



GRADE 6

Curriculum Package (September 2010)



Ministry of
Education

For ease of reference, this Grade 6 Curriculum Package compiles all Prescribed Learning Outcomes and Suggested Achievement Indicators from within each subject-based Integrated Resource Package (IRP) into one comprehensive document.

www.bced.gov.bc.ca/irp

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This document provides basic information about the provincial curriculum requirements for **Grade 6** students in British Columbia. The full text of all provincially prescribed curricula is available online at www.bced.gov.bc.ca/irp/irp.htm

REQUIRED AREAS OF STUDY

As stated in the *Required Areas of Study In An Educational Program Order* (www.bced.gov.bc.ca/legislation/schoollaw/e/m295-95.pdf) each school year a board must offer to all students in **Grade 6** an educational program that meets all the Prescribed Learning Outcomes set out in the applicable educational program guide in

- English Language Arts, or in the case of a student enrolled in a francophone educational program, French Language Arts
- Social Studies
- A second language, or in the case of a French Immersion student, French Language Arts (Note: in order to satisfy the **Grade 6** Second Language requirement, schools may choose to offer any language. A list of options is available on the Ministry of Education International Languages Curriculum web page: http://www.bced.gov.bc.ca/irp/irp_lang.htm)
- Mathematics
- Science
- Physical Education
- Arts Education: Dance, Drama, Music and Visual Arts
- Health and Career Education
- Daily Physical Activity

HOW TO USE THIS DOCUMENT

For each required area of study for **Grade 6**, the Prescribed Learning Outcomes and corresponding Suggested Achievement Indicators are presented in a series of tables.

Prescribed Learning Outcomes

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, prescribed learning outcomes set out the required attitudes, skills, and knowledge – what students are expected to know and be able to do – by the end of the specified subject and grade.

Schools are responsible for ensuring that all Prescribed Learning Outcomes for each required area of study are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

All prescribed learning outcomes complete the stem, “It is expected that students will”

Prescribed Learning Outcomes are presented by curriculum organizer (and suborganizer as applicable), and for some subjects are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Suggested Achievement Indicators

Suggested Achievement Indicators in relation to each Prescribed Learning Outcome are included to support the assessment of provincially prescribed curricula.

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Suggested Achievement Indicators describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator presents only one aspect of the corresponding learning outcome, the entire set of achievement indicators can assist teachers when determining whether students have fully met the learning outcome.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

ENGLISH LANGUAGE ARTS – GRADE 6

Prescribed Learning Outcomes and Suggested Achievement Indicators



ORAL LANGUAGE (*Purposes*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use speaking and listening to interact with others for the purposes of</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> share ideas relevant to class activities and discussions (e.g., teacher or student-selected pairs or small groups, whole class brainstorming, literature circles, and book clubs) <input type="checkbox"/> speak and listen in partner, small group, and whole class discussion to accomplish a substantive task (e.g., suggest a plan of action for a student council, present a mock trial of a historical figure, take turns in a structured debate) <input type="checkbox"/> share ideas in structured discussions and dialogues to explore issues, varying viewpoints, and conflicts <input type="checkbox"/> ask questions to sustain and extend interactions <input type="checkbox"/> listen to classmates and others without interrupting, speak respectfully to others, and use language and tone appropriately when disagreeing <input type="checkbox"/> offer ideas and experiences that build on the ideas of others <input type="checkbox"/> speak and listen to respond to others' needs, feelings, and reactions, taking into account verbal and nonverbal cues (e.g., tone, inflection, body language, facial expression) <input type="checkbox"/> synthesize viewpoints of others, and discuss options to resolve any outstanding differences

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> identify purpose (e.g., to explore ideas, entertain, investigate) and audience (e.g., younger grade, buddy, class, guest) for speaking and presenting <input type="checkbox"/> present/discuss in their own words information that is accurate, states a topic, follows an organizational structure, and includes specific and relevant examples and details (e.g., results of a scientific experiment, recreation of an historical event) <input type="checkbox"/> explain their own viewpoints and give reasons, and if applicable, support judgments through references to a text and prior knowledge, or other sources of evidence <input type="checkbox"/> emphasize key points with detailed evidence and media or visual aids, if applicable <input type="checkbox"/> use vocabulary appropriate to topic and audience (e.g., contents specific words such as “global warming”) <input type="checkbox"/> use tone, volume, pacing, phrasing, and gestures to engage audience and enhance meaning <input type="checkbox"/> use speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others (e.g., “John said the artist used lots of green in the painting. I agree, and think it is because...”)
<p>A3 listen purposefully to understand and analyse ideas and information, by</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> identify and state a purpose for listening <input type="checkbox"/> summarize and synthesize facts and supporting details, and differentiate between main ideas and supporting details <input type="checkbox"/> ask questions to clarify or provide further understanding on the topic <input type="checkbox"/> identify an author or speaker’s viewpoint and purpose, and identify details that were provided to support the viewpoint <input type="checkbox"/> follow oral instructions and demonstrations to complete a task <input type="checkbox"/> demonstrate attentive listening in nonverbal ways (e.g., take notes, sketch or diagram key ideas, nod to show agreement, use facial expressions) <input type="checkbox"/> attend to speaker without distracting or interrupting (e.g., raise hand to ask questions or make comments, wait turn to speak, record questions to ask at an appropriate time) <input type="checkbox"/> respond appropriately to verbal and nonverbal cues

ORAL LANGUAGE (*Strategies*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A4 select and use strategies when interacting with others, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> refer to relevant texts they have read or heard, or contribute relevant experiences to the topic or task <input type="checkbox"/> connect and relate prior experiences, insights, and ideas to those of a speaker <input type="checkbox"/> make connections to personal and shared ideas and experiences by talking in pairs or small groups <input type="checkbox"/> ask thoughtful questions and respond to questions with appropriate elaboration <input type="checkbox"/> balance role of self as speaker and listener and follow the rules of conversation <input type="checkbox"/> explain and show understanding of other viewpoints
<p>A5 select and use strategies when expressing and presenting ideas, information, and feelings, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> identify topic, audience, and purpose for specific oral presentations (e.g., to inform classmates, to persuade an audience of adults) <input type="checkbox"/> discuss what they already know about the topic and what the audience needs to know <input type="checkbox"/> ask and/or answer questions to focus the topic, paraphrase ideas, clarify understanding, or identify the need for further information <input type="checkbox"/> select a focus, an organizational structure, and a viewpoint, matching the purpose, message, and occasion <input type="checkbox"/> emphasize key points to assist the listener in following the main ideas and concepts <input type="checkbox"/> practise with peer support, ask for feedback, and incorporate suggestions <input type="checkbox"/> adjust volume, tone, intonation, pace, and gesture based on verbal and nonverbal feedback from the audience <input type="checkbox"/> use appropriate strategies for making connections with the audience (e.g., position themselves so others can see and hear, use body language such as smiling or making eye contact)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A6 select and use strategies when listening to make and clarify meaning, including</p> <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 – drawing inferences and conclusions – distinguishing between fact and opinion – visualizing – monitoring comprehension 	<ul style="list-style-type: none"> <input type="checkbox"/> use prior knowledge and understanding (e.g., of the topic, of genre) to make reasonable predictions <input type="checkbox"/> generate focus questions before listening <input type="checkbox"/> focus on a particular aspect of a presentation (e.g., be attentive for answers to focus questions, listen for poetic or literary devices) <input type="checkbox"/> ask questions to clarify when information is not making sense <input type="checkbox"/> identify and summarize main ideas and supporting details <input type="checkbox"/> identify key words and phrases to focus listening (e.g., organizing terms such as “first,” “later on,” “in conclusion”; outline of key points) <input type="checkbox"/> identify the tone, mood, and emotion conveyed in the oral communication <input type="checkbox"/> use an increased repertoire of techniques to aid in remembering things told or presented (e.g., make notes, sketch, connect with a personal experience or other known idea, visualize) <input type="checkbox"/> recognize emotional and logical arguments <input type="checkbox"/> make mental images to clarify and deepen meaning and to stimulate connections

