



Science

Activity (where applicable, we have noted a recipe suggestion)	Curriculum Expectations			
	Grade 5	Grade 6	Grade 7	Grade 8
Illustrate the process and technology needed to turn a raw ingredient into a food product. i.e. soybean to tofu. (Tofu teriyaki veggie bowl)	B1.2 evaluate beneficial and harmful effects of various technologies on human health and body systems, while taking different perspectives into consideration C1.1 assess the impacts on society and the environment of various processes used in the manufacture of common products C1.2 assess how the use of specific materials in the manufacture of common products affects the environment, and identify actions that society and individuals can take to mitigate negative impacts	B2.8 describe the importance of biodiversity in supporting agriculture, including Indigenous agriculture around the world	B1.1 assess the impact of various technologies on the environment B2.8 describe how different approaches to agriculture and to harvesting food from the natural environment can impact an ecosystem, and identify strategies that can be used to maintain and/or restore balance to ecosystems	
Identify and describe the properties of solids, liquids, and gases found in the recipe and describe changes in matter when cooking soup. (Rustic red lentil soup.)	C2.2 identify the states of matter, and describe characteristics and properties of solids, liquids, and gases C2.3 describe changes of state of matter observed at home, in the community, or in the natural environment		C2.1 demonstrate an understanding of the particle theory of matter E2.1 use particle theory to explain how heat affects the motion of particles in a solid, a liquid, and a gas E2.3 use particle theory to explain the effects of heat on volume in solids, liquids, and gases, including during changes of states of matter	
Discuss heat transmissions and chemical reactions that contributed to the changes observed in the final food product. e.g. baking powder as a leavening agent (Blueberry lemon muffin.)	C2.6 explain how changes of state can occur when matter absorbs or releases thermal energy	C2.4 describe how technologies transform various forms of energy into electrical energy C2.5 describe ways in which electrical energy is transformed into other forms of energy	E1.1 assess the social and environmental benefits of technologies that reduce heat loss in enclosed spaces or heat transfer to surrounding spaces	

Discuss ingredient substitutions and impact on final food product - invite students to participate in scientific inquiry making hypotheses about results of substitutions	C2.5 describe chemical changes in matter as changes that result in the formation of different substances, and identify signs that a chemical change has occurred A1.2 use a scientific experimentation process and associated skills to conduct investigations		Solubility (adding energy to mix ingredients that aren't soluble, solute vs solvent)	
Discuss dependent and independent variables through recipe instructions and food prep methods - ask 'what if?' to explore cause and effect (e.g. "This recipe suggests combining wet ingredients separately first - what if we didn't do that?")	A1.2 use a scientific experimentation process and associated skills to conduct investigations	A1.2 use a scientific experimentation process and associated skills to conduct investigations	A1.2 use a scientific experimentation process and associated skills to conduct investigations	A1.2 use a scientific experimentation process and associated skills to conduct investigations
Topics to Consider - Where Ingredients come from and the role those organisms play in an ecosystem Food Chains and the amount of energy from different types of food Different types of energy conversion and transfer - gas, electric, convection, conduction			Where Ingredients come from and the role those organisms play in an ecosystem Food Chains and the amount of energy from different types of food Classifying Ingredients - pure substance, solution, mixtures, solubility , etc . -evaluate the impact of the ergonomic design of various tools, objects, and work spaces on a user's health, safety, and ability to work efficiently, and use this information to describe changes that could be made in their own spaces and activities E2.4 explain how heat is transmitted through conduction, and describe natural processes that are affected by conduction E2.5 explain how heat is transmitted in liquids and gases through convection, and describe natural processes that depend on convection E2.6 explain how heat is transmitted through radiation, and describe the effects of radiation from the Sun on different kinds of surfaces	B1.2 analyze beneficial and harmful effects of developments in cell biology and associated emerging technologies on human health and the environment, while taking different perspectives into consideration C2.1 demonstrate an understanding of the factors that affect viscosity, and compare the viscosity of various fluids, including volumetric flow rate D2.2 describe the purpose, inputs, and outputs of various systems, including systems related to food processing

