

Quebec

The Project WILD Activity Guide, developed by the Canadian Wildlife Federation, was adapted to the Quebec curriculum by the Education and Water Monitoring Action Group

References

Quebec Curriculum, Preschool Education, Elementary Curriculum, Ministère de l'éducation, Government of Quebec, 2006.

Quebec Curriculum, Secondary Education, Cycle 1, Government of Quebec, Ministère de l'éducation, 2006.

Quebec Curriculum, Secondary Education, Cycle 2, Government of Quebec, Ministère de l'Éducation, du Loisir et du Sport, 2007.

New provincial report card for the 2011-2012 school year, Web site:

<http://www.mels.gouv.qc.ca/bulletinnational>

Quebec Curriculum Adaptation

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Revision

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This adaptation of the Project WILD Activity Guide is based on the Quebec curriculum of the Ministère de l'Éducation, du Loisir et du Sport (MELS) of the Government of Quebec. The Quebec curriculum adaptation section is divided into two parts. The first part includes activity charts for preschool students, and the second, charts for elementary and secondary students. The intended level for which the activities were designed appears after the name of the activity. The charts are organized according to the seven different sections of the Project WILD Activity Guide.

The charts for the Quebec curriculum were developed to facilitate activity selection and assessment by teachers. In the preschool education part, the chart is divided into three sections: competencies; broad areas of learning and cross curricular competencies. At the secondary level, the chart is once again divided into three sections, covering the five broad areas of learning (French, mathematics, science and technology, society and arts and music), subject areas and cross curricular competencies. The charts have also been adjusted to reflect the new format of the provincial report card of the Ministère de l'Éducation, du Loisir et du Sport (MELS) to be introduced to all of the province's elementary and secondary schools starting in the 2011-2012 school year.

The legend included in the charts specifies whether competencies and broad areas of learning are "targeted" or "affected" by the activities in the Guide. When they constitute the main objective of an activity, these competencies or broad areas of learning are considered "targeted" and a black dot appears in the chart. When the competencies or broad areas of learning are simply touched upon in passing, optional to performing the activity or could be explored in greater detail by the teacher, they are "affected," and identified by a white dot. When nothing is entered, the competency or broad area of learning is not used in the activity.

PRESCHOOL

SECTION ONE – AWARENESS AND APPRECIATION

Legend

● Targeted

○ Affected

	What's Wild?	Colour Crazy	Wildlife is Everywhere	Everybody Needs a Home!	Aqua Words	Water Plant Art	Are You Me?
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COMPETENCIES

To perform sensorimotor actions effectively in different contexts	○	●		●	○	○	
To affirm his/her personality		○		○	●		
To interact harmoniously with others	●		●				●
To communicate using the resources of language		○	●	●	○		
To construct his/her understanding of the world	●	○	●	●	●	●	●
To complete an activity or project			○				

BROAD AREAS OF LEARNING

Health and wellbeing							
Personal and career planning						○	
Environmental awareness and consumer rights and responsibilities	●	●	●	●	●	●	●
Media literacy	○	○		○	○		
Citizenship and community life	○					○	○

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement		○	●	●	●	●	●
To adopt effective work methods	●	●			●		
To communicate appropriately			●	●	○	○	○
To cooperate with others	○					○	○

SECTION TWO – DIVERSITY OF WILDLIFE VALUES

Legend

- Targeted
- Affected

Make a Coat!

COMPETENCIES

Respond efficiently in various sensory and motor contexts	●
To affirm his/her personality	
To interact harmoniously with others	●
To communicate using the resources of language	
To construct his/her understanding of the world	●
To complete an activity or project	○

BROAD AREAS OF LEARNING

Health and wellbeing	
Personal and career planning	
Environmental awareness and consumer rights and responsibilities	●
Media literacy	○
Citizenship and community life	●

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●
To adopt effective work methods	○
To communicate appropriately	
To cooperate with others	●

SECTION THREE – ECOLOGICAL PRINCIPLES

Legend

- Targeted
- Affected

What Bear Goes Where?							
Forest in a Jar							
The Thicket Game							
Seeing is Believing or The Eyes Have It!							
Surprise Terrarium							
Classroom Carrying Capacity							
Fashion a Fish							

