

Learning Outcomes for Grade 6

English Language Arts

Oral Language (Speaking and Listening)

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| A1 | <ul style="list-style-type: none">• use speaking and listening to interact with others for the purposes of<ul style="list-style-type: none">– contributing to group success– discussing and comparing ideas and opinions (e.g., debating)– improving and deepening comprehension– discussing concerns and resolving problems– completing a variety of tasks |
| A2 | <ul style="list-style-type: none">• use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by<ul style="list-style-type: none">– using prior knowledge and/or other sources of evidence– staying on topic in focussed discussions– presenting in a clear, focussed, organized, and effective manner– explaining and effectively supporting a viewpoint |
| A3 | <ul style="list-style-type: none">• listen purposefully to understand and analyse ideas and information, by<ul style="list-style-type: none">– summarizing and synthesizing– generating questions– visualizing and sharing– making inferences and drawing conclusions– interpreting the speaker’s verbal and nonverbal messages, purposes, and perspectives– analysing– ignoring distractions |

Strategies (Oral Language)

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| A4 | <ul style="list-style-type: none">• select and use strategies when interacting with others, including<ul style="list-style-type: none">– accessing prior knowledge– making and sharing connections– asking questions for clarification and understanding– taking turns as speaker and listener– paraphrasing to clarify meaning |
| A5 | <ul style="list-style-type: none">• select and use strategies when expressing and presenting ideas, information, and feelings, including<ul style="list-style-type: none">– setting a purpose– accessing prior knowledge– generating ideas– making and sharing connections– asking questions to clarify and confirm meaning– organizing information– practising delivery– self-monitoring and self-correcting in response to feedback |
| A6 | <ul style="list-style-type: none">• select and use strategies when listening to make and clarify meaning, including<ul style="list-style-type: none">– accessing prior knowledge– making predictions about content before listening– focussing on the speaker– listening for specifics– generating questions– recalling, summarizing, and synthesizing |

	<ul style="list-style-type: none"> – drawing inferences and conclusions – distinguishing between fact and opinion – visualizing – monitoring comprehension
Thinking (Oral Language)	
A7	<ul style="list-style-type: none"> • demonstrate enhanced vocabulary knowledge and usage
A8	<ul style="list-style-type: none"> • use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts
A9	<ul style="list-style-type: none"> • use speaking and listening to improve and extend thinking, by <ul style="list-style-type: none"> – questioning and speculating – acquiring new ideas – analysing and evaluating ideas – developing explanations – considering alternative viewpoints – summarizing and synthesizing – problem solving
A10	<ul style="list-style-type: none"> • reflect on and assess their speaking and listening, by <ul style="list-style-type: none"> – referring to class-generated criteria – considering and incorporating peer and adult feedback – setting goals and creating a plan for improvement – taking steps toward achieving goals
Features (Oral Language)	
A11	<ul style="list-style-type: none"> • recognize and apply the features of oral language to convey and derive meaning, including – context (e.g., audience, purpose, situation) <ul style="list-style-type: none"> – text structure – a variety of sentence lengths, structures, and types – smooth transitions and connecting words – syntax (i.e., grammar and usage) – diction – nonverbal communication – receptive listening posture
A12	<ul style="list-style-type: none"> • recognize the structures and patterns of language in oral texts, including <ul style="list-style-type: none"> – literary devices – sound devices – structural sequencing cues – idiomatic expressions
Purposes (Reading and Viewing)	
B1	<ul style="list-style-type: none"> • read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques, including <ul style="list-style-type: none"> – stories from Aboriginal and other cultures – literature from Canada and other countries – short stories and novels exposing students to unfamiliar contexts – short plays that are straightforward in form and content – poetry in a variety of forms
B2	<ul style="list-style-type: none"> • read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized

	<p>language, including</p> <ul style="list-style-type: none"> – non-fiction books – textbooks and other instructional materials – visual or graphic materials – reports and articles from magazines and journals – reference materials – appropriate web sites – instructions and procedures – advertising and promotional materials
B3	<ul style="list-style-type: none"> • read and reread just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension
B4	<ul style="list-style-type: none"> • demonstrate comprehension of visual texts with specialized features (e.g., visual components of media such as magazines, newspapers, web sites, comic books, broadcast media, videos, advertising, and promotional materials)
Strategies (Reading and Viewing)	
B5	<ul style="list-style-type: none"> • select and use strategies before reading and viewing to develop understanding of text, including <ul style="list-style-type: none"> – setting a purpose and considering personal reading goals – accessing prior knowledge to make connections – making predictions – asking questions – previewing texts
B6	<ul style="list-style-type: none"> • select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> – predicting – making connections – visualizing – asking and answering questions – making inferences and drawing conclusions – using ‘text features’ – self-monitoring and self-correcting – figuring out unknown words – reading selectively – determining the importance of ideas/events – summarizing and synthesizing
B7	<ul style="list-style-type: none"> • select and use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> – self-monitoring and self-correcting – generating and responding to questions – making inferences and drawing conclusions – reflecting and responding – visualizing – using ‘text features’ to locate information – using graphic organizers to record information – summarizing and synthesizing
Thinking (Reading and Viewing)	
B8	<ul style="list-style-type: none"> • respond to selections they read or view, by <ul style="list-style-type: none"> – expressing opinions and making judgments supported by explanations and evidence – explaining connections (text-to-self, text-to-text, and text-to-world)

	<ul style="list-style-type: none"> – identifying personally meaningful selections, passages, and images
B9	<ul style="list-style-type: none"> • read and view to improve and extend thinking, by <ul style="list-style-type: none"> – analysing texts and developing explanations – comparing various viewpoints – summarizing and synthesizing to create new ideas
B10	<ul style="list-style-type: none"> • reflect on and assess their reading and viewing, by <ul style="list-style-type: none"> – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals
Features (Reading and Viewing)	
B11	<ul style="list-style-type: none"> • explain how structures and features of text work to develop meaning, including <ul style="list-style-type: none"> – form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, pull-quotes) – literary elements (e.g., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme) – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea) – literary devices (e.g., imagery, onomatopoeia, simile, metaphor) – idiomatic expressions
Purposes (Writing and Representing)	
C1	<ul style="list-style-type: none"> • write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring <ul style="list-style-type: none"> – clearly developed ideas by using effective supporting details, explanations, comparisons, and insights – sentence fluency through sentence variety and lengths with increasing rhythm and flow – effective word choice through the use of an increasing number of new, varied, and powerful words – an honest voice – an organization that is meaningful, logical, and effective, and showcases a central idea or theme
C2	<ul style="list-style-type: none"> • write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring <ul style="list-style-type: none"> – clearly developed ideas by using focussed and useful supporting details, analysis, and explanations – sentence fluency through clear, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style – effective word choice through the use of new vocabulary, words selected for their specificity, and powerful adverbs and verbs – a voice demonstrating an appreciation and interest in the topic – an organization with an inviting lead that clearly indicates the purpose, and flows smoothly with logically sequenced paragraphs or sections to a satisfying conclusion that summarizes the details
C3	<ul style="list-style-type: none"> • write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring <ul style="list-style-type: none"> – well-developed ideas through the use of interesting sensory detail – sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity – effective word choice by using engaging figurative and sensory language – an authentic voice – an organization that includes an enticing opening, followed by a sequence of effective detail which elaborates events, ideas, and images, that lead to an imaginative or interesting conclusion