French - Core French				
Activity (where applicable, we have noted a recipe suggestion)	Curriculum Expectations			
	Grade 5	Grade 6	Grade 7	Grade 8
Speaking: Have students prepare a demonstration video with the steps to make their recipe in simple steps using the food vocabulary and action words from the recipe as well as connecting words to indicate order ex. D'abord, puis, ensuite, après. (A1) Add in their opinion about the recipe (A2)	B1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support	B1.2 Producing Oral Communications : using familiar words and expressions, produce brief, rehearsed messages in French containing ideas and information about themselves, family, friends, and their environment, with contextual, auditory, and visual support	B1.2 Producing Oral Communications : using familiar words and expressions, produce rehearsed and increasingly spontaneous messages in French about matters of immediate personal relevance, with contextual, auditory, and visual support	B1.2 Producing Oral Communications : produce rehearsed and increasingly spontaneous messages in French to communicate ideas and information about matters of personal interest, with contextual, auditory, and visual support
Listening and Speaking: Have students discuss with their partner if they liked or didn't like the recipe and why. Provide sentence stems and vocabulary to support communication. Ex. Dans cette recette j'aime + ingrédient, mais je n'aime pas + ingrédient. (A1) OR Have students prepare an instagram post video where they critique the recipe and make a recommendation to others (A2)	A2.2 Interacting: respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support B2.2 Interacting: engage in brief, structured spoken interactions with their peers and the teacher, using familiar words and expressions, with teacher modelling and support	A2.2 Interacting: respond with understanding to what others say while participating in guided interactions about familiar topics, with contextual and visual support B2.2 Interacting : engage in guided spoken interactions with their peers and the teacher, using familiar words and expressions, with teacher modelling and support	A2.2 Interacting : respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest B2.2 Interacting : engage in a variety of guided spoken interactions with their peers and the teacher, using familiar sentence structures and expressions, with teacher modelling and support as appropriate	A2.2 Interacting : respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest B2.2 Interacting : exchange information and ideas with the teacher and their peers in guided, increasingly spontaneous spoken interactions about matters of personal interest, with teacher modelling and support as appropriate
Reading and Writing: Have students write a shopping list by identifying key ingredients in the recipe. Have them go on a French grocery website and estimate the cost to make the recipe. (A1) OR Have students write a brief description of their recipe and the ingredients in it for a menu. (A1-A2) OR Have students write a short text or email to a friend, family member or guardian describing what they to help while cooking the recipe. (A2)	C1.2 Reading for Meaning : demonstrate an understanding of French texts containing visuals and familiar names, words, and expressions, with teacher support as required D1.2 Writing in a Variety of Forms: write a variety of age - and grade -appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form	C1.2 Reading for Meaning : demonstrate an understanding of French texts containing visuals and familiar names, words, and expressions, with teacher support as appropriate D1.2 Writing in a Variety of Forms : write a variety of age - and grade -appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form	C1.2 Reading for Meaning: demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate D1.2 Writing in a Variety of Forms : write a variety of age - and grade -appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form	C1.2 Reading for Meaning : demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate D1.2 Writing in a Variety of Forms : write a variety of age - and grade -appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form
Intercultural Understanding: Have students compare their recipe with a recipe from the region identified in the curriculum for their grade. Compare ingredients and tools used in the recipes.	B3.1 Intercultural Awareness : communicate information orally about French -speaking communities in Quebec, including aspects of their cultures and their contributions to la francophonie and	B3.1 Intercultural Awareness : communicate information orally about French -speaking communities in eastern, western, and northern Canada, including aspects of their cultures and their	B3.1 Intercultural Awareness : communicate information orally about French -speaking communities in the Americas outside Canada, including aspects of their cultures and their	B3.1 Intercultural Awareness : communicate information orally about French -speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and

	the world, and make connections to personal experiences and their own and other communities	contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities	contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities	the world, and make connections to personal experiences and their own and other communities
--	---	--	--	---