ORAL LANGUAGE (*Thinking*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A7 demonstrate enhanced vocabulary knowledge and usage</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use expanding vocabulary in own speech, including vocabulary related to specific subject areas <input type="checkbox"/> use new vocabulary introduced in texts and class discussions <input type="checkbox"/> use increasingly descriptive and powerful words <input type="checkbox"/> use language to justify and defend positions and viewpoints <input type="checkbox"/> select purposeful and precise language

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> understand and respond to literary and creative works (e.g., agree with interesting propositions, provide alternative viewpoints, become intrigued by unsolved mystery, suggest solution to conflict) <input type="checkbox"/> express a personal viewpoint with supporting details and recognize that it may differ from that of others; defend personal viewpoint while maintaining respect for the viewpoints of others <input type="checkbox"/> make meaningful connections between new information and ideas and their prior knowledge and beliefs about the topic <input type="checkbox"/> connect themes, characters, and plot in literature with their own experiences or other literature <input type="checkbox"/> build on others' ideas (e.g., expand on and acknowledge the ideas of others during brainstorming)
<p>A9 use speaking and listening to improve and extend thinking, by</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> identify logical connections between new information and ideas and extend own thinking built on that logic <input type="checkbox"/> present a new idea, and defend the validity of the idea with reasons or evidence <input type="checkbox"/> identify a personal viewpoint on the information and ideas presented, and articulate an alternative viewpoint <input type="checkbox"/> explain the logic of an argument in an oral text (e.g., debate) and evaluate the supporting evidence <input type="checkbox"/> make reasoned decisions based on valid evidence <input type="checkbox"/> with support, develop and apply criteria for assessing the value of ideas and information (e.g., logical soundness, source of ideas and information, congruence with prior knowledge) <input type="checkbox"/> identify a speaker's use of various words to influence the audience's feelings and attitudes <input type="checkbox"/> question and speculate on possibilities regarding the ideas and information presented <input type="checkbox"/> ask and answer critical questions about an advertisement (e.g., "Who is the target audience for this ad? How do you know?")
<p>A10 reflect on and assess their speaking and listening, by</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> describe the qualities of a good listener/speaker and identify those that they demonstrate <input type="checkbox"/> identify strengths and areas for improvement (e.g., "I pay close attention to the speaker, but in discussions, when I am excited about an idea, I interrupt.") <input type="checkbox"/> using class-generated criteria, reflect on progress toward meeting goals, state achievable goals for future speaking and listening experiences (e.g., "I will use vocal expression," "I will put my ideas in logical order.") <input type="checkbox"/> use "think-alouds" to self-assess <input type="checkbox"/> discuss a presentation's success in accomplishing its goal (e.g., to inform the audience, to persuade to a viewpoint, to sell a product) <input type="checkbox"/> modify their presentations through analysis of the feedback from audiences

ORAL LANGUAGE (*Features*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A11 recognize and apply the features of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> – context (e.g., audience, purpose, situation) – 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 	<ul style="list-style-type: none"> <input type="checkbox"/> select or identify appropriate register (e.g., formal, informal) <input type="checkbox"/> establish and sustain a sense of beginning, middle, and end (e.g., stay on topic, sequence ideas in meaningful ways, conclude purposefully) <input type="checkbox"/> express ideas using a variety of sentence types and lengths to enhance audience engagement (e.g., use simple, compound, complex, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts) <input type="checkbox"/> use a variety of connecting words and transitions to link ideas in speech (e.g., in addition, as a result) <input type="checkbox"/> recognize awkward phrasing in speaking (e.g., self-correct by restating in one or more ways) <input type="checkbox"/> use noun-pronoun agreement and subject-verb agreement <input type="checkbox"/> use appropriate volume, tone, intonation, pace, expression, and gesture <input type="checkbox"/> maintain an appropriate listening posture, including focussing on the speaker
<p>A12 recognize the structures and patterns of language in oral texts, including</p> <ul style="list-style-type: none"> – literary devices – sound devices – structural sequencing cues – idiomatic expressions 	<ul style="list-style-type: none"> <input type="checkbox"/> recognize and use literary devices (e.g., hyperbole) <input type="checkbox"/> reproduce the rhythmic pattern when reciting a poem or chant with a regular metre <input type="checkbox"/> recognize and create sound devices (e.g., onomatopoeia) <input type="checkbox"/> identify language patterns heard in a poem (e.g., rhyme scheme, alliteration, repetition) <input type="checkbox"/> identify and use structural sequencing cues (e.g., most importantly, since) <input type="checkbox"/> demonstrate familiarity with the unique characteristics of different oral language formats (e.g., debate, interview response) <input type="checkbox"/> understand idiomatic expressions and use them to enhance speaking and/or writing

READING AND VIEWING (*Purposes*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> read grade-appropriate literary texts independently and collectively (e.g., choral reading, readers’ theatre), with accuracy, comprehension, and fluency, including expression and phrasing <input type="checkbox"/> demonstrate comprehension by making connections (text-to-text, text-to-self, and text-to-world) <input type="checkbox"/> generate and respond thoughtfully to comprehension activities (orally and in writing), providing details and support from the text for their reactions and opinions <input type="checkbox"/> make and justify logical predictions, inferences, and interpretations about the text and about events “beyond the story” <input type="checkbox"/> draw comparisons among texts and among genres <input type="checkbox"/> demonstrate comprehension by sketching or acting out the text <input type="checkbox"/> question the author’s viewpoint, position, or purpose (i.e., critical literacy) <input type="checkbox"/> explain the significant images and use of poetic language and simple literary devices (e.g., simile, metaphor, alliteration) <input type="checkbox"/> use ‘text features’ to support meaning when reading aloud (e.g., dialogue, punctuation, and phrasing)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B2 read fluently and demonstrate comprehension of grade-appropriate information texts, with some specialized 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 material – appropriate web sites – instructions and procedures – advertising and promotional materials 	<ul style="list-style-type: none"> <input type="checkbox"/> read grade-appropriate information texts independently and collectively, with accuracy, comprehension, and fluency, including expression and phrasing <input type="checkbox"/> use a variety of print and electronic reference sources (e.g., dictionaries, thesaurus, web sites) <input type="checkbox"/> locate specific relevant details through the use of ‘text features’ (e.g., glossaries, tables of contents, unit summaries, indices, appendices, navigation bars, search engines) <input type="checkbox"/> identify main topics addressed in a selection, and distinguish between main ideas and related details <input type="checkbox"/> make organized notes on a topic by creating relevant categories that reflect the main ideas or topics <input type="checkbox"/> make inferences or interpretations based on evidence from the text <input type="checkbox"/> generate questions that may be answered through further reading on the topic <input type="checkbox"/> question the author’s viewpoint, position, or purpose (i.e., critical literacy) <input type="checkbox"/> develop skill in discriminating between fact and opinion <input type="checkbox"/> extract accurate and important information from text and ‘text features’, including specific details from graphics
<p>B3 read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension</p>	<ul style="list-style-type: none"> <input type="checkbox"/> choose a just-right text on their own <input type="checkbox"/> read and reread independently for a sustained period daily (e.g., 30 minutes) <input type="checkbox"/> show engagement in reading
<p>B4 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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> suggest possible purposes of visual texts and offer reasonable interpretations (e.g., to inform, entertain, persuade) <input type="checkbox"/> determine who is served by these images (i.e., critical literacy) <input type="checkbox"/> make inferences (e.g., about what happened before/after a picture, about feelings of people in photographs, about material that is “unseen” or implicit) <input type="checkbox"/> identify basic visual techniques (e.g., choice of colour palette, viewpoint selection) and determine how these techniques and the content affect the audience’s reaction

