

Months	Term 1			Term 2			Term 3													
	September	October	November	December	January	February	March	April	May	June										
Christian Education Content Catholic Curricular Competencies	Program: Christian Prayer and Weekly Mass (on going)																			
	Christian Education Term One			Christian Education Term Two				Christian Education Term Three												
	1.5 analyze how the Commandments given to Moses help us to live in covenantal relationship with God and others. 2.1 participate in Mass as the way to encounter Jesus in the Eucharist. 2.3 identify how regular participation in the Sacrament of Reconciliation strengthens the covenantal relationship with God. 2.4 relate the Liturgical seasons to the Salvation Story. 4.3 pray and reflect on how the Act of Love, Act of Hope and Act of Faith can be lived in daily life. Corporal and Spiritual Works of Mercy - (Connection to Catholic School Theme: "What do you want of me Lord?")			1.1 explore Covenant as the narrative of the Salvation Story; 2.1 participate in Mass as the way to encounter Jesus in the Eucharist. 3.1 explore how the Beatitudes, the fulfillment of the Ten Commandments, calls us to live with each other in covenant with God; 3.3 connect the Beatitudes to our vocation to love and serve God and others. 4.2 relate the significance of Sacramental objects (e.g. Holy Water, Rosary beads, palms, candles, etc...) to enhance prayer experiences; Saints -				1.2 describe God's call to Adam and Eve (Gen 3:8-13) to enter into a faithful relationship with Him and the consequences of their response 1.3 compare Noah's response to God's call with Adam and Eve's as it relates to Salvation History 1.4 identify the significance of God's call to Abraham (Gen 12) to be the Father of Faith 1.6 examine how the call of David renews God's covenant and foreshadows the coming of the Messiah 2.2 compare and contrast the Passover, Last Supper, and Celebration of Eucharist with respect to the fulfillment of the Covenant; 2.5 explain how the Easter Triduum is the pinnacle event in Salvation History (CCC 1363-1364). 3.2 describe how Mary's response to God's call models discipleship. 3.5 apply the morals of the Parables (Matt 13; 25:14-30) to living in covenant with God and others 4.4 connect the Mysteries of the Rosary to the fulfillment of the Covenant.												
<ul style="list-style-type: none"> Experience full, conscious and active participation in liturgy and sacraments. Engage in self-reflection as disciples of Jesus Christ and conform their lives to the moral and theological virtues. Lead a moral Christian life in all aspects of their lives and in all our interactions with others. Engage in the corporal and spiritual works of mercy as acts of love for Christ. Talk with and listen to God through a variety of prayer forms. 			<ul style="list-style-type: none"> Develop a personally (age, developmental, experiential) appropriate understanding of the teachings of the Catholic Church. Know the covenant and traditions of the Catholic Church. Proclaim Jesus as Saviour and Lord through word and action. Be present as Christian disciples in society through their vocation (professional, cultural, and social lives). Answer the call to live in community with others, in preparation of living with the community of saints and Jesus in the next life. 				<ul style="list-style-type: none"> Foster a deeper relationship with Jesus through on-going participation in and reception of the sacraments. Apply Catholic Social Teachings to life in society. Apply the TRUTH and relevance of Scripture to one's personal life. Explore God's plan for us through prayer and service. 													
Big Ideas Math Units Content Curricular Competencies	Program: Math Makes Sense / Jump Math Mixed <u>numbers</u> and decimal numbers represent quantities that can be decomposed into parts and wholes.																			
