
Survey Introduction

Thank you for participating in this survey. This survey is divided into two parts and you can select the part you wish to start with. Your participation in this survey is voluntary and you may exit the survey at any time. If you choose to leave before completing the survey, your responses will be recorded up to the point of your exit. Please note that your responses will remain confidential. This survey will remain open until June 2, 2017.

Part A – General review of what students will learn

Part A gives Albertans an opportunity to provide general feedback on what students will learn (scope) and when they will learn it (sequence). We will use the feedback from this survey to refine our work and to help us develop learning outcomes in each subject. These questions are organized by specific subjects. It is anticipated that it should take less than 10 minutes of your time to complete the first part of the survey for each subject. For a detailed review and feedback on the content of the subjects currently in development, please proceed to Part B. Let's get started

Part B – Detailed review of draft subject introductions, and scope and sequences

Part B allows Albertans to provide detailed feedback on the individual draft subject introductions, and scopes and sequences. To support completing the survey, Albertans can attend face-to-face engagement sessions hosted by the Alberta Regional Professional Development Consortia (ARPD) in each region of the province until the closing of the survey. Part B survey questions are organized by specific subjects. It may take more than one hour to complete, depending on the number of subjects you choose to review. Let's get started.

Confidentiality Statement

The personal information collected in the online curriculum survey is collected pursuant to section 33(c) of the *Freedom of Information and Protection of Privacy Act* (RSA 2000, C. F-25). This information will be used for the purpose of gathering feedback from Albertans to be able to refine draft subject introductions, and scopes and sequences. Questions regarding the collection, use and disclosure may be directed to the Executive Director, Operations and Implementation Support, Student Learning Standards Division, Alberta Education, 8th Floor, 10044 -108 Street, 44 Capital Boulevard, Edmonton, AB T5J 5E6 or by telephone at 780-644-2530. (Dial 310-0000 to be connected toll-free from outside the Edmonton area). Your participation in this survey is voluntary and you may exit the survey at any time. Please note that your responses will remain confidential.

I am a ...

- K–12 student
- post-secondary student
- parent/guardian
- member of the public
- K–12 teacher/educator/administrator
- post-secondary professor/educator
- education stakeholder organization
- affiliated with an Accredited International School
- other

Please enter the first three characters of your postal code (e.g., T5J). This information will help us to analyze and organize the data collected by regions of the province.

Part A – General review of what students will learn

We are in the early stages of framing what students will learn (scope) and when they will learn it (sequence) in each subject. Within each section, you will have access to the subject's scope and sequence document. This document outlines the subject's essential understandings – or big ideas – which are broad statements that frame what students will learn. The guiding question, concepts and procedures are intended to help teachers bring the big ideas to life in the classroom. The draft subject introductions, and scopes and sequences were developed in alignment with *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study) (2016)*. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the glossary of terms here.

Please select all subjects you wish to provide feedback on. You may provide feedback to as many subjects as you like.

- Arts Education – Dance
- Arts Education – Drama
- Arts Education – Music
- Arts Education – Art
- English Language Arts
- Français (Francophone)
- French Language Arts (French Immersion)
- Mathematics
- Science
- Social Studies
- Wellness Education – Health and Physical Education
- Wellness Education – High School Life Planning (currently CALM)

What students will learn in {{ ASubjects }}

Please review the draft Kindergarten to Grade 12 {{ASubjects}} scope and sequence PDF document (overview of what students will learn and when in each grade) and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific specific glossary of terms here.

The draft Kindergarten to Grade 12 {{ ASubjects }} scope and sequence creates the basis for the development of curriculum that will likely:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. provide students with the necessary core, fundamental and basic subject skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. enable opportunities for skill development; e.g., <u>literacy</u> , <u>numeracy</u> , social, computer and practical life skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. allow students to develop greater depth in the study of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. enable opportunities for students to think critically, reason, and problem solve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. promote learning where students explore multiple <u>perspectives</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. promote learning that is <u>equitable</u> , inclusive and accessible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. prepare students to be successful in further studies, in the workplace and in their communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Please share any additional feedback you have. In the comment box below, please be sure not to include any personal information that could potentially identify you or someone else.					

Thank you for participating in this portion of the survey.