COMPETENCIES

Respond efficiently in various sensory and motor contexts	●	●	○	●			●
To affirm his/her personality						●	
To interact harmoniously with others	●			●			○
To communicate using the resources of language					○	●	●
To construct his/her understanding of the world	●	●	●	●	●	○	●
To complete an activity or project		○					

BROAD AREAS OF LEARNING

Health and wellbeing			●				
Personal and career planning		●					
Environmental awareness and consumer rights and responsibilities	●	●	●	●	●	●	●
Media literacy	○	○		●	○		○
Citizenship and community life	●					○	●

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●	●	●	●	○	●	
To adopt effective work methods							
To communicate appropriately	○	○		●	●	○	●
To cooperate with others	●					○	●

SECTION FOUR – MANAGEMENT AND CONSERVATION

Legend

- Targeted
- Affected

Wildwork

COMPETENCIES

Respond efficiently in various sensory and motor contexts	●
To affirm his/her personality	
To interact harmoniously with others	
To communicate using the resources of language	●
To construct his/her understanding of the world	●
To complete an activity or project	

BROAD AREAS OF LEARNING

Health and wellbeing	
Personal and career planning	●
Environmental awareness and consumer rights and responsibilities	
Media literacy	○
Citizenship and community life	

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●
To adopt effective work methods	
To communicate appropriately	●
To cooperate with others	

SECTION FIVE – PEOPLE, CULTURE, AND WILDLIFE

Legend

- Targeted
- Affected

First Impressions	Saturday Morning Wildlife Watching	Water We Eating?
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COMPETENCIES

Respond efficiently in various sensory and motor contexts		○	●
To affirm his/her personality	○		
To interact harmoniously with others			
To communicate using the resources of language	●	●	
To construct his/her understanding of the world	●	●	●
To complete an activity or project			

BROAD AREAS OF LEARNING

Health and wellbeing			
Personal and career planning			
Environmental awareness and consumer rights and responsibilities	●	○	●
Media literacy	○	●	
Citizenship and community life	●	○	●

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	○	●	○
To adopt effective work methods			●
To communicate appropriately	●	●	
To cooperate with others	●	○	●

SECTION SIX – TRENDS, ISSUES AND CONSEQUENCES

Legend

- Targeted
- Affected

Learning to Look, Looking to See	
Too Close for Comfort	

COMPETENCIES

Respond efficiently in various sensory and motor contexts	●	○
To affirm his/her personality	●	○
To interact harmoniously with others		
To communicate using the resources of language		
To construct his/her understanding of the world	●	●
To complete an activity or project		

BROAD AREAS OF LEARNING

Health and wellbeing		
Personal and career planning		
Environmental awareness and consumer rights and responsibilities	●	●
Media literacy		○
Citizenship and community life		

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●	●
To adopt effective work methods		
To communicate appropriately	●	
To cooperate with others		○

SECTION SEVEN – RESPONSIBLE HUMAN ACTIONS

Legend

- Targeted
- Affected

Ethi-Thinking	Playing Lightly on the Earth	Plastic Jellyfish
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COMPETENCIES

Respond efficiently in various sensory and motor contexts	●	●	
To affirm his/her personality	○		
To interact harmoniously with others	●	●	
To communicate using the resources of language			
To construct his/her understanding of the world	●	●	●
To complete an activity or project		○	○

BROAD AREAS OF LEARNING

Health and wellbeing		●	
Personal and career planning			○
Environmental awareness and consumer rights and responsibilities	●	●	●
Media literacy	○		○
Citizenship and community life	○		

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●		●
To adopt effective work methods		●	
To communicate appropriately	●		
To cooperate with others	○	●	○

ELEMENTARY AND SECONDARY

SECTION ONE – AWARENESS AND APPRECIATION

Legend

- Targeted
- Affected

What's Wild? (1 to 3)													
Animal Charades (4 to Sec. V)													
Bearly Born (4 to Sec. I)													
Ants on a Twig (3 to Sec. III)													
Colour Crazy (1 to 6)													
Interview with a Spider! (5 to Sec II)													
Grasshopper Gravity! (2 to sec. I +)													
Wildlife is Everywhere! (1 to 3 +)													
Microtrek Scavenger Hunt (4 to 6 +)													
Stormy Weather (4 to Sec. III +)													
The Beautiful Basics (2 +)													
Everybody Needs a Home (1 to 3)													