C4	<ul style="list-style-type: none"> • create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring <ul style="list-style-type: none"> – development of ideas using clear, focussed, and useful details, and by making connections to personal feelings, experiences, opinions, and information – an expressive voice – an organization in which key ideas are evident
Strategies (Writing and Representing)	
C5	<ul style="list-style-type: none"> • select and use strategies before writing and representing, including <ul style="list-style-type: none"> – setting a purpose – identifying an audience, genre, and form – analysing examples of successful writing and representing in different forms and genres to identify key criteria – developing class-generated criteria – generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research
C6	<ul style="list-style-type: none"> • select and use strategies during writing and representing to express and refine thoughts, including <ul style="list-style-type: none"> – referring to class-generated criteria – analysing models of literature – accessing multiple sources of information – consulting reference materials – considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency – ongoing revising and editing
C7	<ul style="list-style-type: none"> • select and use strategies after writing and representing to improve their work, including <ul style="list-style-type: none"> – checking their work against established criteria – reading aloud and listening for fluency – revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) – editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)
Thinking (Writing and Representing)	
C8	<ul style="list-style-type: none"> • use writing and representing to express personal responses and relevant opinions about experiences and texts
C9	<ul style="list-style-type: none"> • use writing and representing to extend thinking, by <ul style="list-style-type: none"> – developing explanations – analysing the relationships in ideas and information – exploring new ideas (e.g., examining alternative viewpoints, transposing writing from one form to another)
C10	<ul style="list-style-type: none"> • reflect on and assess their writing and representing, by <ul style="list-style-type: none"> – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals
Features (Writing and Representing)	
C10	<ul style="list-style-type: none"> • use the features and conventions of language to express meaning in their writing and representing, including <ul style="list-style-type: none"> – complete simple, compound, and complex sentences – subordinate (i.e., dependent) clauses – comparative and superlative forms of adjectives – past, present, and future tenses – effective paragraphing

	<ul style="list-style-type: none"> – effective use of punctuation and quotation marks – conventional Canadian spelling for familiar and frequently used words – spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus) – legible writing appropriate to context and purpose
Mathematics	
Number	
A1	<ul style="list-style-type: none"> • demonstrate an understanding of place value for numbers <ul style="list-style-type: none"> -greater than one million -less than one thousandth
A2	<ul style="list-style-type: none"> • solve problems involving large numbers, using technology
A3	<ul style="list-style-type: none"> • demonstrate an understanding of factors and multiples by <ul style="list-style-type: none"> -determining multiples and factors of numbers less than 100 -identifying prime and composite numbers -solving problems involving multiples
A4	<ul style="list-style-type: none"> • relate improper fractions to mixed numbers
A5	<ul style="list-style-type: none"> • demonstrate an understanding of ratio, concretely, pictorially, and symbolically
A6	<ul style="list-style-type: none"> • demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially, and symbolically
A7	<ul style="list-style-type: none"> • demonstrate an understanding of integers, concretely, pictorially, and symbolically
A8	<ul style="list-style-type: none"> • demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors)
A9	<ul style="list-style-type: none"> • explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers)
A10	<ul style="list-style-type: none"> • demonstrate an understanding of place value for numbers <ul style="list-style-type: none"> -greater than one million -less than one thousandth
A11	<ul style="list-style-type: none"> • solve problems involving large numbers, using technology
A12	<ul style="list-style-type: none"> • demonstrate an understanding of factors and multiples by <ul style="list-style-type: none"> -determining multiples and factors of numbers less than 100 -identifying prime and composite numbers -solving problems involving multiples
A13	<ul style="list-style-type: none"> • relate improper fractions to mixed numbers
PATTERNS AND RELATIONS	
Patterns	
B1	<ul style="list-style-type: none"> • demonstrate an understanding of the relationships within tables of values to solve problems
B2	<ul style="list-style-type: none"> • represent and describe patterns and relationships using graphs and tables