Health and Physical Education

Activity (where applicable, we have noted a recipe suggestion)	Curriculum Expectations			
	Grade 5	Grade 6	Grade 7	Grade 8
<p>All activities related to recipe selection, ingredient review/discussion, preparation, etc.</p> <p>Debriefing activities - inviting students to consider food preferences, etc.</p>	A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analyzing , evaluating, problem solving, and decision making. (e .g. <i>Healthy Living: describe how the media can influence their food choices</i>)	A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analyzing , evaluating, problem solving, and decision making	A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analyzing , evaluating, problem solving, and decision making	A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analyzing , evaluating, problem solving, and decision making
	D2.1 explain how to use nutrition fact tables and ingredient lists on food labels to make informed choices about healthy and safe foods	D2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices (e.g., <i>allergies and sensitivities , likes and dislikes, feelings of stress, dental health, food availability, media influence, cultural influence of family and friends, school food and beverage policies, environmental impact, cost</i>) to develop personal guidelines for healthier eating	D2.1 demonstrate the ability to develop healthier eating patterns, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders	D2.1 evaluate personal eating habits and food choices on the basis of the recommendations in Canada’s Food Guide, taking into account behaviours that support healthy eating (e.g., <i>mindful eating, enjoying your food, choosing a variety of healthy foods, awareness of food marketing, using food labels, making water your drink of choice more often</i>)
	D3.1 describe how advertising, food marketing, and media affect food choices (e.g., <i>TV commercials, product packaging, celebrity endorsements and social media postings, product placements in movies and programs , etc.</i>), and explain how these influences can be evaluated to help people make healthier choices (e.g., <i>by critically examining the reasons for celebrity endorsements or public personas or the plausibility of product claims , etc.</i>)	<p>D2.2 apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink (e.g., <i>stage of development, growth spurts, level of physical activity, eating larger portions</i>) to develop personal guidelines for healthier eating</p> <p>D3.1 explain how healthy eating and active living work together to improve a person’s overall physical and mental health and well-being (e.g., <i>both provide more energy and contribute to improved self-concept and body image, greater resistance to disease, and better overall health; both help a person to maintain a weight that is healthy for them</i>) and how the benefits of both can be promoted to others</p>	D3.1 demonstrate an understanding of personal and external factors that affect people’s food choices and eating habits (e.g., <i>personal: likes and dislikes, basic food skills, busy schedules, food allergies or sensitivities, health conditions, personal values, cultural practices or teachings; external: family or household budget, cost of foods, access to clean drinking water, type of food available at home, at school, or in the community</i>) , and identify ways of encouraging healthier eating practices	D3.1 identify strategies for promoting healthy eating habits and food choices within the school, home, and community (e.g., <i>implementing school healthy food policies, launching healthy -eating campaigns, choosing healthy food items to sell in fundraising campaigns, getting involved in family meal planning, learning food preparation skills, urging local restaurants to high light healthy food choices</i>)

Social Studies				
Activity (where applicable, we have noted a recipe suggestion)	Curriculum Expectations			
	Grade 5	Grade 6	Grade 7	Grade 8
Construct a map showing where popular crops (e.g. beans, wheat, corn, potatoes) are grown across Canada. (Black bean, corn, and lime salad.)	B2.3 analyze and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues	B2.3 analyze and construct different types of maps, both print and digital, as part of their investigations into global issues, their impact, and responses to them	B2.3 analyze and construct maps as part of their investigations, with a particular focus on exploring the spatial boundaries of and, where applicable, patterns relating to their topics	
Discuss the difference of the effects of consuming plant-based protein vs animal protein on environmental sustainability. (Crowd-pleasing vegetarian chili.)	B3.8 explain why different groups may have different perspectives on specific social and environmental issues B3.9 describe some different ways in which citizens can take action to address social and environmental issues	B2.5 evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues	B2.6 communicate the results of their inquiries using appropriate vocabulary B3.5 describe some responses to social and/or environmental challenges arising from the use of natural resources	A2.5 evaluate evidence and draw conclusions about issues related to the interrelationship between human settlement and sustainability
Discuss the similarities and differences between Canadian cuisine and culture and those of other nations. (30-minute Coconut Curry, Egg and Veggie Sushi Rolls, Guacamole)				