SUBJECT AREAS

French	○				●	●		○	○	○			
Mathematics			●										
Science and technology	●	●	○	●	○	●	●	●	●	●	●	●	●
Social sciences								○					
Arts and music	●	●			●					○			●

BROAD AREAS OF LEARNING

Health and wellbeing									○				
Personal and career planning							○	○					
Environmental awareness and consumer rights and responsibilities	●	●	●	●	●	●	●	●	●	●	●	●	●
Media literacy	○	○			○	●				○			○
Citizenship and community life	○			●		●			●				

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement		●	●	●	○		●	●	○	●	●	●	●
To adopt effective work methods	●		●		●	○	●						
To communicate appropriately		○		○		●		●	●	●	○	●	●
To cooperate with others	○			●		●			●				

SECTION ONE – AWARENESS AND APPRECIATION

Legend

- Targeted
- Affected

Habitat Lap Sit (4 to Sec. III +/-)
Habitacks (2 to 5)
What's That, Habitat? (2 and 3)
Habitat Rummy (4 to Sec. I +)
My Kingdom for a Shelter (5 to Sec. III)
What's for Dinner? (3 to Sec. I +)
Litter We Know (4 to 6)
How Wet is Our Planet (4 to Sec. V)
Tracks! (4 to Sec. I)
Aqua Words (1 to Sec. II)
Water Wings (5 to Sec. III)
Water Plant Art (all)

SUBJECT AREAS

French			○							○	●	
Mathematics								●				
Science and technology	●	●	●	●	●	●	●	●	●	●	●	●
Social sciences												
Arts and music		○	●	○	●		●	○	●	○	●	●

BROAD AREAS OF LEARNING

Health and wellbeing		○							○			
Personal and career planning					●				○		○	○
Environmental awareness and consumer rights and responsibilities	●	●	●	●	●	●	●	●	●	●	●	●
Media literacy			○		○		○	○		○	○	
Citizenship and community life		●		●	○	○	●	○	●			○

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●		●			●	●	●		●	●	●
To adopt effective work methods		●		●	●				●	●		
To communicate appropriately	○		●		●					○	●	○
To cooperate with others		●		●	○	○	●	●	●			○

SECTION ONE – AWARENESS AND APPRECIATION

Legend

- Targeted
- Affected

Are You Me? (1 to 2)	Designing a Habitat (4 to Sec. V)	Puddle Wonders (2 to Sec. V)	Whale of a Tail (2 to Sec. II)
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SUBJECT AREAS

French			○	
Mathematics			●	●
Science and technology	●	●	●	●
Social sciences				
Arts and music	●	●		●

BROAD AREAS OF LEARNING

Health and wellbeing				
Personal and career planning		○	●	●
Environmental awareness and consumer rights and responsibilities	●	●	●	●
Media literacy		○		●
Citizenship and community life	○	●	●	

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●		●	
To adopt effective work methods		●	●	●
To communicate appropriately	○	●	○	●
To cooperate with others	○	●	●	●

SECTION TWO – DIVERSITY OF WILDLIFE VALUES

Legend

- Targeted
- Affected

Wild Words – A Journal-Making Activity (4 to Sec. V)													
Animal Poetry (4 to Sec. I +)													
Museum Search for Wildlife (3 to 6)													
Let's Go Fly a Kite (4 to 6 +)													
Eco-Enrichers (6 to Sec. V)													
Seed Need (5 et 6 -)													
Environmental Barometer (3 to 5)													
Make a Coat! (1 to 6)													
Riparian Retreat (6 to Sec. V)													
Water Canaries (4 to Sec. V)													
Mythical Mystical Monsters (4 to Sec. V)													
Kelp Help (6 to Sec. II)													

SUBJECT AREAS

French	○	●										●	
Mathematics						○							
Science and technology	●	○	●	○	●	●	●	●	●	●	●	○	●
Social sciences			○						●				
Arts and music	○	○	●	●		○			○	●		●	●