	Variables and Equations
B3	<ul style="list-style-type: none"> represent generalizations arising from number relationships using equations with letter variables
B4	<ul style="list-style-type: none"> demonstrate and explain the meaning of preservation of equality concretely, pictorially, and symbolically
	SHAPE AND SPACE
	Measurement
C1	<ul style="list-style-type: none"> demonstrate an understanding of angles by <ul style="list-style-type: none"> -identifying examples of angles in the environment -classifying angles according to their measure -estimating the measure of angles using 45°, 90°, and 180° as reference angles -determining angle measures in degrees -drawing and labelling angles when the measure is specified
C2	<ul style="list-style-type: none"> demonstrate that the sum of interior angles is: <ul style="list-style-type: none"> -180° in a triangle -360° in a quadrilateral
C3	<ul style="list-style-type: none"> develop and apply a formula for determining the <ul style="list-style-type: none"> -perimeter of polygons -area of rectangles -volume of right rectangular
	3-D Objects and 2-D Shapes
C4	<ul style="list-style-type: none"> construct and compare triangles, including <ul style="list-style-type: none"> -scalene -isosceles -equilateral -right -obtuse -acute in different orientations
C5	<ul style="list-style-type: none"> describe and compare the sides and angles of regular and irregular polygons
	Transformations
C6	<ul style="list-style-type: none"> perform a combination of translation(s), rotation(s) and/or reflection(s) on a single 2-D shape, with and without technology, and draw and describe the image
C7	<ul style="list-style-type: none"> perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations
C8	<ul style="list-style-type: none"> identify and plot points in the first quadrant of a Cartesian plane using whole number ordered pairs
C9	<ul style="list-style-type: none"> perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole number vertices)
	STATISTICS AND PROBABILITY
	Data Analysis
D1	<ul style="list-style-type: none"> perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited

	to whole number vertices)
D2	<ul style="list-style-type: none"> select, justify, and use appropriate methods of collecting data, including <ul style="list-style-type: none"> -questionnaires -experiments -databases -electronic media
D3	<ul style="list-style-type: none"> graph collected data and analyze the graph to solve problems
Chance and Uncertainty:	
D1	<ul style="list-style-type: none"> demonstrate an understanding of probability by <ul style="list-style-type: none"> -identifying all possible outcomes of a probability experiment -differentiating between experimental and theoretical probability -determining the theoretical probability of outcomes in a probability experiment -determining the experimental probability of outcomes in a probability experiment -comparing experimental results with the theoretical probability for an experiment
Science	
Processes and Skills of Science	
It is expected that students will:	
1	<ul style="list-style-type: none"> Manipulate and control a number of variables in an experiment
2	<ul style="list-style-type: none"> apply solutions to a technical problem (e.g., malfunctioning electrical circuit)
Life Science: Diversity of Life	
It is expected that students will:	
3	<ul style="list-style-type: none"> demonstrate the appropriate use of tools to examine living things that cannot be seen with the naked eye
4	<ul style="list-style-type: none"> analyze how different organisms adapt to their environments
5	<ul style="list-style-type: none"> distinguish between life forms as single or multi-celled organisms and belonging to one of five kingdoms: Plantae, Animalia, Monera, Protista, Fungi
Physical Science: Electricity	
It is expected that students will:	
6	<ul style="list-style-type: none"> evaluate various methods for producing small electrical charges
7	<ul style="list-style-type: none"> test a variety of electrical pathways using direct current circuits
8	<ul style="list-style-type: none"> demonstrate that electricity can be transformed into light, heat, sound, motion, and magnetic effects
9	<ul style="list-style-type: none"> differentiate between renewable and non-renewable methods of producing electrical energy
Earth and Space Science: Exploration of Extreme Environments	
It is expected that students will:	
10	<ul style="list-style-type: none"> explain obstacles unique to exploration of a specific extreme environment
11	<ul style="list-style-type: none"> assess technologies used for extreme environments
12	<ul style="list-style-type: none"> describe contributions of Canadians to exploration technologies