READING AND VIEWING (*Strategies*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B5 select and use strategies before reading and viewing to develop understanding of text, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> write down and/or share what they already know about a topic or idea (e.g., carousel brainstorming) <input type="checkbox"/> make logical predictions about content, based on prior knowledge and understanding of genre and author <input type="checkbox"/> generate a question(s) to guide reading and viewing <input type="checkbox"/> describe and use ‘text features’ (e.g., table of contents, illustrations, headings) to anticipate and ask questions about content <input type="checkbox"/> use a variety of alternative sources to locate information and build background knowledge about the topic (e.g., encyclopedias, Internet, trade books, newspaper articles)
<p>B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> make and confirm logical predictions (e.g., summarize and restate what has been read before and hypothesize about what will come next) <input type="checkbox"/> visualize, sketch, or use graphic organizers to support comprehension (e.g., mind map, quadrants) <input type="checkbox"/> figure out unfamiliar words or expressions, including specialized and technical vocabulary, by using context cues, word structure, illustrations, and classroom resources (e.g., glossaries, dictionaries, reference materials, thesaurus) <input type="checkbox"/> self-monitor, select, and adjust strategies to self-correct (e.g., reread, read ahead, go to another source) <input type="checkbox"/> make connections during the reading (text-to-self, text-to-text, text-to-world), comparing and contrasting characters, ideas, and events <input type="checkbox"/> question author’s motive or intent (i.e., critical literacy) <input type="checkbox"/> use graphic and visual cues (e.g., bold type, headings, diagrams, sidebars) to clarify understanding <input type="checkbox"/> skim and scan to gather information <input type="checkbox"/> use glossaries, summaries, focus questions in text, outlines, sidebars, navigation bars, and hyperlinks to find information in non-fiction text

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B7 select and use strategies after reading and viewing to confirm and extend meaning, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> review the purpose set prior to reading or viewing, and use it to guide rereading and “re-viewing” <input type="checkbox"/> use self-monitoring and self-correcting strategies (e.g., reread, skim, scan for details and to confirm understanding) <input type="checkbox"/> ask and respond to questions related to the material read or viewed <input type="checkbox"/> make inferences and draw conclusions (e.g., make connections between cause and effect in materials read or viewed) <input type="checkbox"/> use ‘text features’ (e.g., headings, illustrations, diagrams) to locate and organize information <input type="checkbox"/> describe features that might contribute to an inferential understanding of the text, such as obvious symbols and other literary devices (e.g., simile, metaphor, alliteration, flashback, onomatopoeia, symbolism) <input type="checkbox"/> use graphic organizers to record and organize information (e.g., chronological report outline, concept map, cause and effect T-chart) <input type="checkbox"/> summarize the “big idea” or author’s message, and give supporting details <input type="checkbox"/> reflect on the reading and viewing and make connections (text-to-self, text-to-text, text-to-world)

READING AND VIEWING (*Thinking*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>It is expected that students will:</p> <p>B8 respond to selections they read or view, by</p> <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) – identifying personally meaningful selections, passages, and images 	<ul style="list-style-type: none"> <input type="checkbox"/> offer responses and opinions with supporting explanations <input type="checkbox"/> create a written response to text, making personal connections, connections to other texts, and connections to related events <input type="checkbox"/> compare their responses to texts with the response of others (e.g., literature circles) <input type="checkbox"/> make and support connections to other reading or viewing selections (e.g., compare characters, plots, resolutions, themes, and authors’ craft with direct quotes from source) <input type="checkbox"/> identify powerful passages from texts and describe why they are personally meaningful <input type="checkbox"/> join with a partner(s) and act out a favourite scene, passage, or image

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B9 read and view to improve and extend thinking, by</p> <ul style="list-style-type: none"> – analysing texts and developing explanations – comparing various viewpoints – summarizing and synthesizing to create new ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> integrate new information and ideas from a selection into their own thinking and explain how it has changed their ideas about the topic (e.g., job loss in local area compared to environmental impact) <input type="checkbox"/> make reasoned decisions based on valid evidence <input type="checkbox"/> begin to identify contradictions and opposing viewpoints within ideas and information (i.e., critical literacy) <input type="checkbox"/> draw a generalization from particular information presented in text <input type="checkbox"/> develop and apply criteria for assessing the value of ideas and information (e.g., currency of social issues in a novel, rationalizing personal preferences), with support <input type="checkbox"/> describe further potential in a text (e.g., look for alternative, innovative outcomes; consider developments extending beyond the text) <input type="checkbox"/> question the author’s purpose or viewpoint (i.e., critical literacy)
<p>B10 reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals 	<ul style="list-style-type: none"> <input type="checkbox"/> identify the strategies that good readers/viewers use before, during, and after reading and viewing <input type="checkbox"/> discuss their reading and viewing using vocabulary pertaining to texts and to assessment <input type="checkbox"/> identify their strengths as readers/viewers with reference to their use of reading and viewing strategies (e.g., “I asked and answered questions,” “I made pictures in my head,” “I reread for more information or clarification.”) <input type="checkbox"/> reflect on the personal goals set, and act on personal goals for future reading and viewing <input type="checkbox"/> follow a plan for achieving goals for improvement in future reading and viewing <input type="checkbox"/> independently choose just-right texts to improve their reading skills

READING AND VIEWING (*Features*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B11 explain how structures and features of text work to develop meaning, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> relate their knowledge of features of the text to the functions of the text (e.g., a persuasive article may not show both viewpoints) <input type="checkbox"/> explain the purpose of ‘text features’ (e.g., bold and italic type, hyperlink, sidebars) <input type="checkbox"/> use vocabulary such as copyright, plagiarism, table of contents headings, index, glossary, diagrams, sidebar, and pull-quotes to talk about their function in relation to reading and viewing <input type="checkbox"/> discuss author’s techniques (e.g., how character is revealed in text; explain the techniques by which the text conveys mood and setting) <input type="checkbox"/> compare various forms or genres (e.g., editorials with newspaper articles, personal narratives with fictional stories) <input type="checkbox"/> identify some poetic devices including imagery, onomatopoeia, simile, and metaphor <input type="checkbox"/> identify and understand some idiomatic expressions and understand their value

WRITING AND REPRESENTING (*Purposes*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and pinions, featuring</p> <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 	<p><input type="checkbox"/> create a variety of personal writing (e.g., free writes, reading responses, journal entries, descriptive pieces, memoirs, personal letters, and may include impromptu writing) that demonstrates the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – makes sense, and develops a clear main idea well supported by related details, including images and feelings – sustains ideas through several related paragraphs – may include visuals that enhance the main ideas but are not necessary for comprehension <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – features varied word order within a sentence for effect – includes generally smooth sentences and effective use of paragraphs – experiments with new, powerful, and precise words – features a voice that is honest and authentic to the purpose and role <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – uses genre or form appropriate to purpose and audience – uses text structures appropriate to form or genre – includes paragraphs to enhance the clarity of ideas – uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships – features strong leads and satisfying endings <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C2 write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring</p> <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 	<p><input type="checkbox"/> create a variety of informational writing (e.g., expository writing such as reports, procedures, various multimedia formats, and may include impromptu writing) that demonstrates the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – conveys information – demonstrates a clear purpose (e.g., instructions can be followed) – makes sense and emphasizes important ideas – includes a narrowed, focussed, clear, and coherent topic – includes information that is accurate; integrates information from several sources – shows understanding of the topic through personal experience and/or research – may express and justify a viewpoint – anticipates and answers some of the reader’s questions – includes visuals and text working jointly to represent and enhance the topic – is interesting and easy to follow <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – shows awareness and consideration of audience – reads smoothly and demonstrates effective paragraphing – contains clear language and effectively used content words – engages and, if applicable, persuades the reader – experiments with changes in word order within a sentence for effect <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – uses genre or form appropriate to purpose and audience – uses text structures appropriate to form or genre – uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships – includes logical and effective sequencing – features strong leads and satisfying endings – utilizes ‘text features’ (e.g., titles, headings, diagrams, illustrations) that are clear, relevant, and helpful to the reader – generally reads smoothly and pacing is controlled – includes an original and informative title <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C3 write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring</p> <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 	<p>❑ create a variety of imaginative writing (e.g., expressive writing such as scripts, poems, short stories, passages, descriptive narratives, and may include impromptu writing) that demonstrates the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – makes sense and develops clear, focussed ideas which may be imaginative and original – narrows and focuses a topic – includes well-developed paragraphs with sensory detail that creates meaning for the reader; poetry uses sensory detail and follows the pattern provided <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – features strategic word order in a sentence or line of poetry for dramatic effect – emulates elements of style from literature or from a poetic form – shows experimentation with new words with some success – uses literary devices (e.g., simile, metaphor, alliteration, onomatopoeia) – shows a clear sense of audience; includes ideas and details that engage the reader and create an emotional impact – features an honest, personal, and engaging voice, appropriate to purpose and audience <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – uses genre or form appropriate to purpose and audience – uses text structures appropriate to form or genre – uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships – reads smoothly and pacing is controlled – contains clear dialogue that contributes to the understanding of character – includes a thoughtful and expressive title <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring</p> <ul style="list-style-type: none"> - development of ideas by making connections to personal feelings, experiences, opinions, and information - an expressive voice - an organization in which key ideas are evident 	<p><input type="checkbox"/> create a variety of multimedia forms (e.g., posters, graphs, diagrams, charts, film, web pages, plays, skits, tableaux, dramatizations) that demonstrate the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - conveys information and ideas for specific purposes and audiences - demonstrates imaginative connections to personal feelings, experiences, and opinions, when appropriate - develops key ideas through details, images, and emotions <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - features an individual perspective that is evident and expressive - moves or engages the reader/viewer <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> - uses elements of form to enhance meaning - uses ‘text features’/design elements (e.g., titles, labels, headings, captions, symbols, icons, colour, space) clearly and effectively to enhance understanding <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