Mathematics				
Activity	Curriculum Expectations			
	Grade 5	Grade 6	Grade 7	Grade 8
Multiply (or divide) fractions and whole numbers of ingredients in the recipe to produce the desired yield for the group	<p>B2.1 use the properties of operations, and the relationships between operations, to solve problems involving whole numbers and decimal numbers, including those requiring more than one operation, and check calculations</p> <p>B2.2 recall and demonstrate multiplication facts from 0×0 to 12×12, and related division facts</p> <p>B2.8 multiply and divide one -digit whole numbers by unit fractions, using appropriate tools and drawings</p> <p>B2.9 represent and create equivalent ratios and rates, using a variety of tools and models, in various contexts</p>	<p>B2.1 use the properties of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers, fractions, ratios, rates, and whole number percents, including those requiring multiple steps or multiple operations</p> <p>B2.2 understand the divisibility rules and use them to determine whether numbers are divisible by 2, 3, 4, 5, 6, 8, 9, and 10</p> <p>B2.3 use mental math strategies to calculate percents of whole numbers, including 1%, 5%, 10%, 15%, 25%, and 50%, and explain the strategies used</p> <p>B2.9 multiply whole numbers by proper fractions, using appropriate tools and strategies</p> <p>B2.10 divide whole numbers by proper fractions, using appropriate tools and strategies</p> <p>B2.12 solve problems involving ratios, including percents and rates, using appropriate tools and strategies</p>	<p>B1.4 use equivalent fractions to simplify fractions, when appropriate, in various contexts</p> <p>B2.2 understand and recall commonly used percents, fractions, and decimal equivalents</p> <p>B2.3 use mental math strategies to increase and decrease a whole number by 1%, 5%, 10%, 25%, 50%, and 100%, and explain the strategies used</p> <p>B2.5 add and subtract fractions, including by creating equivalent fractions, in various contexts</p> <p>B2.10 identify proportional and non -proportional situations and apply proportional reasoning to solve problems</p> <p>E2.1 describe the differences and similarities between volume and capacity, and apply the relationship between millilitres (mL) and cubic centimetres (cm³) to solve problems</p>	<p>B1.4 use fractions, decimal numbers, and percents, including percents of more than 100% or less than 1%, interchangeably and flexibly to solve a variety of problems</p> <p>B2.3 use mental math strategies to multiply and divide whole numbers and decimal numbers up to thousandths by powers of ten, and explain the strategies used</p> <p>B2.5 add and subtract fractions, using appropriate strategies, in various contexts</p> <p>B2.6 multiply and divide fractions by fractions, as well as by whole numbers and mixed numbers, in various contexts</p> <p>B2.8 compare proportional situations and determine unknown values in proportional situations, and apply proportional reasoning to solve problems in various contexts</p>
Budget food costs and search through flyers to find pricing, including deals, and cost out a recipe before purchasing.	<p>F1.2 estimate and calculate the cost of transactions involving multiple items priced in dollars and cents, including sales tax, using various strategies</p> <p>F1.3 design sample basic budgets to manage finances for various earning and spending scenarios</p> <p>F1.5 calculate unit rates for various goods and services, and identify which rates offer the best value</p> <p>B2.1 use the properties of operations, and the relationships between operations, to</p>	<p>F1.1 describe the advantages and disadvantages of various methods of payment that can be used to purchase goods and services</p> <p>B1.1 read and represent whole numbers up to and including one million, using appropriate tools and strategies, and describe various ways they are used in everyday life</p> <p>B1.5 round decimal numbers, both terminating and repeating, to the nearest tenth, hundredth, or whole number, as applicable, in various contexts</p>	<p>B1.6 round decimal numbers to the nearest tenth, hundredth, or whole number, as applicable, in various contexts</p> <p>B2.1 use the properties and order of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers, fractions, ratios, rates, and percents, including those requiring multiple steps or multiple operations</p> <p>B2.10 identify proportional and non -proportional situations and apply proportional reasoning to solve problems</p>	<p>B1.4 use fractions, decimal numbers, and percents, including percents of more than 100% or less than 1%, interchangeably and flexibly to solve a variety of problems</p> <p>F1.3 identify different ways to maintain a balanced budget, and use appropriate tools to track all income and spending, for several different scenarios</p> <p>F1.5 compare various ways for consumers to get more value for their money when spending, including taking advantage of sales and customer loyalty and incentive programs,</p>