	Social Studies
	SKILLS AND PROCESSES OF SOCIAL STUDIES
	It is expected that students will:
A1	<ul style="list-style-type: none"> • apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
A2	<ul style="list-style-type: none"> • interpret graphs, tables, aerial photos, and various types of maps
A3	<ul style="list-style-type: none"> • evaluate the credibility and reliability of selected sources
A4	<ul style="list-style-type: none"> • deliver a formal presentation
A5	<ul style="list-style-type: none"> • implement a plan of action to address a selected local or global problem or issue
	IDENTITY, SOCIETY, AND CULTURE
	It is expected that students will:
B1	<ul style="list-style-type: none"> • assess diverse concepts of Canadian identity
B2	<ul style="list-style-type: none"> • compare Canadian society with the society of another country
B3	<ul style="list-style-type: none"> • relate a society's artistic expression to its culture
	GOVERNANCE
	It is expected that students will:
C1	<ul style="list-style-type: none"> • compare the federal government in Canada with national governments of other countries
C2	<ul style="list-style-type: none"> • describe key characteristics of the justice system in Canada
C3	<ul style="list-style-type: none"> • assess equality and fairness in Canada with reference to the <i>Canadian Charter of Rights and Freedoms</i>
C4	<ul style="list-style-type: none"> • compare individual and collective rights and responsibilities in Canada with those in other countries
C5	<ul style="list-style-type: none"> • describe the role of Canada in the world
	ECONOMY AND TECHNOLOGY
	It is expected that students will:
D1	<ul style="list-style-type: none"> • describe the importance of trade for BC and Canada
D2	<ul style="list-style-type: none"> • analyze the significance of communications technologies in Canada
D3	<ul style="list-style-type: none"> • evaluate effects of technology on lifestyles and environments
D4	<ul style="list-style-type: none"> • compare Canada's economy, technology, and quality of life with those in one or more selected countries
	HUMAN AND PHYSICAL ENVIRONMENT
	It is expected that students will:
E1	<ul style="list-style-type: none"> • assess the relationship between cultures and their environments
E2	<ul style="list-style-type: none"> • describe factors that affect settlement patterns and population distribution in selected countries

	Health and Career Education
	Goals and Decisions
	It is expected that students will:
A1	<ul style="list-style-type: none"> Describe planning techniques that can help to support goal attainment (e.g., time management, setting priorities, considering costs and resources)
A2	<ul style="list-style-type: none"> identify influences on goal setting and decision making, including family, peer, and media influences
	Career Development
	It is expected that students will:
B1	<ul style="list-style-type: none"> relate personal attributes to various types of work
B2	<ul style="list-style-type: none"> describe transferable skills that are developed through school and recreational activities (e.g., teamwork, organization, creativity)
	Health
	Healthy Living
	It is expected that students will:
C1	<ul style="list-style-type: none"> describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of <ul style="list-style-type: none"> -being physically active -healthy eating practices -an emotionally healthy lifestyle
C2	<ul style="list-style-type: none"> describe the human reproductive system
C3	<ul style="list-style-type: none"> demonstrate an understanding of the importance of respecting own and others' development rates during puberty and adolescence
C4	<ul style="list-style-type: none"> identify practices that reduce the risk of contracting life-threatening communicable diseases, including HIV, hepatitis B and C, and meningococcal C
	Healthy Relationships
	It is expected that students will:
C5	<ul style="list-style-type: none"> assess the influence that peers have on individuals' attitudes and behaviour
C6	<ul style="list-style-type: none"> demonstrate an understanding of the harmful effects of stereotyping and discrimination
C7	<ul style="list-style-type: none"> identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying
C8	<ul style="list-style-type: none"> apply appropriate strategies for responding to discrimination, stereotyping, and bullying
	Safety and Injury Prevention
	It is expected that students will:
C9	<ul style="list-style-type: none"> identify sources of support for people in abusive or exploitative situations (e.g., trusted adult, school and community services)
C10	<ul style="list-style-type: none"> identify personal safety strategies to avoid abusive or exploitative situations on the Internet
C11	<ul style="list-style-type: none"> describe responsible safety behaviours on the road and in the community