BROAD AREAS OF LEARNING

Health and wellbeing													
Personal and career planning				●	●	○					●		
Environmental awareness and consumer rights and responsibilities	●	●	●		●	●	●	●	●	●	●	●	●
Media literacy			●				○	○	○		○	●	
Citizenship and community life		○		○					●			●	○

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●		●		●	●	●	●	●	●			○
To adopt effective work methods				●	○	○		○			●		
To communicate appropriately	●	●	●				●		●		●	●	●
To cooperate with others		○		○					●		●	●	●

SECTION THREE - ECOLOGICAL PRINCIPLES

Legend

- Targeted
- Affected

What Bear Goes Where? (1 to 3)
Graphananimal (2 to 6)
Urban Nature Search (4 to Sec. III +)
Good Buddies (4 to Sec. I)
Forest in a Jar (1 to 6)
Pond Succession (4 to Sec. III)
The Thicket Game (1 to 6)
Adaptation Artistry (4 to Sec. III)
Seeing is Believing or The Eyes Have It! (1 to 6)
Surprise Terrarium (1 to 3 +)
Polar Bears in Winnipeg? (2 to 6)
Quick Frozen Critters (4 to 6)

SUBJECT AREAS

French				○				○	○			○
Mathematics		●										
Science and technology	●	●	●	●	●	●	●	●	●	●	●	●
Social sciences			○			○						
Arts and music	●	○	○		○	●	○	●	●		●	○

BROAD AREAS OF LEARNING

Health and wellbeing		○	○				●					●
Personal and career planning					●							
Environmental awareness and consumer rights and responsibilities	●	●	●	●	●	●	●	●	●	●	●	●
Media literacy	○			○	○	●		○	○	○	○	○
Citizenship and community life	●			●							○	

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●	●	●		●	●	●		○	○		
To adopt effective work methods		○						○			●	●
To communicate appropriately	○		●	●	○	●		●	●	●		○
To cooperate with others	●			●							○	

SECTION THREE - ECOLOGICAL PRINCIPLES

Legend

- Targeted
- Affected

Classroom Carrying Capacity (1 to 6)
Muskox Manoeuvres (4 to Sec. III)
How Many Bears Can Live in This Forest? (3 to Sec. III +)
Visual Vocabulary (4 to Sec. I +)
Owl Pellets (3 to Sec. I)
Micro Odyssey (4 to Sec. V)
Wetland Metaphors (all)
Marsh Munchers (3 to 6)
The Edge of Home (4 to Sec. V)
Blue Ribbon Niche (5 to Sec. V)
Hooks and Ladders (3 to Sec. III)
Rainfall and the Forest (6 to Sec. III)

SUBJECT AREAS

French		○		○		○					○	
Mathematics			○									○
Science and technology	●	●	●	●	●	●	●	●	●	●	●	●
Social sciences						○						○
Arts and music				●	○	●		●	●	●	○	

BROAD AREAS OF LEARNING

Health and wellbeing		●	●								●	
Personal and career planning												○
Environmental awareness and consumer rights and responsibilities	●	●	●	●	●	●	●	●	●	●	●	●
Media literacy		○				○	○		○	●	○	○
Citizenship and community life	○			●	●		●	○	●	○		●

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●	●	●				●	●	○	●	●	
To adopt effective work methods			○		●	●			○			●
To communicate appropriately	○	○		●		○	●			●	○	
To cooperate with others	○	○		●	●	○	●		●	○		●

SECTION THREE - ECOLOGICAL PRINCIPLES

Legend

- Targeted
- Affected

Where Does Water Go After School? (6 to Sec. V)			
Fishy Who's Who (all)			
Fashion a Fish (all)			

SUBJECT AREAS

French		○	
Mathematics	●		
Science and technology	●	●	●
Social sciences		○	
Arts and music		○	●

BROAD AREAS OF LEARNING

Health and wellbeing			
Personal and career planning		○	
Environmental awareness and consumer rights and responsibilities	●	●	●
Media literacy	○	●	○
Citizenship and community life		●	●

