Emerging	Developing	Proficient	Extending
Add & Subtract Fractions	<ul style="list-style-type: none">▪ add and subtract fractions with like denominators	<ul style="list-style-type: none">▪ add and subtract fractions with unlike denominators▪ add and subtract mixed numbers with like denominators	<ul style="list-style-type: none">▪ add and subtract mixed numbers with unlike denominators	<ul style="list-style-type: none">• solve challenging or unfamiliar problems involving the addition and subtraction of fractions and mixed numbers• write an expression that evaluates to a given value or characteristic
Multiply & Divide Fractions	<ul style="list-style-type: none">▪ multiply proper fractions and whole numbers▪ divide proper fractions by whole numbers	<ul style="list-style-type: none">▪ multiply and divide proper fractions	<ul style="list-style-type: none">▪ multiply and divide mixed numbers	<ul style="list-style-type: none">• solve challenging or unfamiliar problems involving the multiplication and division of fractions and mixed numbers• write an expression that evaluates to a given value or characteristic
Evaluate expressions with two or more operations with fractions	<ul style="list-style-type: none">▪ evaluate expressions with two operations with fractions (addition and subtraction or multiplication and division)▪ state the order in which to perform two or more operations with fractions	<ul style="list-style-type: none">▪ evaluate expressions with two operations with fractions (addition or subtraction and multiplication or division)	<ul style="list-style-type: none">▪ evaluate expressions with more than two operations with fractions (addition or subtraction and multiplication or division)	<ul style="list-style-type: none">• write an expression that evaluates to a given value or characteristic• group terms (i.e., use brackets) so that the expression evaluates to a given value or characteristic

Mathematics Curricular Competencies Proficiency Scale

Communicating – *I can explain and defend my ideas and decisions to others*

Emerging	Developing	Proficient	Extending
<ul style="list-style-type: none">▪ participate in mathematical discussions (pair, small-group, or whole-class)▪ describe my process for finding answers (play-by-play)▪ listen to the reasoning of others▪ use informal (but clear) intuitive language	<ul style="list-style-type: none">▪ contribute to mathematical discussions (pair, small-group, or whole-class)▪ explain my process for finding answers (colour commentary)	<ul style="list-style-type: none">▪ share my thinking with others to advance collective knowing▪ back up my statements and actions with examples and reasoning▪ critique the reasoning of others▪ use formal (and precise) math language; attend to units, labels, etc.▪ edit and organize my written work so that readers can follow it clearly (e.g., left to right, top to bottom; appropriate symbolic notation)	<ul style="list-style-type: none">• revise how I communicate my ideas to others, as needed• construct and assess alternative arguments