	<p>solve problems involving whole numbers and decimal numbers, including those requiring more than one operation, and check calculations</p> <p>B2.4 represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 100 000, and of decimal numbers up to hundredths, using appropriate tools, strategies, and algorithms</p> <p>B2.9 represent and create equivalent ratios and rates, using a variety of tools and models, in various contexts</p>	<p>B2.1 use the properties of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers, fractions, ratios, rates, and whole number percents, including those requiring multiple steps or multiple operations</p> <p>B2.3 use mental math strategies to calculate percents of whole numbers, including 1%, 5%, 10%, 15%, 25%, and 50%, and explain the strategies used</p> <p>B2.4 represent and solve problems involving the addition and subtraction of whole numbers and decimal numbers, using estimation and algorithms</p>	<p>B2.10 identify proportional and non - proportional situations and apply proportional reasoning to solve problems</p>	<p>and determine the best choice for different scenarios</p>
<p>Read nutrition labels on ingredients, calculating percentages of daily value, etc. (*be mindful to maintain food neutrality in an activity such as this), represent the data in different ways</p>	<p>B1.7 describe relationships and show equivalences among fractions, decimal numbers up to hundredths, and whole number percents, using appropriate tools and drawings, in various contexts</p> <p>D1.2 collect data, using appropriate sampling techniques as needed, to answer questions of interest about a population, and organize the data in relative -frequency tables</p> <p>D1.4 create an infographic about a data set, representing the data in appropriate ways, including in relative -frequency tables and stacked -bar graphs, and incorporating any other relevant information that helps to tell a story about the data</p> <p>D1.6 analyze different sets of data presented in various ways, including in stacked -bar graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions</p>	<p>B1.3 compare and order integers, decimal numbers, and fractions, separately and in combination, in various contexts</p> <p>B2.1 use the properties of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers, fractions, ratios, rates, and whole number percents, including those requiring multiple steps or multiple operations</p> <p>B2.3 use mental math strategies to calculate percents of whole numbers, including 1%, 5%, 10%, 15%, 25%, and 50%, and explain the strategies used</p> <p>B2.12 solve problems involving ratios, including percents and rates, using appropriate tools and strategies</p> <p>D1.4 create an infographic about a data set, representing the data in appropriate ways, including in tables, histograms, and broken -line graphs, and incorporating any other relevant information that helps to tell a story about the data</p> <p>D1.6 analyze different sets of data presented in various ways, including in histograms and broken -line graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing</p>	<p>B1.7 convert between fractions, decimal numbers, and percents, in various contexts</p> <p>D1.3 select from among a variety of graphs, including circle graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs</p> <p>D1.4 create an infographic about a data set, representing the data in appropriate ways, including in tables and circle graphs, and incorporating any other relevant information that helps to tell a story about the data</p> <p>D1.6 analyze different sets of data presented in various ways, including in circle graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions</p>	<p>D1.4 create an infographic about a data set, representing the data in appropriate ways, including in tables and scatter plots, and incorporating any other relevant information that helps to tell a story about the data</p> <p>D1.6 analyze different sets of data presented in various ways, including in scatter plots and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions</p>