C12	<ul style="list-style-type: none"> identify basic principles for responding to emergencies (e.g., following safety guidelines, having an emergency response plan, knowing how to get help)
Substance Misuse Prevention	
It is expected that students will:	
C13	<ul style="list-style-type: none"> demonstrate appropriate skills related to the prevention of the use of tobacco, alcohol, or other drugs (e.g., assertiveness, refusal skills, avoidance, choosing healthy alternatives)
C14	<ul style="list-style-type: none"> describe the potential consequences for themselves and others if they use tobacco, alcohol, or other drugs (e.g., altered judgment and decision making, addiction, potential harm to fetus)
Physical Education	
Active Living	
Knowledge	
It is expected that students will:	
A1	<ul style="list-style-type: none"> relate personal physical and emotional health benefits to regular participation in physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)
A2	<ul style="list-style-type: none"> relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities
A3	<ul style="list-style-type: none"> analyse nutritional considerations for physical activity
A4	<ul style="list-style-type: none"> monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)
A5	<ul style="list-style-type: none"> set personal goals for attaining and maintaining a physically active lifestyle
Participation	
It is expected that students will:	
A6	<ul style="list-style-type: none"> participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility
Movement Skills	
It is expected that students will:	
B1	<ul style="list-style-type: none"> practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve
B2	<ul style="list-style-type: none"> demonstrate offensive and defensive strategies in a variety of activity categories
B3	<ul style="list-style-type: none"> demonstrate the proper technique to send and receive an object with or without an implement in predictable settings (e.g., kick a soccer ball against a wall, strike a tennis ball with a racquet, chest pass a basketball to a partner, throw a flying disk to a team-mate)
B4	<ul style="list-style-type: none"> apply a combination of learned skills to create original sequences, drills, challenges, or games
Safety, Fair Play, and Leadership	
It is expected that students will:	
C1	<ul style="list-style-type: none"> demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warmup and cool down appropriate to the activity)

C2	<ul style="list-style-type: none"> • model fair play when participating in physical activity
C3	<ul style="list-style-type: none"> • demonstrate leadership in respecting individual differences and abilities during physical activity
Fine Arts	
Dance	
Creating Dance	
It is expected that students will:	
A1	<ul style="list-style-type: none"> • move in response to a variety of sounds, music, images, and feelings
A2	<ul style="list-style-type: none"> • create movement sequences using choreographic forms, individually and with others
A3	<ul style="list-style-type: none"> • apply the creative process — with emphasis on combining and refining — to create dance compositions
Elements of Dance	
B1	<ul style="list-style-type: none"> • use elements of movement in combination
B2	<ul style="list-style-type: none"> • apply the principles of movement — alignment, balance, flexibility, strength, and breathing — to dance
B3	<ul style="list-style-type: none"> • demonstrate technique associated with particular dance styles
B4	<ul style="list-style-type: none"> • apply health and safety considerations to dance
Context	
C1	<ul style="list-style-type: none"> • compare dances from a variety of historical, cultural, and social contexts
C2	<ul style="list-style-type: none"> • assess personal opportunities in dance
Presenting and Performing	
D1	<ul style="list-style-type: none"> • rehearse dance for presentation
D2	<ul style="list-style-type: none"> • demonstrate performance skills appropriate to specific dance situations
D3	<ul style="list-style-type: none"> • apply established criteria to analyse their own and others' work
Drama	
Exploring and Creating	
It is expected that students will:	
A1	<ul style="list-style-type: none"> • use the creative process to explore a range of issues and responses
A2	<ul style="list-style-type: none"> • create roles that are true to the drama
A3	<ul style="list-style-type: none"> • use a variety of drama strategies and forms to make meaning through drama
A4	<ul style="list-style-type: none"> • demonstrate collaborative skills during drama
Drama Forms, Strategies, and Skills	
B1	<ul style="list-style-type: none"> • use voice and movement to communicate meaning
B2	<ul style="list-style-type: none"> • participate in a variety of drama forms