- I am done.(If you want to complete more subjects in Part A, on the next screen you will be provided that option)
- I want to proceed to Part B .Please Note: This section of the survey seeks in-depth, technical feedback on the draft subject introductions, and scopes and sequences. It includes technical language and may take more than one hour to complete. Albertans are encouraged to participate in the face-to-face sessions hosted by the Alberta Regional Professional Development Consortia (ARPDC) to help complete this section of the survey. Available session dates and times are posted on the ARPDC website.

Part B – Detailed review of draft subject introductions, and scopes and sequences

This section of the survey provides an opportunity to review and provide detailed feedback focused on the individual draft subject introductions, and scopes and sequences (essential understandings, guiding questions and concepts and procedures). These questions are organized by specific subjects. You will have the opportunity to reflect and provide feedback on each subject's draft introduction, and scope and sequence from Kindergarten to Grade 12. The draft subject introductions, and scopes and sequences were developed in alignment with *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study) (2016)*. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the glossary of terms here.

Please select all subjects you wish to provide feedback on. You may provide feedback to as many subjects as you like.

- Arts Education – Dance
- Arts Education – Drama
- Arts Education – Music
- Arts Education – Art
- English Language Arts
- Français (Francophone)
- French Language Arts (French Immersion)
- Mathematics
- Science
- Social Studies
- Wellness Education – Health and Physical Education
- Wellness Education – High School Life Planning (currently CALM)

Arts Education – Dance - Review of Draft Subject Introduction

The subject introduction describes the nature and the major purposes of Arts Education – Dance and how the subject: speaks to why it is learned; is organized, practised and applied; relates to the education of students in Kindergarten to Grade 12; and addresses student and societal needs now and in the future. Please review the draft Kindergarten to Grade 12 Arts Education – Dance introduction PDF document and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms [here](#).

The draft Arts Education – Dance introduction:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. outlines what students will learn in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. describes the importance of the subject for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. describes the importance of the subject for society in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Please share any additional thoughts about the draft subject introduction. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Arts Education – Dance - Review of Draft Scope and Sequence

Please review the draft Kindergarten to Grade 12 Arts Education – Dance scope and sequence PDF document including [essential understandings](#), [guiding questions](#), and related [concepts](#) and [procedures](#), and indicate your level of agreement with the following statements. This survey includes [mouse-over](#) glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the [subject-specific](#) glossary of terms here.

This draft K–12 Arts Education – Dance scope and sequence provides an outline for the development of learning outcomes that will likely promote learning where students:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. create, connect or respond to dance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. develop dance vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. develop dance skills and techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. explore dance as a creative way to express ideas, thoughts or emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. build relationships through experiences in dance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. strengthen personal and cultural identity through experiences in dance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. enhance well-being through experiences in dance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. explore multiple perspectives .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This draft K-12 Arts Education – Dance scope and sequence presents a learning progression (order of learning across the grades):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
9. consistent with development of dance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. that is appropriate for students from Kindergarten to Grade 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The strengths of the scope and sequence are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					
12. Suggested modifications (add, change, remove) are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Arts Education – Drama - Review of Draft Subject Introduction

The subject introduction describes the nature and the major purposes of Arts Education – Drama and how the subject: speaks to why it is learned; is organized, practised and applied; relates to the education of students in Kindergarten to Grade 12; and addresses student and societal needs now and in the future. Please review the draft Kindergarten to Grade 12 Arts Education – Drama introduction PDF document and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms [here](#).

The draft Arts Education – Drama introduction:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. outlines what students will learn in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. describes the importance of the subject for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. describes the importance of the subject for society in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Please share any additional thoughts about the draft subject introduction. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Arts Education – Drama - Review of Draft Scope and Sequence

Please review the draft Kindergarten to Grade 12 Arts Education – Drama scope and sequence PDF document including [essential understandings](#), [guiding questions](#), and related [concepts](#) and [procedures](#), and indicate your level of agreement with the following statements. This survey includes [mouse-over](#) glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the [subject-specific](#) glossary of terms here.