		arguments and informed decisions		
Explore temperatures related to safe food preparation and storage - compare on number lines - can include a discussion of boiling and freezing points to include positive and negative numbers			B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of integers	B2.4 add and subtract integers, using appropriate strategies, in various contexts
Survey classmates/group members to identify recipes of interest or other related topics - track data accordingly and make different representations	<p>D1.1 explain the importance of various sampling techniques for collecting a sample of data that is representative of a population</p> <p>D1.2 collect data, using appropriate sampling techniques as needed, to answer questions of interest about a population, and organize the data in relative -frequency tables</p> <p>D1.3 select from among a variety of graphs, including stacked -bar graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs</p> <p>D1.5 determine the mean and the median and identify the mode(s), if any, for various data sets involving whole numbers and decimal numbers, and explain what each of these measures indicates about the data</p> <p>B1.3 represent equivalent fractions from halves to twelfths, including improper fractions and mixed numbers, using appropriate tools, in various contexts</p>	<p>D1.1 describe the difference between discrete and continuous data, and provide examples of each</p> <p>D1.2 collect qualitative data and discrete and continuous quantitative data to answer questions of interest about a population, and organize the sets of data as appropriate, including using intervals</p> <p>D1.3 select from among a variety of graphs, including histograms and broken -line graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs</p> <p>D1.4 create an infographic about a data set, representing the data in appropriate ways, including in tables, histograms, and broken -line graphs, and incorporating any other relevant information that helps to tell a story about the data</p> <p>B1.6 describe relationships and show equivalences among fractions and decimal numbers up to thousandths, using appropriate tools and drawings, in various contexts</p>	<p>B1.7 convert between fractions, decimal numbers, and percents, in various contexts</p> <p>D1.1 explain why percentages are used to represent the distribution of a variable for a population or sample in large sets of data, and provide examples</p> <p>D1.2 collect qualitative data and discrete and continuous quantitative data to answer questions of interest, and organize the sets of data as appropriate, including using percentages</p> <p>D1.5 determine the impact of adding or removing data from a data set on a measure of central tendency, and describe how these changes alter the shape and distribution of the data</p> <p>D1.3 select from among a variety of graphs, including circle graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs</p>	<p>D1.1 identify situations involving one -variable data and situations involving two -variable data, and explain when each type of data is needed</p> <p>D1.2 collect continuous data to answer questions of interest involving two variables, and organize the data sets as appropriate in a table of values</p> <p>D1.3 select from among a variety of graphs, including scatter plots, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs</p> <p>D1.5 use mathematical language, including the terms “strong”, “weak”, “none”, “positive”, and “negative”, to describe the relationship between two variables for various data sets with and without outliers</p>

Language and Literacy Building (English)

Activity	Curriculum Expectations			
	Grade 5	Grade 6	Grade 7	Grade 8
Read through recipes, clarify word meaning (look for similar words in other languages as well to support MLLs) and collect new vocabulary	<p>B2.2 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context</p> <p>C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p> <p>C2.1 identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts</p>	<p>B2.2 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context</p> <p>C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>C1.4 analyze and compare how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p> <p>C2.1 identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas, that they can use to make connections and understand new texts</p>	<p>B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context</p> <p>C1.1 read and comprehend various complex texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>C1.4 analyze and compare how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p> <p>C2.1 identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas, that they can use to make connections and understand new texts</p>	<p>B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context</p> <p>C1.1 read and comprehend various complex texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>C1.4 analyze and compare how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p> <p>C2.1 identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas, that they can use to make connections and understand new texts</p>