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	○		
To adopt effective work methods	●	●	
To communicate appropriately		○	●
To cooperate with others		●	●

SECTION FOUR – MANAGEMENT AND CONSERVATION

Legend

- Targeted
- Affected

Wildwork (1 to 6)												
Oh Deer! (4 to Sec. V)												
The Hunter (5 to Sec. III)												
Here Today, Gone Tomorrow (5 to Sec. V)												
Who Lives Here? (4 to Sec. III)												
Planting Animals (4 to Sec. III)												
Smokey the Bear Said What? (4 to 6)												
Checks and Balances (6 to Sec. V)												
No Water Off a Duck's Back (6 to Sec. V)												
Net Gain, Net Effect (3 to 6)												
Migration Headache (4 to Sec. V)												
Aquatic Roots (5 to Sec. V)												

SUBJECT AREAS

French	○		●	○	○	●			○	○	○	
Mathematics		○						●	●	○		
Science and technology	○	●	●	●	●	●	●	●	●	●	●	●
Social sciences		○	○					○		○	○	○
Arts and music	●			○		○	●			○		

BROAD AREAS OF LEARNING

Health and wellbeing		●									●	
Personal and career planning	●					○			○			
Environmental awareness and consumer rights and responsibilities		●	●	●	●	●	●	●	●	●	●	●
Media literacy	○		○	○	●	●	○				○	●
Citizenship and community life			●	●			○	●	●	●		○

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●	●	●	●	●	●	●	●	●	●	●	●
To adopt effective work methods								○		●		
To communicate appropriately	●		●		●	●			●		○	●
To cooperate with others				●			●		●	●		○

SECTION FOUR – MANAGEMENT AND CONSERVATION

Legend

- Targeted
- Affected

Where Have All the Salmon Gone? (6 to Sec. V)

SUBJECT AREAS

French	○
Mathematics	●
Science and technology	●
Social sciences	○
Arts and music	

BROAD AREAS OF LEARNING

Health and wellbeing	
Personal and career planning	○
Environmental awareness and consumer rights and responsibilities	●
Media literacy	
Citizenship and community life	

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●
To adopt effective work methods	
To communicate appropriately	●
To cooperate with others	

SECTION FIVE – PEOPLE, CULTURE, AND WILDLIFE

Legend

- Targeted
- Affected

Lobster in Your Lunch Box (4 to sec I)
And the Wolf Wore Shoes (2 to 5)
First Impressions (1 to 6)
Changing Attitudes (5 to Sec. V)
Watered Down History (4 to Sec. II)
Saturday Morning Wildlife Watching (1 to 6)
Cartoons and Bumper Stickers (6 to Sec. V)
Does Wildlife Sell Cigarettes? (6 to Sec. V)
The Power of a Song (6 to Sec. V)
Wildlife in National Symbols (4 to Sec. III)
Water We Eating (all)

SUBJECT AREAS

French		●	○	○			○	○	●	○	
Mathematics	●										
Science and technology	●	○	●	●	●	○	○	○			●
Social sciences			○	○	●				●	●	○
Arts and music					○	●	●	●	●	●	○

BROAD AREAS OF LEARNING

Health and wellbeing	○										
Personal and career planning				●	●						
Environmental awareness and consumer rights and responsibilities	●	○	●	●	●	○	○	●	●	●	●
Media literacy	○	○	○	●	●	●	●	●	●	●	
Citizenship and community life		●	●	●	●	○		●		○	●

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●	●	○	○		●	●	●	●	○	○
To adopt effective work methods	●			○							●
To communicate appropriately	○		●	●	●	●	○	○	●	●	
To cooperate with others		●	●	●	●	○		●		○	●

SECTION SIX – TRENDS, ISSUES AND CONSEQUENCES

Legend

- Targeted
- Affected

Learning to Look, Looking to See (1 to sec II)
The Glass Menagerie (sec. I to Sec. V)
Too Close for Comfort (1 to Sec. I)
Shrinking Habitat (4 to Sec. I)
Migration Barriers (4 to 6)
To Compromise or Not to Compromise (6 to Sec. III)
Deadly Links (4 to Sec. III)
Keeping Score (4 to Sec. II)
Planning for People and Wildlife (4 to Sec. V)
Aquatic times (all)
To Dam or Not to Dam (4 to Sec. V)