This draft K–12 Arts Education – Drama [scope and sequence](#) provides an outline for the development of learning outcomes that will likely promote learning where students:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. create, connect or respond to drama.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. develop drama vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. develop drama skills and techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. explore drama as a creative way to express ideas, thoughts or emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. build relationships through experiences in drama.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. strengthen personal and cultural identity through experiences in drama.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. enhance well-being through experiences in drama.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. explore multiple perspectives .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This draft K-12 Arts Education – Drama [scope and sequence](#) presents a learning progression (order of learning across the grades):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
9. consistent with development of drama.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. that is appropriate for students from Kindergarten to Grade 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The strengths of the scope and sequence are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					
12. Suggested modifications (add, change, remove) are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Arts Education – Music - Review of Draft Subject Introduction

The subject introduction describes the nature and the major purposes of Arts Education – Music and how the subject: speaks to why it is learned; is organized, practised and applied; relates to the education of students in Kindergarten to Grade 12; and addresses student and societal needs now and in the future. Please review the draft Kindergarten to Grade 12 Arts Education – Music introduction PDF document and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms here.

The draft Arts Education – Music introduction:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. outlines what students will learn in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. describes the importance of the subject for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. describes the importance of the subject for society in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Please share any additional thoughts about the draft subject introduction. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Arts Education – Music - Review of Draft Scope and Sequence

Please review the draft Kindergarten to Grade 12 Arts Education – Music scope and sequence PDF document including [essential understandings](#), [guiding questions](#), and related [concepts](#) and [procedures](#), and indicate your level of agreement with the following statements. This survey includes [mouse-over](#) glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access these [subject](#) specific glossary of terms here.

This draft K–12 Arts Education – Music scope and sequence provides an outline for the development of learning outcomes that will likely promote learning where students:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. create, connect or respond to music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. develop music vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. develop music skills and techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. explore music as a creative way to express ideas, thoughts or emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. build relationships through experiences in music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. strengthen personal and cultural identity through experiences in music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. enhance well-being through experiences in music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. explore multiple perspectives .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This draft K-12 Arts Education – Music scope and sequence presents a learning progression (order of learning across the grades):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
9. consistent with development of music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. that is appropriate for students from Kindergarten to Grade 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The strengths of the scope and sequence are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					
12. Suggested modifications (add, change, remove) are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Arts Education – Art - Review of Draft Subject Introduction

The subject introduction describes the nature and the major purposes of Arts Education – Art and how the subject: speaks to why it is learned; is organized, practised and applied; relates to the education of students in Kindergarten to Grade 12; and addresses student and societal needs now and in the future. Please review the draft Kindergarten to Grade 12 Arts Education – Art introduction PDF document and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms [here](#).

The draft Arts Education – Art introduction:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. outlines what students will learn in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. describes the importance of the subject for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. describes the importance of the subject for society in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Please share any additional thoughts about the draft subject introduction. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Arts Education – Art - Review of Draft Scope and Sequence

Please review the draft Kindergarten to Grade 12 Arts Education – Art scope and sequence PDF document including [essential understandings](#), [guiding questions](#), and related [concepts](#) and [procedures](#), and indicate your level of agreement with the following statements. This survey includes [mouse-over](#) glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the [subject-specific](#) glossary of terms here.

This draft K–12 Arts Education – Art scope and sequence provides an outline for the development of learning outcomes that will likely promote learning where students:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. create, connect or respond to art.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. develop art vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. develop art skills and techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. explore art as a creative way to express ideas, thoughts or emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. build relationships through experiences in art.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. strengthen personal and cultural identity through experiences in art.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. enhance well-being through experiences in art.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. explore multiple perspectives .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This draft K-12 Arts Education – Art scope and sequence presents a learning progression (order of learning across the grades):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
9. consistent with development of art.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. that is appropriate for students from Kindergarten to Grade 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The strengths of the scope and sequence are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					
12. Suggested modifications (add, change, remove) are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

English Language Arts - Review of Draft Subject Introduction

The subject introduction describes the nature and the major purposes of English Language Arts and how the subject: speaks to why it is learned; is organized, practised and applied; relates to the education of students in Kindergarten to Grade 12; and addresses student and societal needs now and in the future. Please review the draft Kindergarten to Grade 12 English Language Arts introduction PDF document and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms [here](#).