WRITING AND REPRESENTING (*Strategies*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcomes are able to:</i></p>
<p>C5 select and use strategies before writing and representing, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> set a purpose and identify an audience for their own writing or representing (e.g., to persuade, entertain, inform, “paint” a word picture) <input type="checkbox"/> examine appropriate examples of the genre and form, and analyse and identify their characteristics <input type="checkbox"/> contribute to generating class criteria for writing and representing based on analysis of genre and form by examining anonymous writing samples or examples of literary or information text (e.g., great leads, powerful language, using a variety of sentence types and lengths) <input type="checkbox"/> generate and develop ideas in a variety of ways (e.g., brainstorm, discuss, recall, interview, take notes, use graphic organizers, sketch) <input type="checkbox"/> categorize and organize ideas and information using simple headings, and graphic organizers (e.g., mind maps, fishbone, storyboards)
<p>C6 select and use strategies during writing and representing to express and refine thoughts, including</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> continue to expand ideas from prewriting when writing (e.g., add detail to webs, generate quick writes, list additional ideas, ask for and incorporate feedback from others) <input type="checkbox"/> write for a sustained period in the form of the genre <input type="checkbox"/> use examples of forms of writing to assist in organization of writing (e.g., leads, headlines from simple news articles) <input type="checkbox"/> refer to and use class-generated criteria (e.g., uses several sources in research, uses figurative language) <input type="checkbox"/> enhance word choice by making lists of sensory words relating to the topic, selecting precise vocabulary from dictionaries or thesaurus, and referring to and selecting from lists of connecting words <input type="checkbox"/> create variety in sentence structures and patterns to develop sentence fluency (e.g., sentences of different lengths and types, sentences that display patterns and phrasing, sentences that begin in different ways) <input type="checkbox"/> adjust writing to ensure that the form and tone are suitable for the audience (e.g., a report vs. a funny anecdote) <input type="checkbox"/> use dictionaries or word processing tools while drafting (e.g., cut and paste, spelling and grammar check) <input type="checkbox"/> use electronic and print resources for research <input type="checkbox"/> begin to revise and edit as the writing is created

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C7 select and use strategies after writing and representing to improve their work, including</p> <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) 	<ul style="list-style-type: none"> <input type="checkbox"/> check writing and representing against class criteria (e.g., consistency with form of writing selected, sensory detail, variety of sentence types and lengths, precise language, legibility) <input type="checkbox"/> after checking work against criteria, select areas for revision, and revise to enhance work <input type="checkbox"/> accept and incorporate some revision suggestions from peers, teacher, and self (e.g., add some descriptive vocabulary and detail on poster) <input type="checkbox"/> engage in editing a piece of writing independently or with a peer (e.g., by using a proofreading guide; checking spelling using a dictionary; using a thesaurus to enhance several nouns and verbs; checking punctuation; ensuring legibility if handwritten, and formatting consistency if word processed; checking that the text has appropriate visual features, table of contents, labels on diagrams) <input type="checkbox"/> publish and share with the intended audience (e.g., making a portfolio of their work)

WRITING AND REPRESENTING (*Thinking*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C8 use writing and representing to express personal responses and relevant opinions about experiences and texts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use writing and representing to establish insightful connections between texts and personal experience or knowledge <input type="checkbox"/> express a range of personal responses through a variety of media (e.g., personal narrative, poetry, graphic novels) <input type="checkbox"/> express some straightforward literary critical opinion (e.g., book report, movie review for school newspaper) <input type="checkbox"/> incorporate new, specific, and increasingly precise vocabulary to express ideas, feelings, and responses to what they have read, heard, or viewed

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C9 use writing and representing to extend thinking, by</p> <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) 	<ul style="list-style-type: none"> <input type="checkbox"/> explain the logic of the sequence and conclusions in their own writing and representations <input type="checkbox"/> after participating in structured activities, write or represent to explain how understanding has been extended <input type="checkbox"/> recognize bias (i.e., critical literacy) <input type="checkbox"/> with support, develop and apply criteria for assessing the value of ideas and information (e.g., possibility of bias, logical soundness, source of ideas and information, rejecting/accepting bias) <input type="checkbox"/> present a new idea in writing and defend the validity of the idea with reasons or evidence
<p>C10 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals 	<ul style="list-style-type: none"> <input type="checkbox"/> describe the strategies used during writing (e.g., prewriting, building criteria, drafting, revising, editing, publishing, and presenting) <input type="checkbox"/> use criteria to identify strengths and make suggestions about own or others’ work (e.g., tell what is appealing about a piece of work; use a T-chart to relate specific evidence from their work to the pre-established criteria; use constructive language to give feedback) <input type="checkbox"/> set and adjust personal goals for writing or representing (e.g., identify an important aspect to work on next, with reference to one of the criteria) <input type="checkbox"/> develop a simple plan to achieve one or two goals for improvement in future writing and representing <input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing (e.g., take the author’s chair and share their work with the class, select work to display on bulletin boards)

WRITING AND REPRESENTING (*Features*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 6, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C11 use the features and conventions of language to express meaning in their writing and representing, including</p> <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 – 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 	<p>Grammar and Usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> use simple, compound, and complex sentences <input type="checkbox"/> create complete sentences with few run-ons and fragments <input type="checkbox"/> use pronouns correctly (i.e., refers to the correct antecedent) <input type="checkbox"/> use co-ordinate and subordinate conjunctions to clarify meaning <input type="checkbox"/> use prepositions effectively (e.g., of, in, concerning, at, by) <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> <input type="checkbox"/> use capitalization, periods, question marks, exclamation marks, commas, quotation marks, apostrophes, and colons correctly <p>Vocabulary and Spelling</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain the importance of correct spelling for effective communication <input type="checkbox"/> use conventional Canadian spelling for familiar and frequently used words and apply spelling strategies to spell unknown words (e.g., phonic knowledge, Canadian dictionary) <input type="checkbox"/> use a dictionary to find the correct Canadian spelling of words when editing <input type="checkbox"/> use newly acquired vocabulary to enhance meaning and emphasis <input type="checkbox"/> use a thesaurus to select and revise work for more precise words <p>Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> produce legible writing appropriate to context and purpose <input type="checkbox"/> ensure headings, titles, and illustrations enhance clarity <input type="checkbox"/> ensure formatting consistency if word processing