	Number Patterns			Number Sense			Graphs			Perimeter, Area & Length		Geometry		Fractions, Percents, Ratios and Rates		Decimal Numbers		Probability	Financial Literacy	
	Review input/output machines Determine pattern rule for output Review how to determine the pattern rule for recursive pattern and continue the sequence Perform order of Operations for BEDMAS Solve equations by finding unknown and balance both sides so they are equal Explore integers by represent them on a number line/ numerically			small to large numbers thousandths to billions, operations with thousandths to billions numbers used in science, medicine, technology, and media compare, order, estimate			The purpose of a line graph How to read and place data on a line graph How to construct/create a line graph			Find the perimeter of a 2-D rectangle, a polygon, 2-D rectangles Relating the perimeter and area of a rectangle Find the surface area of a rectangular prism Find the volume of a rectangular prism. Determine the capacity and volume of a given object. Convert measures of capacity (ml & l) and volume (cm & m)		Classify Angles visually (Acute, right and obtuse). Measure and construct angles using a protractor. Classify triangles by angle measures (acute, right, obtuse and equilateral, isosceles and scalene). Investigate straight and reflex angles of a variety of triangles. Identify parallel lines and construct shapes with one or more sets of parallel lines. Identify special quadrilaterals and their properties. Identify and construct shapes that are congruent and similar.		improper and mixed fractions equivalent fractions compare and order fractions relate decimals, fractions and percents		tenths, hundredths, thousandths ordering decimals rounding decimals +, -, x, / of decimals		Describe the differences between experimental and theoretical probabilities. Describe the range of probability by using terms such as: certain, impossible, likely or unlikely. Express probability as a percent, by finding an equivalent probability with 100 as the denominator. Conduct given experiments and create their own to explore experimental and theoretical probabilities.	simple budgeting and consumer math	
Use logic and patterns puzzles and play games. Use reasoning and logic to explore, analyze, and apply mathematical ideas. Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving.			Demonstrate and apply mental math strategies. Visualize to explore mathematical concepts. Reflect on mathematical thinking. Connect mathematical concepts to each other and areas of personal interests.			Visualize to explore mathematical concepts			Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving. Visualize to explore mathematical concepts. Use mathematical vocabulary and language to contribute to mathematical discussions.		Estimate reasonably. Apply multiple strategies to solve problems in both abstract and contextualized situations. Explain and justify mathematical ideas and decisions. Communicate mathematical thinking in many ways.		Visualize to explore mathematical concepts. Communicate mathematical thinking in many ways. Reflect on mathematical thinking.		Use reasoning and logic to explore, analyze, and apply mathematical ideas. Estimate reasonably. Use tools or technology to explore and create patterns and relationships, and test conjectures. Use mathematical vocabulary and language to contribute to mathematical discussions.		Apply multiple strategies to solve problems in abstract and contextualized situations Engage in problem-solving experiences that are connected to perspectives relevant to local First Peoples communities. Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts.	*Demonstrates financial literacy (simple budgeting and consumer math) mathematical thinking in many ways Use tools or technology to explore and create patterns and relationships, and test conjectures		
Big Ideas E.L.A Reading Writing	Program: Wordly Wise, What in the World Exploring and sharing multiple perspectives extends our thinking.																			
	'Gates McGinite' ASSESSMENT			Basic Reading Comp./ Literacy Strategies			Novel Study "Hatchet"			Basic Reading Comp./ Literacy Strategies		Novel Study: Kensuke's Kingdom		Novel Study: Kensuke's Kingdom		Novel Study: Kensuke's Kingdom		Novel Study: A Wrinkle In Time	Novel Study: A Wrinkle In Time	Novel Study: A Wrinkle In Time
	Text Structure, Personal Journaling and Writing Yearly Theme Writeup			Text Structure, Personal Journaling and Writing Autobiography			Text Structure, Personal Journaling and Writing			Pre-Writing Expository Writing Leader and Hero Essays		Expository Writing Leader and Hero Essays		Persuasive Essay Writing Stereotyping and Racism Essay		Persuasive Essay Writing Smoking will Kill You Essay	Persuasive Essay Writing	Writing a Resume		

<p><i>Curricular Competencies</i></p>	<ul style="list-style-type: none"> Respond to text in personal, creative and critical ways. Exchange ideas and viewpoints to build shared understanding and extend thinking. Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation. Synthesize ideas from a variety of sources to build understanding Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability. Recognize an increasing range of text structures and how they contribute meaning. Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. 	<p>Exchange ideas and viewpoints to build shared understanding and extend thinking.</p> <p>Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation.</p> <p>Recognize an increasing range of text structures and how they contribute meaning.</p>	<ul style="list-style-type: none"> Think critically, creatively and reflectively to explore ideas within, between and beyond texts. Respond to text in creative, personal and critical ways. Use and experiment with oral storytelling processes. Transform ideas and information to create original texts. Apply appropriate strategies to comprehend written, oral, visual texts, and extend thinking. Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages. Recognize and identify the role of personal, social, and cultural contexts, values in texts. Understand how literary elements, techniques and devices enhance and shape meaning. Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view. 	<ul style="list-style-type: none"> Think critically, creatively, and reflectively to explore ideas within, between and beyond texts. Construct meaningful personal connections between self, text, and world. Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience and message. Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy and reliability. Recognize an increasing range of text structures and how they contribute to meaning. Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences.