The draft English Language Arts introduction:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. outlines what students will learn in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. describes the importance of the subject for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. describes the importance of the subject for society in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Please share any additional thoughts about the draft subject introduction. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

English Language Arts - Review of Draft Scope and Sequence

Please review the draft Kindergarten to Grade 12 English Language Arts scope and sequence PDF document including [essential understandings](#), [guiding questions](#), and related [concepts and procedures](#), and indicate your level of agreement with the following statements. This survey includes [mouse-over](#) glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the [subject-specific](#) glossary of terms here.

This draft K–12 English Language Arts [scope and sequence](#) provides an outline for the development of learning outcomes that will likely promote learning where students:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. develop the necessary basic skills to support literacy .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. create and make meaning of texts .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. develop their oral communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. develop their written communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. communicate for a variety of purposes with a variety of audiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. evaluate and use information appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. explore multiple perspectives .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This draft K-12 English Language Arts [scope and sequence](#) presents a learning progression (order of learning across the grades):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
8. consistent with development of English Language Arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. that is appropriate for students from Kindergarten to Grade 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The strengths of the scope and sequence are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					
11. Suggested modifications (add, change, remove) are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Français (Francophone) - Review of Draft Subject Introduction

The subject introduction describes the nature and the major purposes of Français (Francophone) and how the subject: speaks to why it is learned; is organized, practised and applied; relates to the education of students in Kindergarten to Grade 12; and addresses student and societal needs now and in the future. Please review the draft Kindergarten to Grade 12 Français (Francophone) introduction PDF document and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms [here](#).

The draft Français (Francophone) introduction:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. outlines what students will learn in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. describes the importance of the subject for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. describes the importance of the subject for society in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Please share any additional thoughts about the draft subject introduction. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Français (Francophone) - Review of Draft Scope and Sequence

Please review the draft Kindergarten to Grade 12 Français (Francophone) scope and sequence PDF document including [essential understandings](#), [guiding questions](#), and related [concepts](#) and [procedures](#), and indicate your level of agreement with the following statements. This survey includes [mouse-over](#) glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the [subject-specific](#) glossary of terms here.

This draft K–12 Français [scope and sequence](#) provides an outline for the development of learning outcomes that will likely promote learning where students:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. develop the necessary basic skills to support literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. create and make meaning of texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. develop their oral communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. develop their written communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. communicate for a variety of purposes with a variety of audiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. evaluate and use information appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. develop their cultural identity through the French language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. explore multiple perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This draft K-12 Français [scope and sequence](#) presents a learning progression (order of learning across the grades):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
9. consistent with development of Français.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. that is appropriate for students from Kindergarten to Grade 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The strengths of the scope and sequence are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					
12. Suggested modifications (add, change, remove) are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

French Language Arts (French Immersion) - Review of Draft Subject Introduction

The subject introduction describes the nature and the major purposes of French Language Arts (French Immersion) and how the subject: speaks to why it is learned; is organized, practised and applied; relates to the education of students in Kindergarten to Grade 12; and addresses student and societal needs now and in the future. Please review the draft Kindergarten to Grade 12 French Language Arts (French Immersion) introduction PDF document and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms [here](#).

The draft French Language Arts (French Immersion) introduction:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. outlines what students will learn in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. describes the importance of the subject for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. describes the importance of the subject for society in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Please share any additional thoughts about the draft subject introduction. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

French Language Arts (French Immersion) - Review of Draft Scope and Sequence

Please review the draft Kindergarten to Grade 12 French Language Arts (French Immersion) scope and sequence PDF document including essential understandings, guiding questions, and related concepts and procedures, and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms here.

This draft K–12 French Language Arts (French Immersion) scope and sequence provides an outline for the development of learning outcomes that will likely promote learning where students:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. develop the necessary basic skills to support <u>literacy</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. create and make meaning of <u>texts</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. develop their oral communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. develop their written communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. communicate for a variety of purposes with a variety of audiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. evaluate and use information appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. develop their identity as speakers of Canada's two official languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. explore multiple <u>perspectives</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This draft K-12 French Language Arts (French Immersion) scope and sequence presents a learning progression (order of learning across the grades):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
9. consistent with development of French as a Second Language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. that is appropriate for students from Kindergarten to Grade 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The strengths of the scope and sequence are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					
12. Suggested modifications (add, change, remove) are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Mathematics - Review of Draft Subject Introduction

The subject introduction describes the nature and the major purposes of Mathematics and how the subject: speaks to why it is learned; is organized, practised and applied; relates to the education of students in Kindergarten to Grade 12; and addresses student and societal needs now and in the future. Please review the draft Kindergarten to Grade 12 Mathematics introduction PDF document and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms [here](#).