ARTS EDUCATION: DANCE – GRADE 6

Prescribed Learning Outcomes and Suggested Achievement Indicators



CREATING DANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 move in response to a variety of sounds, music, images, and feelings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate movements in response to the expressive elements of music and sound (e.g., accented beats, phrasing) <input type="checkbox"/> demonstrate movements in response to an event or theme (e.g., Remembrance Day, World Peace Day, Earth Day) <input type="checkbox"/> describe the associations between their movements and the sounds, images, or feelings that inspired them
<p>A2 create movement sequences using choreographic forms, individually and with others</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use a wide variety of choreographic forms to create movement sequences <input type="checkbox"/> create new movement sequences following a given pattern or narrative choreographic form (e.g., entrances and exits, complex canon) <input type="checkbox"/> teach a dance sequence they have developed to peers or younger students

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A3 apply the creative process – with emphasis on combining and refining – to create dance compositions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> apply all stages of the creative process (exploration, selection, combination, refinement, reflection) to create dance compositions <input type="checkbox"/> use a variety of sources of ideas and sources as inspirations for exploring dance (e.g. music, sounds, poetry, collages, visual images, themes, abstract concepts such as the cycle of life) <input type="checkbox"/> choose particular movements for dance composition and explain their choices <input type="checkbox"/> based on agreed-upon criteria (e.g., using a variety of pathways), select several sequences to create a composition <input type="checkbox"/> combine movements to create sequences <input type="checkbox"/> alter dance sequences by transforming movements (e.g., changing levels, changing pathways, varied speeds) <input type="checkbox"/> incorporate constructive feedback from teacher and peers in revising their dance compositions <input type="checkbox"/> reflect on and describe their creative process in relation to each stage (e.g., “I spend a lot of time refining because I wanted the turns to flow into the next movement.”) <input type="checkbox"/> assess the success of their own dance composition based on their understanding of the stages of the creative process (e.g., the extent to which they are able to execute increasingly longer sequences of movement) <input type="checkbox"/> describe the evolution of their dance composition

ELEMENTS OF DANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 use elements of movement in combination</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a variety of movement combinations, alone and in groups, that <ul style="list-style-type: none"> – create a variety of body shapes – incorporate various types of locomotor and non-locomotor movement – incorporate various directions, pathways, formations, and stage facings (e.g., facing the diagonal, facing back) – respond to the rhythm and phrasing of a music selection that includes moments of stillness – include moments of relaxation and moments of tension – incorporate variations in breathing in relation to the beat (e.g., breathing with the beat, breathing against/across the beat) – include interactions among two or more dancers (e.g., simple lifts, exits and entrances) <input type="checkbox"/> use appropriate terminology to describe the elements of movement (e.g., stage facing, tension) <input type="checkbox"/> use appropriate terminology to describe choreographic form (e.g., narrative, ABA, canon, call and response)
<p>B2 apply the principles of movement – alignment, balance, flexibility, strength, and breathing – to dance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate appropriate alignment in non-locomotor movements (e.g., turnout, appropriate extension through limbs) <input type="checkbox"/> demonstrate appropriate alignment in locomotor movements (e.g., turnout while moving, posture and extension while moving) <input type="checkbox"/> demonstrate assisted balance with a partner <input type="checkbox"/> demonstrate an improvement in their range of motion (flexibility) over time <input type="checkbox"/> demonstrate improvement in strength over time (e.g., increase in frequency, intensity, and duration of movements) <input type="checkbox"/> breathe through their stretches <input type="checkbox"/> assess and constructively critique their own use of principles of movement
<p>B3 demonstrate technique associated with particular dance styles</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a specified step or movement from a particular dance style they have viewed or learned (e.g., step-ball-change) <input type="checkbox"/> compare the use of a specific movement or technique represented in a variety of styles (e.g., step-ball-change in jazz is comparable to chassé in ballet, waltz step, and polka step)

Prescribed Learning Outcomes	Suggested Achievement Indicators
B4 apply health and safety considerations to dance	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate knowledge of potential health and safety issues related to dance (e.g., repetitive strain injuries, disordered eating) <input type="checkbox"/> identify practices or actions they can take to reduce risks or respond to problems associated with dance-related health issues (e.g., maintaining overall physical fitness, adequate nutrition and hydration, adequate sleep) <input type="checkbox"/> describe and explain the importance of specific components of appropriate warmup and cooldown (e.g., stretches, body-part isolations) <input type="checkbox"/> consistently perform appropriate warmup and cooldown routines when engaging in dance activities

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 compare dances from a variety of historical, cultural, and social contexts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate knowledge of the historical, social, and cultural contexts of at least two different types of dance such as <ul style="list-style-type: none"> – social dances (e.g., for celebrations such as weddings) – ceremonial dances (e.g., harvest, rites of passage) – dances for entertainment or competition (e.g., ballet, street dance) <input type="checkbox"/> describe the roles portrayed in a variety of dances (e.g., related to gender, age, character) <input type="checkbox"/> discuss examples of dance that reinforce or challenge societal values (e.g., sexual orientation, gender roles, archetypes, body image) <input type="checkbox"/> compare two or more dances from differing cultural, social, or historical contexts with respect to attributes such as <ul style="list-style-type: none"> – attire and props – setting – rhythmic pattern of music – apparent purpose (e.g., to tell a story, to convey a feeling or mood, to celebrate, to record history, to preserve culture) – number and roles of participants (e.g., children only, men and women together, men only) – the roles portrayed by dancers (e.g., related to gender, age, character) – shape or pattern of movement (e.g., angular, curved, twisted) – specific choreographic form (e.g., call and response, rondo, canon) <input type="checkbox"/> relate their understanding of the historical and cultural contexts of dance to the types of movements used
<p>C2 assess personal opportunities in dance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate knowledge of sources of information concerning dance activities and events occurring locally (e.g., web sites, newspaper, arts organizations) <input type="checkbox"/> interview someone involved in dance in the local community <input type="checkbox"/> based on research and interviews, assess opportunities for dance of personal interest to them

PRESENTING AND PERFORMING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 rehearse dance for presentation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> participate consistently and actively in rehearsals of their own and others' compositions <input type="checkbox"/> incorporate constructive feedback to improve dance <input type="checkbox"/> use established criteria to assess their work in rehearsal by commenting on <ul style="list-style-type: none"> – accuracy and clarity of set movement – what they liked or were proud of, and supporting their opinion with details – what they would like to change or develop further, and supporting their opinion with details – what they learned <input type="checkbox"/> use the rehearsal process to revise their performances through teacher and peer feedback and evaluation
<p>D2 demonstrate performance skills appropriate to specific dance situations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> perform dance, reflecting the sense of feeling and mood in the choreography <input type="checkbox"/> reproduce choreographed movement with accuracy and clarity <input type="checkbox"/> maintain set focal point during performance <input type="checkbox"/> incorporate simple production elements (e.g., costumes, props) to enhance performance <input type="checkbox"/> demonstrate appropriate performance energy (e.g., stage presence, projection) <input type="checkbox"/> demonstrate appropriate audience skills to express respect, appreciation, or enjoyment for a performance (e.g., clap to show appreciation, active observation throughout the performance, providing constructive feedback when required)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>D3 apply established criteria to analyse their own and others' work</p>	<ul style="list-style-type: none"> <input type="checkbox"/> assess their own work and that of their peers based on established criteria, and support their opinion with examples and details, by identifying <ul style="list-style-type: none"> – quality in demonstrating specific performance skills (e.g., accuracy and clarity in reproducing choreography, maintaining set focal point) – quality of the choreography in demonstrating specific elements of movement (e.g., lifts, exits and entrances) – whether or not the performance achieved the assigned task (e.g., using a complex canon, responding to accented beats of the music, depicting a specific theme) – the feeling and mood portrayed – what they liked or were proud of – what they would like to see changed or developed further – what they learned from the performance <input type="checkbox"/> communicate constructively and respectfully about the efforts and contributions of others in class dance activities