B3	<ul style="list-style-type: none"> participate safely in drama activities
Context	
C1	<ul style="list-style-type: none"> compare themes and traditions in drama from a variety of cultural, social, and historical contexts
C2	<ul style="list-style-type: none"> identify various opportunities related to drama
Presenting and Performing	
D1	<ul style="list-style-type: none"> participate in drama performances
D2	<ul style="list-style-type: none"> apply established criteria to analyse their own and others' performances
Music	
Exploring and Creating	
It is expected that students will:	
A1	<ul style="list-style-type: none"> use rhythm, melody, and elements of expression in performance repertoire to interpret a range of thoughts, images, and feelings
A2	<ul style="list-style-type: none"> analyse thoughts, images, and feelings derived from a variety of music media sources
A3	<ul style="list-style-type: none"> apply rhythm, melody, and elements of expression in their compositions
Elements and Skills	
B1	<ul style="list-style-type: none"> sing or play rhythmic patterns from standard notation
B2	<ul style="list-style-type: none"> sing or play from aural sources
B3	<ul style="list-style-type: none"> maintain a melodic or harmonic part in textures
B4	<ul style="list-style-type: none"> use standard notation to represent melodic and rhythmic phrases
B5	<ul style="list-style-type: none"> describe form in rhythmic and melodic structure
B6	<ul style="list-style-type: none"> demonstrate appropriate use of classroom instruments
Context	
C1	<ul style="list-style-type: none"> participate in music from a range of historical, cultural, and social contexts
C2	<ul style="list-style-type: none"> identify personal opportunities in music
Presenting and Performing	
D1	<ul style="list-style-type: none"> apply skills and attitudes appropriate to a range of music experiences, demonstrating: <ul style="list-style-type: none"> performance skills and etiquette audience engagement respect for the contributions of others
D2	<ul style="list-style-type: none"> apply established criteria to analyse their own and others' performances
Visual Arts	

Creative Processes	
It is expected that students will:	
A1	<ul style="list-style-type: none"> • compile a collection of ideas for images using feelings, observation, memory, and imagination
A2	<ul style="list-style-type: none"> • create images using the image development strategies of point of view, magnification, and minification
A3	<ul style="list-style-type: none"> • create images using particular visual elements and principles of design — including rhythm, asymmetrical balance, and space — to produce a variety of effects
A4	<ul style="list-style-type: none"> • manipulate selected materials, technologies, and processes to create images
A5	<ul style="list-style-type: none"> • create 2-D and 3-D images <ul style="list-style-type: none"> – that express beliefs and values – that reflect art styles from a variety of social, historical, and cultural contexts – to solve specific design problems
Skills and Strategies	
B1	<ul style="list-style-type: none"> • analyse and apply image development strategies, including <ul style="list-style-type: none"> – point of view – magnification – minification
B2	<ul style="list-style-type: none"> • analyse and apply space, rhythm, and asymmetrical balance to create effects and to convey mood
B3	<ul style="list-style-type: none"> • analyse and use a variety of materials, technologies, and processes to create images
B4	<ul style="list-style-type: none"> • demonstrate safe and environmentally responsible use of materials, technologies, and processes
Context	
C1	<ul style="list-style-type: none"> • identify the historical and cultural contexts of a variety of images
C2	<ul style="list-style-type: none"> • demonstrate an awareness of the ethical considerations involved in copying and appropriating images
C3	<ul style="list-style-type: none"> • identify personal opportunities in visual arts
Exhibition and Response	
D1	<ul style="list-style-type: none"> • interpret their response to artworks or exhibitions
D2	<ul style="list-style-type: none"> • collaborate to develop a group display for a particular audience or purpose
French	
Creative Processes	
It is expected that students will:	
1	<ul style="list-style-type: none"> • make and respond to simple requests
2	<ul style="list-style-type: none"> • use greetings and expressions of politeness
3	<ul style="list-style-type: none"> • recognize and use formal and informal forms of address
4	<ul style="list-style-type: none"> • express preferences and interests

5	<ul style="list-style-type: none">• participate in known and predictable classroom situations
6	<ul style="list-style-type: none">• extract specific information from French-language resources to complete authentic tasks
7	<ul style="list-style-type: none">• express acquired information in oral and visual forms
8	<ul style="list-style-type: none">• respond to creative works from the Francophone world
9	<ul style="list-style-type: none">• identify elements of Francophone cultures that are different from or similar to their own
10	<ul style="list-style-type: none">• give examples of the presence of Francophone cultures in their community