

## Learning Outcomes for Grade 6

### English Language Arts

#### Oral Language (Speaking and Listening)

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

#### Strategies (Oral Language)

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

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

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

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

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

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

	<b>Variables and Equations</b>
B3	<ul style="list-style-type: none"> <li>represent generalizations arising from number relationships using equations with letter variables</li> </ul>
B4	<ul style="list-style-type: none"> <li>demonstrate and explain the meaning of preservation of equality concretely, pictorially, and symbolically</li> </ul>
	<b>SHAPE AND SPACE</b>
	<b>Measurement</b>
C1	<ul style="list-style-type: none"> <li>demonstrate an understanding of angles by <ul style="list-style-type: none"> <li>-identifying examples of angles in the environment</li> <li>-classifying angles according to their measure</li> <li>-estimating the measure of angles using <math>45^\circ</math>, <math>90^\circ</math>, and <math>180^\circ</math> as reference angles</li> <li>-determining angle measures in degrees</li> <li>-drawing and labelling angles when the measure is specified</li> </ul> </li> </ul>
C2	<ul style="list-style-type: none"> <li>demonstrate that the sum of interior angles is: <ul style="list-style-type: none"> <li>-<math>180^\circ</math> in a triangle</li> <li>-<math>360^\circ</math> in a quadrilateral</li> </ul> </li> </ul>
C3	<ul style="list-style-type: none"> <li>develop and apply a formula for determining the <ul style="list-style-type: none"> <li>-perimeter of polygons</li> <li>-area of rectangles</li> <li>-volume of right rectangular</li> </ul> </li> </ul>
	<b>3-D Objects and 2-D Shapes</b>
C4	<ul style="list-style-type: none"> <li>construct and compare triangles, including <ul style="list-style-type: none"> <li>-scalene</li> <li>-isosceles</li> <li>-equilateral</li> <li>-right</li> <li>-obtuse</li> <li>-acute</li> </ul> in different orientations </li> </ul>
C5	<ul style="list-style-type: none"> <li>describe and compare the sides and angles of regular and irregular polygons</li> </ul>
	<b>Transformations</b>
C6	<ul style="list-style-type: none"> <li>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</li> </ul>
C7	<ul style="list-style-type: none"> <li>perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations</li> </ul>
C8	<ul style="list-style-type: none"> <li>identify and plot points in the first quadrant of a Cartesian plane using whole number ordered pairs</li> </ul>
C9	<ul style="list-style-type: none"> <li>perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole number vertices)</li> </ul>
	<b>STATISTICS AND PROBABILITY</b>
	<b>Data Analysis</b>
D1	<ul style="list-style-type: none"> <li>perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited</li> </ul>

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



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

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

C12	<ul style="list-style-type: none"> <li>identify basic principles for responding to emergencies (e.g., following safety guidelines, having an emergency response plan, knowing how to get help)</li> </ul>
<b>Substance Misuse Prevention</b>	
<b>It is expected that students will:</b>	
C13	<ul style="list-style-type: none"> <li>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)</li> </ul>
C14	<ul style="list-style-type: none"> <li>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)</li> </ul>
<b>Physical Education</b>	
<b>Active Living</b>	
<b>Knowledge</b>	
<b>It is expected that students will:</b>	
A1	<ul style="list-style-type: none"> <li>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)</li> </ul>
A2	<ul style="list-style-type: none"> <li>relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities</li> </ul>
A3	<ul style="list-style-type: none"> <li>analyse nutritional considerations for physical activity</li> </ul>
A4	<ul style="list-style-type: none"> <li>monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)</li> </ul>
A5	<ul style="list-style-type: none"> <li>set personal goals for attaining and maintaining a physically active lifestyle</li> </ul>
<b>Participation</b>	
<b>It is expected that students will:</b>	
A6	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Movement Skills</b>	
<b>It is expected that students will:</b>	
B1	<ul style="list-style-type: none"> <li>practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve</li> </ul>
B2	<ul style="list-style-type: none"> <li>demonstrate offensive and defensive strategies in a variety of activity categories</li> </ul>
B3	<ul style="list-style-type: none"> <li>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)</li> </ul>
B4	<ul style="list-style-type: none"> <li>apply a combination of learned skills to create original sequences, drills, challenges, or games</li> </ul>
<b>Safety, Fair Play, and Leadership</b>	
<b>It is expected that students will:</b>	
C1	<ul style="list-style-type: none"> <li>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)</li> </ul>

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

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

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

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