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<p><i>Big Ideas</i></p> <p>Science</p> <p><i>Units</i></p> <p><i>Content</i></p> <p><i>Curricular Competencies</i></p>	<p>Program: Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment.</p> <table border="1"> <tr> <th data-bbox="220 399 500 465">Nervous System</th> <th data-bbox="500 399 727 465">Endocrine System</th> <th data-bbox="727 399 1010 465">Excretory System</th> </tr> <tr> <td data-bbox="220 465 500 727"> <ul style="list-style-type: none"> Central Nervous System/ Peripheral Nervous System Cerebrum (Parts of the Cerebrum) Cerebellum Medulla Spine Spinal Cord Nerves Neurons Three Types of Neurons Parts of Neurons Reflex Arc </td> <td data-bbox="500 465 727 727"> <p>A complex system of glands that secrete hormones throughout the body</p> <p>The endocrine system is made up of many glands in the body. 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Create own workout circuit and apply vocabulary to everyday physical activities. Find everyday examples demonstrating Newton's Laws of Motion. Distinguish if physical activities are balanced or unbalanced. <p>Identify questions to answer or problems to solve through scientific inquiry.</p> <p>With support, plan appropriate investigations to answer their questions or solve problems they have identified.</p> <p>Identify patterns and connections in data.</p> <p>Compare data with predictions and develop explanations for results.</p> <p>Cooperatively design projects.</p> <p>Transfer and apply learning to new situations.</p>	<p><u>Everyday materials are often mixtures.</u></p> <p>Mixtures</p> <p><u>Heterogeneous mixtures</u></p> <ul style="list-style-type: none"> Suspensions, emulsions and colloids. Homogeneous vs. heterogeneous mixtures. <p><u>Mixtures:</u></p> <ul style="list-style-type: none"> Separated using a difference in component properties. Local First Peoples Knowledge of separation and extraction methods. <p>Make observations in familiar or unfamiliar contexts.</p> <p>Identify First People's perspectives and knowledge as sources of information.</p> <p>Communicate ideas, explanations and processes in a variety of ways.</p>	<p>The solar system is part of the Milky Way, which is one of billions of galaxies.</p> <p>Solar System</p> <p><u>Extreme Environments</u></p> <ul style="list-style-type: none"> Students will be examining extreme environments including contributions of Canadians to exploration technologies. <p><u>Components of Our Solar System</u></p> <ul style="list-style-type: none"> Students will be examining the solar system focusing on the planets in the Milky Way galaxy. <p>Decide which variable should be changed and measured for a fair test.</p> <p>Choose appropriate data to collect to answer questions.</p> <p>Experience and interpret the local environment</p> <p>Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data.</p> <p>Contribute to care for self, others, and community through personal or collaborative approaches.</p> <p>Express and reflect on personal, shared, or others' experiences of place.</p> <p>Reproductive System</p> <p>The basic structure and function of the reproductive system includes ovaries, testes, etc.</p> <p>Communicate ideas, explanations and processes in a variety of ways.</p>
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<p><i>Big Ideas</i></p> <p>Socials</p> <p><i>Units</i></p> <p><i>Content</i></p> <p><i>Curricular Competencies</i></p>	<p>Program: Inquiry Minds: Global Issues and Governance</p> <p>Complex global problems require international cooperation to make difficult choices for the future.</p> <table border="1"> <tr> <th data-bbox="220 1104 469 1245">Urbanization and Migration of People</th> <th data-bbox="469 1104 727 1245">Global Poverty and Inequality Issues, including Class Structure and Gender</th> <th data-bbox="727 1104 1010 1245">International Co-operation and Responses to Global Issues / Roles of Individuals, Governmental Organizations, and NGOs, including Indigenous Peoples</th> </tr> <tr> <td data-bbox="220 1245 469 1457"> <p>What are the causes and consequences of Migration</p> <p>Pushes and Pulls of Migration</p> <p>Migrations and it effect on First Peoples in BC</p> <p>Address Migration Issues</p> <p>Canada's Refugee Policies</p> <p>Changes Over Time?</p> </td> <td data-bbox="469 1245 727 1457"> <p>How We Look at Poverty</p> <p>How Poverty Affects Our Quality of Life</p> <p>Causes and Consequences/ Perspectives of Poverty</p> <p>Factors Affecting Poverty</p> <p>Fixing the Poverty Problem</p> </td> <td data-bbox="727 1245 1010 1457"> <p>Governmental Organizations - The United Nations</p> <p>Roles of Individuals - Malala</p> <p>Non-Governmental Organizations.