ARTS EDUCATION: DRAMA – GRADE 6

Prescribed Learning Outcomes and Suggested Achievement Indicators



EXPLORING AND CREATING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use the creative process to explore a range of issues and responses</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explore a variety of issues through drama (e.g., relationship, status, power dynamics, and social issues with implications within and beyond their own community) <input type="checkbox"/> develop criteria and processes for conveying ideas through drama <input type="checkbox"/> select and combine ideas and approaches to convey meaning in drama <input type="checkbox"/> make connections between drama work and the experiences of self and others <input type="checkbox"/> demonstrate empathy in drama explorations, in and out of role (e.g., through journals, writing in role, small and large group discussion, reflection) <input type="checkbox"/> refine drama based on reflection and feedback
<p>A2 create roles that are true to the drama</p>	<ul style="list-style-type: none"> <input type="checkbox"/> create roles that move beyond stereotypes to authentic representations
<p>A3 use a variety of drama strategies and forms to make meaning through drama</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate willingness to explore ideas (e.g., control, peace, non-verbal communication) through a range of drama strategies and activities <input type="checkbox"/> select and use drama forms appropriately for specific purposes and to convey meaning (e.g., choral speaking to show the power of sound for communicating meaning, dance drama to convey a fluid idea such as the passage of time)
<p>A4 demonstrate collaborative skills during drama</p>	<ul style="list-style-type: none"> <input type="checkbox"/> consistently demonstrate respect for their peers' ideas and contributions <input type="checkbox"/> consistently offer encouragement to their peers <input type="checkbox"/> contribute to a trusting atmosphere conducive to taking risks (e.g., use voice in a different way, present for a large group, share personal insights and opinions as part of small and large group reflective activities) <input type="checkbox"/> demonstrate an ability to provide leadership within a group (e.g., modelling support and collaboration, leading warmup activities)

DRAMA FORMS, STRATEGIES, AND SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 use voice and movement to communicate meaning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> select and combine vocal elements and movement elements to convey specific ideas or meaning <input type="checkbox"/> assess how voice and movement can represent what a character person is thinking and feeling <input type="checkbox"/> tell a story through movement and/or sound (e.g., the human life cycle by movement put to music, a mime to depict electricity) <input type="checkbox"/> interpret a text from a variety of perspectives and attitudes (e.g., a letter to the editor about a community issue, a new immigrant to Canada meeting her or his neighbours) <input type="checkbox"/> represent abstract concepts using their bodies and movement (e.g., create a tableau that represents the concept of citizen, community, or courage)
<p>B2 participate in a variety of drama forms</p>	<ul style="list-style-type: none"> <input type="checkbox"/> participate in a variety of drama forms and strategies (e.g., dance drama, readers' theatre, choral speaking, scripted scenes, story drama, mime, writing in role) to <ul style="list-style-type: none"> – explore and convey various situations – express thoughts, feelings, intentions, and attitudes of particular characters <input type="checkbox"/> distinguish between selected forms and their use to convey thoughts, ideas, and meanings <input type="checkbox"/> use appropriate terminology to describe drama forms <input type="checkbox"/> reflect to make connections between the fictional and real worlds, including <ul style="list-style-type: none"> – in role reflection (e.g., writing in role, responding to peer questions) – out of role reflection (e.g., partner/large group discussion, responding to questions posed by the teacher, drawing, video journaling)
<p>B3 participate safely in drama activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> follow rules and guidelines for safe participation in movement and voice explorations individually, in groups, and as a whole class (e.g., respect others' personal spaces, use voice safely to avoid strain)

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 compare themes and traditions in drama from a variety of cultural, social, and historical contexts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe archetypes portrayed in a variety of dramas (e.g., trickster, sage, earth mother, hero) <input type="checkbox"/> compare two or more dramas from differing cultural, social, or historical contexts with respect to attributes such as <ul style="list-style-type: none"> – apparent purpose (e.g., to entertain, to tell a story, to portray a particular event, to celebrate an aspect of culture) – themes and content – characters portrayed – specific drama form – use of production elements (e.g., costume, props, staging, makeup, lighting, sound)
<p>C2 identify various opportunities related to drama</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate knowledge of sources of information concerning drama activities and events occurring locally (e.g., web sites, newspaper) <input type="checkbox"/> interview someone involved in drama in the local community

PRESENTING AND PERFORMING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 participate in drama performances	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate commitment to a variety of roles <input type="checkbox"/> use body and voice effectively to convey meaning <input type="checkbox"/> explore attitudes and beliefs of characters for application in drama work <input type="checkbox"/> demonstrate willingness to take appropriate risks (e.g., take on unfamiliar roles, expanding their boundaries) <input type="checkbox"/> demonstrate collaboration skills in drama performance <input type="checkbox"/> select and apply production elements to enhance drama work (e.g., music, lights, props, set, costume, performance space) <input type="checkbox"/> demonstrate individual responsibility within the group when developing, rehearsing, and presenting drama work (e.g., focus and concentration, respect for others' contributions, providing constructive feedback) <input type="checkbox"/> demonstrate willingness to accept feedback <input type="checkbox"/> incorporate feedback to improve performance as applicable
D2 apply established criteria to analyse their own and others' performances	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate respect and engagement during informal and formal performances <input type="checkbox"/> demonstrate audience interaction when appropriate to the drama form (e.g., theatre sports, melodrama) <input type="checkbox"/> apply defined criteria to analyse performance (e.g., appropriateness of form and subject matter for the audience and purpose, authentic representation, use of production elements) <input type="checkbox"/> suggest reasons for various responses to a drama presentation <input type="checkbox"/> explain their responses to a drama presentation <input type="checkbox"/> apply feedback to their own presentations that can be used to refine future work <input type="checkbox"/> offer constructive criticism designed to improve drama performance

ARTS EDUCATION: MUSIC – GRADE 6

Prescribed Learning Outcomes and Suggested Achievement Indicators



EXPLORING AND CREATING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use rhythm, melody, and elements of expression in performance repertoire to interpret a range of thoughts, images, and feelings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> choose and justify the use of rhythm, melody, and elements of expression for various purposes (e.g., to tell a story, to create a mood) <input type="checkbox"/> perform elements of expression with clear distinctions <input type="checkbox"/> use appropriate terminology to describe rhythm, melody, and elements of expression (e.g., time signature, key signature, dynamics)
<p>A2 analyse thoughts, images, and feelings derived from a variety of music media sources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> compare the use of music in a variety of media <input type="checkbox"/> describe how music influences emotional response (e.g., soundtracks in film and television) <input type="checkbox"/> give examples of how music in a range of media reinforces or challenges societal values (e.g., violence, homophobia, peace, material wealth) <input type="checkbox"/> demonstrate respect for the thoughts, images, and feelings expressed by others
<p>A3 apply rhythm, melody, and elements of expression in their compositions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples to show how principles of design (e.g., variation, repetition, pattern) relate to form <input type="checkbox"/> apply knowledge of form (e.g., ABA, AABA) to their compositions <input type="checkbox"/> justify their composition choices in terms of the thoughts, images, and feelings they hope to evoke (e.g., “This part should be played louder because ____.” “I like this melody in a minor key because ____.” “I used found instruments and found sounds because this piece has an environmental theme.”) <input type="checkbox"/> represent their compositions through <ul style="list-style-type: none"> – performance – notation – technology <input type="checkbox"/> use appropriate music terminology and symbols to notate elements of expression (e.g., crescendo, accelerando, >, ↓)