<p>Connect recipes to procedural writing, invite students to write their own sets of instructions</p>	<p>B3.1 identify and construct various sentence types and forms, including compound -complex sentences, and correct sentence fragments and run -on sentences</p> <p>C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>C1.3 identify text patterns, such as cause and effect in a persuasive text, and text features, such as a preface and glossary, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning</p>	<p>B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences with adjective or relative clauses to express relationships among ideas</p> <p>C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning</p> <p>D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium</p>	<p>B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas</p> <p>C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>C1.3 analyze text patterns, such as problem-solution in a report, and text features, such as subheadings and pull-down menus, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning</p>	<p>B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas</p> <p>C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning</p>
<p>Be a food critic: write a food review using varied adjectives and adverbs to describe how the recipe was prepared, presented and tasted.</p>	<p>B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including direct objects for nouns, intensive and reflexive pronouns, proper adjectives, and correlative conjunctions, and use this knowledge to support comprehension and communicate meaning clearly</p> <p>C3.1 describe literary devices, including imagery and humour, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning</p> <p>D1.2 generate and develop ideas and details about various topics, such as topics</p>	<p>B1.5 use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types, cohesive sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension</p> <p>B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences with adjective or relative clauses to express relationships among ideas</p> <p>B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including nouns that are gerunds, distinguishing and converting between active and passive voice, and use this knowledge to support comprehension and communicate meaning clearly</p>	<p>B1.5 use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types, cohesive and coherent sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension</p> <p>B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas</p>	<p>B1.5 use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types, cohesive and coherent sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension</p> <p>B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas</p>

	related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences	D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning		
Compose an engaging blog post, including a title, introduction, personal tips or anecdotes relating to the recipe	<p>B3.1 identify and construct various sentence types and forms , including compound -complex sentences, and correct sentence fragments and run -on sentences</p> <p>B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of commas to set off advanced phrases or clauses such as appositives and participles, and colons for introducing a list after a complete sentence</p> <p>C3.1 describe literary devices , including imagery and humour, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning</p> <p>D1.2 generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences</p> <p>D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre</p>	<p>B1.5 use precise and descriptive word choice , including varied adjectives and adverbs to elaborate, a variety of sentence types , cohesive sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension</p> <p>B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences with adjective or relative clauses to express relationships among ideas</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning</p> <p>D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre</p>	<p>B1.5 use precise and descriptive word choice , including varied adjectives and adverbs to elaborate, a variety of sentence types , cohesive and coherent sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension</p> <p>B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas</p>	<p>B1.5 use precise and descriptive word choice , including varied adjectives and adverbs to elaborate, a variety of sentence types , cohesive and coherent sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension</p> <p>B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas</p>

Write a 5 senses poem to describe the cooking experience	<p>C3.1 describe literary devices , including imagery and humour, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning</p>	<p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning</p> <p>D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre</p>	<p>C1.5 identify various elements of style in texts, including voice , word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning</p> <p>D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre</p>	<p>C1.5 identify various elements of style in texts, including voice , word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning</p> <p>D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre</p>
Consider organizational structures in writing, invite students to create a menu, brochure, and/or poster	<p>C1.3 identify text patterns, such as cause and effect in a persuasive text, and text features, such as a preface and glossary, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning</p> <p>C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning</p> <p>D2.1 draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies</p>	<p>C1.4 analyze and compare how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning</p> <p>D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium</p> <p>D2.1 draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies</p>	<p>C1.4 analyze and compare how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning</p> <p>D2.1 draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies</p> <p>D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre</p>	<p>C1.4 analyze and compare how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning</p> <p>D2.1 draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies</p> <p>D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre</p>
Have students create and present elevator pitches to propose the next recipe they would like to prepare	D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help	B1.5 use precise and descriptive word choice , including varied adjectives and adverbs to elaborate, a variety of sentence types , cohesive sentences, and the active or passive voice as appropriate during formal	B1.5 use precise and descriptive word choice , including varied adjectives and adverbs to elaborate, a variety of sentence types , cohesive and coherent sentences, and the active or passive voice as appropriate during	B1.5 use precise and descriptive word choice , including varied adjectives and adverbs to elaborate, a variety of sentence types , cohesive and coherent sentences, and the active or passive voice as appropriate during

	<p>communicate the intended meaning</p> <p>D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre</p>	<p>and informal communication, to support audience comprehension</p> <p>B1.3 identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning</p> <p>D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre</p>	<p>formal and informal communication, to support audience comprehension</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning</p> <p>D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre</p>	<p>formal and informal communication, to support audience comprehension</p> <p>D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning</p> <p>D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre</p>
--	---	---	---	---