</p> </td> </tr> <tr> <td data-bbox="220 1457 469 1538">(cause and consequence) (evidence)</td> <td data-bbox="469 1457 727 1538">(evidence), (cause and consequence) Develop a plan of action to address a selected problem</td> <td data-bbox="727 1457 1010 1538">(significance)</td> </tr> </table>	Urbanization and Migration of People	Global Poverty and Inequality Issues, including Class Structure and Gender	International Co-operation and Responses to Global Issues / Roles of Individuals, Governmental Organizations, and NGOs, including Indigenous Peoples	<p>What are the causes and consequences of Migration</p> <p>Pushes and Pulls of Migration</p> <p>Migrations and it effect on First Peoples in BC</p> <p>Address Migration Issues</p> <p>Canada's Refugee Policies</p> <p>Changes Over Time?</p>	<p>How We Look at Poverty</p> <p>How Poverty Affects Our Quality of Life</p> <p>Causes and Consequences/ Perspectives of Poverty</p> <p>Factors Affecting Poverty</p> <p>Fixing the Poverty Problem</p>	<p>Governmental Organizations - The United Nations</p> <p>Roles of Individuals - Malala</p> <p>Non-Governmental Organizations.</p>	(cause and consequence) (evidence)	(evidence), (cause and consequence) Develop a plan of action to address a selected problem	(significance)	<p>Economic self-interest can be a significant cause of conflict among peoples and governments.</p> <p>Economic Policies and Resource Management, including Effects on Indigenous Peoples</p> <p>Who are First Nations, Inuit, and Metis in Canada?</p> <p>First Peoples' Worldviews</p> <p>Kinder Morgan: Economic Development or Protection of the Environment Debate</p> <p>Taking Action: Writers to Our MP</p> <p>Develop a plan of action to address a selected problem (significance) (perspective)</p>	<p>Systems of government vary in their respect for human rights and freedoms.</p> <p>Globalization and Economic Interdependence</p> <p>International Trade - Canada's Imports and Exports / Problems with Globalization</p> <p>Advantages of Globalization</p> <p>The Environment and Globalization.</p> <p>(continuity and change) (cause and consequence)</p>	<p>Regional and International Conflict</p> <p>Meaning of Peace</p> <p>Meaning of Conflict</p> <p>What are the Causes and Consequences of Conflict</p> <p>Examples of Consequences of Conflict - Child Soldiers</p> <p>How Can We Build Peace? - Summative</p> <p>Develop a plan of action to address a selected problem or issue. (cause and consequence) (perspective)</p>	<p>Different Systems of Government</p> <p>Compare characteristics of the federal government in Canada with those of one or more other countries, including:</p> <p>roles and responsibilities of members of government</p> <p>government decision-making structures and forms of rule</p> <p>(continuity and change) (cause and consequence)</p>	<p>Media sources can both positively and negatively affect our understanding of important events and issues.</p> <p>Media Technologies and Coverage of Current Events</p> <ul style="list-style-type: none"> ownership of media propaganda editorial bias sensationalism freedom of the press social media uses and abuses Key questions: <ul style="list-style-type: none"> How does the media influence public perception of major events? Are some media sources more trustworthy than others? Explain your answer. <p>Develop a plan of action to address a selected problem (significance) (perspective)</p> <p>Develop a plan of action to address a selected problem \ (significance) (perspective)</p>
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<p><i>Big Ideas</i></p> <p>Arts Ed.</p> <p><i>Units</i></p> <p><i>Curricular Competencies</i></p>	<p>Experiencing art is a means to develop empathy for others' perspectives and experiences.</p> <table border="1"> <tr> <th data-bbox="220 1618 500 1685">Personal Crest</th> <th data-bbox="500 1618 1010 1685">Pastel Fruit Bowls</th> </tr> <tr> <td data-bbox="220 1685 500 1814"> <p>Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making.</p> <p>Explore relationships between identity, place, culture, society, and belonging through the arts.</p> <p>Describe, interpret and respond to works of art and explore artists' intent.</p> </td> <td data-bbox="500 1685 1010 1814"></td> </tr> </table>	Personal Crest	Pastel Fruit Bowls	<p>Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making.</p> <p>Explore relationships between identity, place, culture, society, and belonging through the arts.</p> <p>Describe, interpret and respond to works of art and explore artists' intent.</p>		<p>Engaging in creative expression and experiences expands people's sense of identity and community.</p> <table border="1"> <tr> <th data-bbox="1010 1618 1289 1685">Advent and Christmas</th> <th data-bbox="1289 1618 1827 1685">Monets Footbridge</th> <th data-bbox="1827 1618 2128 1685">Japanese Lanterns Calligraphy</th> </tr> <tr> <td data-bbox="1010 1685 1289 1814"> <p>Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.</p> <p>Reflect on works of art and creative processes to understand artists' intentions. Express, feelings, ideas and experiences through the arts.</p> <p>Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.</p> </td> <td data-bbox="1289 1685 1827 1814"></td> <td data-bbox="1827 1685 2128 1814"></td> </tr> </table>	Advent and Christmas	Monets Footbridge	Japanese Lanterns Calligraphy	<p>Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.