ELEMENTS AND SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
B1 sing or play rhythmic patterns from standard notation	<input type="checkbox"/> sing or play rhythmic patterns (e.g., using eighth, sixteenth, quarter, dotted quarter, half, dotted half, and whole notes and rests), maintaining a steady beat <ul style="list-style-type: none"> – at a variety of tempi – in simple and compound metres (e.g., $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$) <input type="checkbox"/> demonstrate an ability to perform straight and syncopated rhythmic patterns in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{6}{8}$ from standard notation (e.g., clap from a flashcard of one measure) <input type="checkbox"/> demonstrate accuracy in reading rhythmic patterns in standard notation
B2 sing or play from aural sources	<input type="checkbox"/> learn by ear or demonstration (e.g., drum circle, part singing, four-part to five-part classroom instrument arrangements) to perform a short selection of music <input type="checkbox"/> accurately name an interval of two notes that are played in sequence (e.g., 2 nd , 3 rd , 5 th , octave)
B3 maintain a melodic or harmonic part in textures	<input type="checkbox"/> perform a selection from classroom repertoire and maintain their own vocal or instrumental part (e.g., instrumental accompaniment for voices, partner songs, rounds, canons, descant, ostinato, two-part and three-part songs) <input type="checkbox"/> compose simple harmonic lines for melodies from known classroom repertoire by applying prior knowledge of two-part singing (e.g., choose a melodic phrase as an ostinato to form harmony in a simple melody) <input type="checkbox"/> use vocal or instrumental skills to demonstrate ability to maintain a part in a harmonic structure (e.g., two-part to three-part instrumentation with vocals)
B4 use standard notation to represent melodic and rhythmic phrases	<input type="checkbox"/> notate rhythmic phrases in simple and compound metres (e.g., $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$) <input type="checkbox"/> use ear training skills to notate melodic phrases within an octave, using the conventions of standard notation (e.g., clef, stem direction, note head) <input type="checkbox"/> use appropriate terminology to describe rhythm and simple metres (e.g., time signature, bar line, double bar line, repeating or contrasting patterns) <input type="checkbox"/> apply appropriate music terminology to describe melody and harmony (e.g., contour, unity, balance, form)

Prescribed Learning Outcomes	Suggested Achievement Indicators
B5 describe form in rhythmic and melodic structure	<ul style="list-style-type: none"> <input type="checkbox"/> identify melodic patterns and phrases in classroom repertoire <input type="checkbox"/> compare a variety of forms in selected classroom repertoire (e.g., ABA, ABBA, ABACA/rondo, round, verse and chorus, canon, use of intro, coda, bridge) <input type="checkbox"/> create a chart or other representation to illustrate the relationship between principles of design and selected forms, using appropriate terminology (e.g., ABBA uses unity, repetition, balance and pattern)
B6 demonstrate appropriate use of classroom instruments	<ul style="list-style-type: none"> <input type="checkbox"/> hold and play classroom instruments correctly <input type="checkbox"/> demonstrate proper care and storage of instruments and equipment <input type="checkbox"/> demonstrate respect for their personal health and well-being in music activities (e.g., preventing voice strain or hearing loss) <input type="checkbox"/> demonstrate appropriate use of technology and equipment (e.g., microphones, computers)

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 participate in music from a range of historical, cultural, and social contexts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe a variety of purposes for creating music (e.g., celebration, ritual, program music, entertainment, dancing, setting a mood, selling a product, communicating an aspect of culture) <input type="checkbox"/> compare a piece of music from an unfamiliar cultural or historical context to familiar classroom repertoire (e.g., similarities and differences in rhythmic patterns, instrumentation, purposes, language) <input type="checkbox"/> make connections between music and other artforms (e.g., drama, dance, visual arts, literature) from the same historical or cultural context <input type="checkbox"/> demonstrate respect for music from various historical, cultural, and social contexts by <ul style="list-style-type: none"> – listening with respect and focus – demonstrating willingness to experience new and unfamiliar music within and outside the classroom – demonstrating curiosity about the music and its context – performing selected elements consistent with the music’s cultural tradition (e.g., rhythms, language, instrument technique, consideration of environment) – using positive or neutral language to describe unfamiliar music <input type="checkbox"/> discuss examples of music that reinforce or challenge societal values (e.g., exploitation, gender roles, and consumerism in music videos)
<p>C2 identify personal opportunities in music</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify a range of personal opportunities to participate in music as performer or listener (e.g., teach a song learned from a family member, perform at a family or community event, join a community performance group, compose a piece in response to a current event or social issue, attend a performance, access music from the library or online) <input type="checkbox"/> identify careers in music locally and in the wider community (e.g., conductor, teacher, performer, composer, recording engineer, music therapist)

PRESENTING AND PERFORMING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 apply skills and attitudes appropriate to a range of music experiences, demonstrating:</p> <ul style="list-style-type: none"> – performance skills and etiquette – audience engagement – respect for the contributions of others 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate performance skills (e.g., practice technique and routines, maintain eye contact with conductor, continue to play/sing after mistakes, backstage quiet, pay attention to cues, demonstrate respect for equipment and stage crew, wait quietly for their turn to perform) <input type="checkbox"/> assess considerations for specific performance situations (e.g., repertoire choice for audience and purpose, environment considerations, incorporation of production elements) <input type="checkbox"/> demonstrate audience engagement and response appropriate to the performance setting <input type="checkbox"/> demonstrate responsibility to themselves and the group while experiencing music (e.g., commitment to rehearsal, commitment to performance, showing up on time and prepared with appropriate equipment)
<p>D2 apply established criteria to analyse their own and others' performances</p>	<ul style="list-style-type: none"> <input type="checkbox"/> offer constructive criticism designed to improve music performance (e.g., focus on describing what they see and hear, direct comments to the performer or composer, focus feedback on improvable technique, be specific) <input type="checkbox"/> apply defined criteria to analyse performance and repertoire choice <input type="checkbox"/> apply feedback and set goals to improve their own performance (e.g., "Next time I play this piece I will ____.")

ARTS EDUCATION: VISUAL ARTS – GRADE 6

Prescribed Learning Outcomes and Suggested Achievement Indicators



CREATIVE PROCESSES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 compile a collection of ideas for images using feelings, observation, memory, and imagination</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use a variety of methods to draft and develop images (e.g., visual journals, thumbnails, storyboards, maquettes) <input type="checkbox"/> use visual journals and other methods to work through and solve particular design problems (e.g., sketching an object from multiple viewpoints to explore its properties) <input type="checkbox"/> compare a developed artwork to their initial drafts and explain how their ideas have changed and developed
<p>A2 create images using the image-development strategies of point of view, magnification, and minification</p>	<ul style="list-style-type: none"> <input type="checkbox"/> create an image using point of view as an image-development strategy (e.g., bird’s eye view, worm’s eye view, and close up in the style of Barbra Reid’s illustrations) <input type="checkbox"/> create a series of images depicting different points of view of the same subject <input type="checkbox"/> create an image using magnification as an image-development strategy (e.g., close-up of an object in the style of Georgia O’Keefe’s flower paintings) <input type="checkbox"/> create an image using minification as an image-development strategy (e.g., in the style of Bill Reid jewellery, in the style of Islamic miniatures)
<p>A3 create images using particular visual elements and principles of design – including rhythm, asymmetrical balance, and space – to produce a variety of effects</p>	<ul style="list-style-type: none"> <input type="checkbox"/> create images using space for a particular effect (e.g., negative space to show loneliness) <input type="checkbox"/> create images using asymmetrical balance to produce a variety of effects (e.g., to show tension, excitement, or humour) <input type="checkbox"/> create images using the principle of rhythm (e.g., to depict the rhythm of a piece of music)
<p>A4 manipulate selected materials, technologies, and processes to create images</p>	<ul style="list-style-type: none"> <input type="checkbox"/> experiment with materials, technologies, and processes in new ways to create a variety of effects (e.g., use the other end of the paintbrush to scratch through or to stamp patterns, use the eraser end of a pencil as a subtractive drawing tool, use a variety of found objects to create textures in clay, use a scratchboard to create textured drawings) <input type="checkbox"/> self-assess and refine their use of materials, technologies, and processes based on specified criteria

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A5 create 2-D and 3-D images</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> create images that reflect beliefs and values (e.g., a poster campaign to promote anti-bullying or protection of endangered species, a portrait or sculpture to depict the contributions of particular role models) <input type="checkbox"/> create images that reflect art styles from social, historical, and cultural contexts studied (e.g., origami peace cranes, transformation animal masks) <input type="checkbox"/> create images to solve specific design problems (e.g., the same object from multiple viewpoints to explore its properties)