SUBJECT AREAS

French				○		○				●	○
Mathematics											
Science and technology	●	●	●	●	●	●	●	●	●	●	●
Social sciences				○	○	○			●		○
Arts and music			○	●	●	○			●	○	○

BROAD AREAS OF LEARNING

Health and wellbeing							●				
Personal and career planning		●			○	●		○	●	●	●
Environmental awareness and consumer rights and responsibilities	●	●	●	●	●	●	●	●	●	●	●
Media literacy			○		○	○	○		●	●	○
Citizenship and community life				○	●	●		●	●	○	●

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●	●	●	●	●	●	●	●	●		●
To adopt effective work methods		●							●	●	
To communicate appropriately	●	○		○	○	●	○	●	●	●	●
To cooperate with others			○	●	●	○		●	●	○	

SECTION SIX – TRENDS, ISSUES AND CONSEQUENCES

Legend

- Targeted
- Affected

Facts and Falsehoods (sec. I to Sec. V)	Deadly Skies (all)	Deadly Waters (3 to Sec. V)
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SUBJECT AREAS

French	○		
Mathematics		○	●
Science and technology	●	●	●
Social sciences			○
Arts and music			

BROAD AREAS OF LEARNING

Health and wellbeing			
Personal and career planning	○	●	
Environmental awareness and consumer rights and responsibilities	●	●	●
Media literacy	●	○	○
Citizenship and community life	●		

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●	●	○
To adopt effective work methods		●	
To communicate appropriately	●		○
To cooperate with others	●		●

PART SEVEN - RESPONSIBLE HUMAN ACTIONS

Legend

- Targeted
- Affected

Ethi-Thinking (1 to Sec. II)
Playing Lightly on the Earth (1 to Sec. II)
Water's Going On?! (5 to Sec. III)
What Did Your Lunch Cost Wildlife? (4 to Sec. V)
Flip the Switch for Wildlife (5 to Sec. V)
Ethi-Reasoning (5 to Sec. V)
Can Do! (2 to Sec. III)
Improving Wildlife Habitat in the Community (4 to Sec. V)
Enviro-Ethics (6 to Sec. V)
Dragonfly Pond (4 to Sec. V)
Living Research: Aquatic Heroes and Heroines (sec. I to Sec. V)

SUBJECT AREAS

French									○			●
Mathematics			●									
Science and technology	●	●	●	●	●	●	●	●	●	●	●	●
Social sciences									○	○	○	
Arts and music	●			○	○				○	○	●	

BROAD AREAS OF LEARNING

Health and wellbeing		●										
Personal and career planning			○	○	○		●	○		●	●	
Environmental awareness and consumer rights and responsibilities	●	●	●	●	●	●	●	●	●	●	○	
Media literacy	○			○	○		○	●			●	
Citizenship and community life	○				●	●		●		●	○	

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●		●	●	●	●		○	●	●	
To adopt effective work methods		●	●				●	●		○	●
To communicate appropriately	●			●	●	○	○	●	○	○	●
To cooperate with others	○	●			●	●	○	●		●	●

SECTION SEVEN – RESPONSIBLE HUMAN ACTIONS

Legend

- Targeted
- Affected

Turtle Hurdles (4 to Sec. V)	Plastic Jellyfish Hunt (all)	Something's Fishy Here! (2 to Sec. II)	Watershed (4 to Sec. V)	Alice in Waterland (5 to Sec. V)
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SUBJECT AREAS

French					
Mathematics				●	○
Science and technology	●	●	●	●	●
Social sciences				○	
Arts and music					●

BROAD AREAS OF LEARNING

Health and wellbeing	●				
Personal and career planning		○	●	○	○
Environmental awareness and consumer rights and responsibilities	●	●	●	●	●
Media literacy	○	○	○	○	●
Citizenship and community life			●	●	

CROSS CURRICULAR COMPETENCIES

To exercise critical judgement	●	●	●		●
To adopt effective work methods			○	●	○
To communicate appropriately	○		○		
To cooperate with others		○	●	●	