</p> <p>Reflect on works of art and creative processes to understand artists' intentions. Express, feelings, ideas and experiences through the arts.</p> <p>Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.</p>			<p><i>Artistic expressions differ across time and place.</i></p> <table border="1"> <tr> <th data-bbox="2128 1618 2396 1685">Ted Harrison</th> <th data-bbox="2396 1618 2666 1685">(Mothers Day) Project</th> <th data-bbox="2666 1618 2940 1685">(Fathers Day) Project</th> </tr> <tr> <td data-bbox="2128 1685 2396 1814"> <p>Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making.</p> <p>Explore relationships between identity, place, culture, society, and belonging through the arts.</p> <p>Describe, interpret and respond to works of art and explore artists' intent.</p> </td> <td data-bbox="2396 1685 2666 1814"></td> <td data-bbox="2666 1685 2940 1814"></td> </tr> </table>	Ted Harrison	(Mothers Day) Project	(Fathers Day) Project	<p>Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making.</p> <p>Explore relationships between identity, place, culture, society, and belonging through the arts.</p> <p>Describe, interpret and respond to works of art and explore artists' intent.</p>		
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<p><i>Big Ideas</i></p> <p>French</p>	<p>With simple French, we can describe others and their interests.</p> <p>Program: Greetings, Days of Week, Months, Seasons</p> <ul style="list-style-type: none"> Use various strategies to support communication 	<p>Using various strategies helps us understand and acquire language.</p> <p>Program: Activie Unit: Au jeu</p> <ul style="list-style-type: none"> Respond to questions, simple commands, and instructions 	<p>Listening and viewing with intent helps us understand French.</p> <p><i>Activie Unit: : Bonne fete a tous</i></p> <ul style="list-style-type: none"> Begin to recognize the relationships between French letter patterns and pronunciation Comprehend key information and some details in slow, clear speech and other simple texts
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<p><i>Curricular Competencies</i></p>	<ul style="list-style-type: none"> Seek clarification of meaning Recognize the relationships between intonation and meaning 	<ul style="list-style-type: none"> Exchange ideas and information using complete sentences, both orally and in writing Express themselves and comprehend others through various modes of presentation 	<ul style="list-style-type: none"> Comprehend simple stories 		
<p><i>Big Ideas</i> ----- Career Ed. ----- <i>Curricular Competencies</i></p>	<p>Get Set</p> <p><i>Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.</i></p> <p>Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices.</p> <p>Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world.</p> <p>Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments.</p>	<p><i>Safe environments depend on everyone following safety rules.</i></p> <p>Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices.</p> <p>Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world.</p> <p>Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments.</p>	<p><i>Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.</i></p> <p>Career Awareness: Career Development</p> <ul style="list-style-type: none"> Factors affecting types of jobs in the community Technology in learning and working Role of mentors, family, community, school, and personal networking decision making 		
<p>Physical & Health Ed.</p>	<ul style="list-style-type: none"> Taught by itinerant teacher. 	<ul style="list-style-type: none"> Taught by itinerant teacher. 	<p><i>Healthy choices influence our physical, emotional, and mental well-being.</i></p> <p>Healthy Living - Food Choices</p>	<p>We experience many changes in our lives that influence how we see ourselves and others.</p> <p>Social and Community Health</p>	<p><i>Learning about similarities and differences in individuals and groups influences health.</i></p> <p>Sexual Identity</p>
<p><i>Big Ideas</i> ----- A.D.S.T. ----- <i>Units</i> ----- <i>Content</i> ----- <i>Curricular Competencies</i></p>	<p>Design can be responsive to identified needs Complex tasks require the acquisition of additional skills Complex tasks may require multiple tools and technologies</p> <ul style="list-style-type: none"> ADST is integrated across subject areas <p>Textiles Project: Sewing a Pillow</p> <p>Applied Design Applied Skills Applied Technology</p>	<p>Design can be responsive to identified needs Complex tasks require the acquisition of additional skills Complex tasks may require multiple tools and technologies</p> <ul style="list-style-type: none"> ADST is integrated across subject areas <p>Woodworking Project: Building a birdhouse</p> <p>Applied Design Applied Skills Applied Technology</p>	<p>Design can be responsive to identified needs Complex tasks require the acquisition of additional skills Complex tasks may require multiple tools and technologies</p> <ul style="list-style-type: none"> ADST is integrated across subject areas <p>Food Studies: Cooking a Minestrone Soup</p> <p>Applied Design Applied Skills Applied Technology</p>		