The draft Mathematics introduction:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. outlines what students will learn in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. describes the importance of the subject for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. describes the importance of the subject for society in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Please share any additional thoughts about the draft subject introduction. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Mathematics - Review of Draft Scope and Sequence

Please review the draft Kindergarten to Grade 12 Mathematics scope and sequence PDF document including essential understandings, guiding questions, and related concepts and procedures, and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms here.

This draft K–12 Mathematics scope and sequence provides an outline for the development of learning outcomes that will likely promote learning where students:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. develop <u>reasoning</u> needed to apply addition, subtraction, multiplication and division, including <u>number facts</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. develop and apply <u>algebraic reasoning</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. promote learning where students develop and apply <u>spatial reasoning</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. apply mathematical <u>understandings</u> to solve problems in a variety of meaning full <u>contexts</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. develop mathematical understandings that support financial <u>literacy</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. develop mathematical understandings that support <u>computational thinking</u> and <u>coding</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. explore multiple <u>perspectives</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This draft K-12 Mathematics scope and sequence presents a learning progression (order of learning across the grades):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
8. consistent with development of Mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. that is appropriate for students from Kindergarten to Grade 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The strengths of the scope and sequence are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					
11. Suggested modifications (add, change, remove) are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Science - Review of Draft Subject Introduction

The subject introduction describes the nature and the major purposes of Science and how the subject: speaks to why it is learned; is organized, practised and applied; relates to the education of students in Kindergarten to Grade 12; and addresses student and societal needs now and in the future. Please review the draft Kindergarten to Grade 12 Science introduction PDF document and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms [here](#).

The draft Science introduction:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. outlines what students will learn in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. describes the importance of the subject for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. describes the importance of the subject for society in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Please share any additional thoughts about the draft subject introduction. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Science - Review of Draft Scope and Sequence

Please review the draft Kindergarten to Grade 12 Science scope and sequence PDF document including essential understandings, guiding questions, and related concepts and procedures, and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms here.

This draft K–12 Science scope and sequence provides an outline for the development of learning outcomes that will likely promote learning where students:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. learn about the life sciences such as biology and <u>ecology</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. learn about the physical sciences such as chemistry and physics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. develop and learn about the earth and space sciences such as climatology and astronomy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. develop and learn about science <u>processes</u> such as applying scientific methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. learn about the relationships among the <u>nature of science</u> , technology, society and the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. explore multiple <u>perspectives</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This draft K-12 Science scope and sequence presents a learning progression (order of learning across the grades):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
7. consistent with development of Sciences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. that is appropriate for students from Kindergarten to Grade 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The strengths of the scope and sequence are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					
10. Suggested modifications (add, change, remove) are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Social Studies - Review of Draft Subject Introduction

The subject introduction describes the nature and the major purposes of Social Studies and how the subject: speaks to why it is learned; is organized, practised and applied; relates to the education of students in Kindergarten to Grade 12; and addresses student and societal needs now and in the future. Please review the draft Kindergarten to Grade 12 Social Studies introduction PDF document and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms [here](#).

The draft Social Studies introduction:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. outlines what students will learn in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. describes the importance of the subject for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. describes the importance of the subject for society in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Please share any additional thoughts about the draft subject introduction. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Social Studies - Review of Draft Scope and Sequence

Please review the draft Kindergarten to Grade 12 Social Studies scope and sequence PDF document including essential understandings, guiding questions, and related concepts and procedures, and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms here.

This draft K–12 Social Studies scope and sequence provides an outline for the development of learning outcomes that will likely promote learning where students:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. develop <u>knowledge</u> , <u>understandings</u> and skills associated with the disciplines of Social Studies (e.g., history, geography, political science).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. develop knowledge, understandings and skills that allow them to be responsible contributors to their communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. develop understandings of diverse and multiple <u>perspectives</u> on topics and issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. develop knowledge, understandings and skills in relevant and meaningful <u>contexts</u> (e.g., local, Canadian, global, historical).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. explore multiple perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This draft K-12 Social Studies scope and sequence presents a learning progression (order of learning across the grades):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
6. consistent with development of Social Studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. that is appropriate for students from Kindergarten to Grade 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The strengths of the scope and sequence are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					
9. Suggested modifications (add, change, remove) are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Wellness Education - Health and Physical Education - Review of Draft Subject Introduction

The subject introduction describes the nature and the major purposes of Wellness Education - Health and Physical Education and how the subject: speaks to why it is learned; is organized, practised and applied; relates to the education of students in Kindergarten to Grade 12; and addresses student and societal needs now and in the future. Please review the draft Kindergarten to Grade 12 Wellness Education - Health and Physical Education introduction PDF document and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms [here](#).

The draft Wellness Education - Health and Physical Education introduction:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. outlines what students will learn in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. describes the importance of the subject for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. describes the importance of the subject for society in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Please share any additional thoughts about the draft subject introduction. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Wellness Education - Health and Physical Education - Review of Draft Scope and Sequence

Please review the draft Kindergarten to Grade 12 Wellness Education - Health and Physical Education scope and sequence PDF document including [essential understandings](#), [guiding questions](#), and related [concepts](#) and [procedures](#), and indicate your level of agreement with the following statements. This survey includes [mouse-over](#) glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access these [subject-specific](#) glossary of terms here.

This draft K–12 Wellness Education - Health and Physical Education [scope and sequence](#) provides an outline for the development of learning outcomes that will likely promote learning where students:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. lead a healthy active lifestyle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. develop an understanding of social and emotional well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. establish and maintain healthy relationships over their lifespan such as age-appropriate human sexual education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. prepare to contribute to their communities in meaningful ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. explore multiple perspectives .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This draft Wellness K-12 Health and Physical Education scope and sequence presents a learning progression (order of learning across the grades):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
6. consistent with the development of K-12 Wellness Education – Health and Physical Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. that is appropriate for students from Kindergarten to Grade 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The strengths of the scope and sequence are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					
9. Suggested modifications (add, change, remove) are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Wellness Education - High School Life Planning (currently CALM) - Review of Draft Subject Introduction

The subject introduction describes the nature and the major purposes of Wellness Education - High School Life Planning (currently CALM) and how the subject: speaks to why it is learned; is organized, practised and applied; relates to the education of students in Kindergarten to Grade 12; and addresses student and societal needs now and in the future. Please review the draft Kindergarten to Grade 12 Wellness Education - High School Life Planning (currently CALM) introduction PDF document and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms [here](#).

The draft Wellness Education - High School Life Planning (currently CALM) introduction:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. outlines what students will learn in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. describes the importance of the subject for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. describes the importance of the subject for society in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Please share any additional thoughts about the draft subject introduction. In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					

Wellness Education - High School Life Planning (currently CALM) - Review of Draft Scope and Sequence

Please review the draft Wellness Education - High School Life Planning (currently CALM) scope and sequence PDF document including essential understandings, guiding questions, and related concepts and procedures, and indicate your level of agreement with the following statements. This survey includes mouse-over glossary terms that do not display on some devices. If you are using a device that does not display these mouse-overs, you can access the subject-specific glossary of terms here.

This draft Wellness Education - High School Life Planning (currently CALM) scope and sequence provides an outline for the development of learning outcomes that will likely promote learning where students:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. explore career development at the high school level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. plan for transitions to further studies or the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. contribute to their communities in meaningful ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. develop <u>understandings</u> about financial well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. explore multiple <u>perspectives</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This draft Wellness Education - High School Life Planning (currently CALM) scope and sequence presents a learning progression (order of learning across the grades):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
6. consistent with development of Wellness Education – High School Life Planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. that is appropriate for high school students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The strengths of the scope and sequence are : In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					
9. Suggested modifications (add, change, remove) are: In the comment box, please be sure not to include any personal information that could potentially identify you or someone else.					