SKILLS AND STRATEGIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 analyse and apply image-development strategies, including</p> <ul style="list-style-type: none"> - point of view - magnification - minification 	<ul style="list-style-type: none"> <input type="checkbox"/> identify image-development strategies that might have been used to create given specific artwork or series of similar artworks <input type="checkbox"/> assess the use of point of view, magnification, and minification in a given artwork or series of artworks (e.g., to depict a particular mood, setting, or concept) <input type="checkbox"/> use point of view, magnification, and minification for a particular effect (e.g., point of view for a map, magnify the textures of a natural object, minification to focus viewers' attention) <input type="checkbox"/> use appropriate terminology (e.g., point of view, aerial) to describe image development and design
<p>B2 analyse and apply space, rhythm, and asymmetrical balance to create effects and to convey mood</p>	<ul style="list-style-type: none"> <input type="checkbox"/> analyse and apply rhythm in images (e.g., skyline, mountain range, tree line) <input type="checkbox"/> analyse and apply space in images (e.g., rule of thirds in landscapes) <input type="checkbox"/> analyse and apply asymmetrical balance in images (e.g., in Japanese painting and design) <input type="checkbox"/> use appropriate terminology to describe elements and principles (e.g., space, rhythm, asymmetrical balance)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B3 analyse and use a variety of materials, technologies, and processes to create images</p>	<ul style="list-style-type: none"> <input type="checkbox"/> analyse the characteristics and uses of materials, technologies, and processes in images in terms of historical or cultural context and style, including <ul style="list-style-type: none"> – use of materials available in that time and place (e.g., types of wood used for masks, grasses and other materials for weavings) – form and function (e.g., tapestries, furniture, clothing, boats) – effect of the introduction of new materials, technologies, and processes – use and purposes (e.g., religious, celebratory) <input type="checkbox"/> select appropriate materials to create images for a given purpose (e.g., environmentally responsible materials for packaging) <input type="checkbox"/> select appropriate technologies and processes to create images for a given purpose (e.g., computer applications for magnification and minification, printmaking to create posters) <input type="checkbox"/> use appropriate terminology to describe materials, technologies, and processes
<p>B4 demonstrate safe and environmentally responsible use of materials, technologies, and processes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an ability to use and care for materials, technologies, and work space in a safe and an environmentally sensitive manner (e.g., safe use of hot tools such as irons and glue guns, using acrylics instead of oil paints)

CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
C1 identify the historical and cultural contexts of a variety of images	<input type="checkbox"/> select a particular artwork or artist and identify the characteristics that define its style in terms of <ul style="list-style-type: none"> – materials and processes used (e.g., locally available natural materials, unique processes such as origami) – specific elements and principles used (e.g., asymmetrical balance in Japanese painting and design, culturally significant patterns such as tartans or kente cloth, ovoid shapes in west coast Aboriginal images) – specific image-development strategies used (e.g., magnification in Claes Oldenburg sculptures) – subject matter and purpose of the artwork (e.g., use of cultural icons such as animals) <input type="checkbox"/> compare two or more cultural or historical art styles (e.g., a local Aboriginal style compared to Maori art, ancient China compared to contemporary China) <input type="checkbox"/> demonstrate an awareness that images influence and are influenced by their social, historical, and cultural contexts
C2 demonstrate an awareness of the ethical considerations involved in copying and appropriating images	<input type="checkbox"/> view examples of artworks that use an existing image (e.g., the Mona Lisa, a corporate logo) altered for various purposes <input type="checkbox"/> identify potential ethical considerations for copying and appropriating images, such as <ul style="list-style-type: none"> – using an image for commercial purposes not intended by the original artist – defining fair usage of others' images in their own image making
C3 identify personal opportunities in visual arts	<input type="checkbox"/> research and list examples of visual arts in the local community (e.g., school displays, local museums, recreation centres, libraries, seniors centres, web sites), including <ul style="list-style-type: none"> – opportunities to view and respond to artworks – opportunities to create and communicate with artworks

EXHIBITION AND RESPONSE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 interpret their response to artworks or exhibitions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> using defined criteria, analyse specific artworks with reference to <ul style="list-style-type: none"> – specific image-development strategies used – specific elements and principles used – materials, technologies, and processes used – subject matter – purpose and meaning of artwork – feelings or associations evoked <input type="checkbox"/> view and respond to a variety of images, identifying how the images <ul style="list-style-type: none"> – literally or symbolically communicate specific meanings (e.g., advertising, packaging, banners) – convey specific moods or emotions – depict a sense of time or a particular location – depict specific physical conditions (e.g., temperature, movement) <input type="checkbox"/> describe their response to exhibits (e.g., “I think all the images really fit the exhibit’s theme of peace.” “I would have preferred to see all drawings instead of a mix of drawings and weavings.”) <input type="checkbox"/> use appropriate terminology when responding to artworks

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>D2 collaborate to develop a group display for a particular audience or purpose</p>	<ul style="list-style-type: none"> <input type="checkbox"/> articulate an understanding of what is required for the particular audience, purpose, or event (e.g., Remembrance Day assembly, Earth Day event, promoting a cause such as diabetes research) <input type="checkbox"/> view and discuss a variety of displays of their own and others' artworks <input type="checkbox"/> discuss criteria for selection and presentation of artworks for a collection, such as <ul style="list-style-type: none"> – thematic – ensuring all students have had an opportunity to contribute – selecting a form that allows for combining individual students' work in a group work (e.g., a quilt, banner, collage, multi-media presentation) – collaborating to create a group artwork (e.g., mural, installation) <input type="checkbox"/> select images from their own portfolio for class presentation and/or public display, and give reasons for this selection <input type="checkbox"/> create an artist's statement to describe their work (e.g., "I used the image-development strategy of magnification in this picture because ____." "I use repeated shapes to show rhythm." "I used an aerial point of view in this picture because I wanted to show an object from a distance.")

HEALTH AND CAREER EDUCATION – GRADE 6

Prescribed Learning Outcomes and Suggested Achievement Indicators



GOALS AND DECISIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 describe planning techniques that can help to support goal attainment (e.g., time management, setting priorities, considering costs and resources)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe why plans are necessary to achieve goals <input type="checkbox"/> based on class activities and additional information, list techniques that can help support goal attainment (e.g., time management, setting priorities, balancing individual and group goals, considering costs and resources) <input type="checkbox"/> with teacher support, identify a variety of purposes of budgeting for achieving a goal, including <ul style="list-style-type: none"> – to identify costs – to identify potential sources of income – to set priorities <input type="checkbox"/> give reasons for why goals may change over time (e.g., in response to changing interests and priorities, unpredictable circumstances)
<p>A2 identify influences on goal setting and decision making, including family, peer, and media influences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> list and describe a variety of influences on goal setting and decision making, including <ul style="list-style-type: none"> – family (e.g., expectations of parents, family rules, responsibilities at home) – peer (e.g., fitting in with/keeping friends, making new friends) – media (e.g., activities done or products used by celebrities on TV, in movies, in magazines, and promoted on the Internet) – other (e.g., altered decision making due to alcohol or drug use, available finances, safety issues, effect on environment, sense of personal responsibility, understanding of needs and wants) <input type="checkbox"/> demonstrate informed reasoning in describing how consideration of potential consequences can have an effect on goal setting and decision making (e.g., wanting to please friends and family, personal injury, earning or betraying trust of family or peers, consequences of breaking laws or school rules, global impact of consumer choices)

CAREER DEVELOPMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 relate personal attributes to various types of work</p>	<ul style="list-style-type: none"> <input type="checkbox"/> create a personal inventory of interests, values, aptitudes, skills, knowledge, and successes <input type="checkbox"/> show connections between the attributes in their personal inventory and various potential paid and unpaid work opportunities
<p>B2 describe transferable skills that are developed through school and recreational activities (e.g., teamwork, organization, creativity)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe a variety of skills developed in school and recreational activities (e.g., teamwork, punctuality, time management, organization, creativity) <input type="checkbox"/> describe how these skills might be transferable to other situations (e.g., personal relationships, home, recreational activities, after-school responsibilities)

HEALTH

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Healthy Living</p>	
<p>C1 describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of</p> <ul style="list-style-type: none"> - being physically active - healthy eating practices - an emotionally healthy lifestyle 	<ul style="list-style-type: none"> <input type="checkbox"/> list and describe the benefits of attaining and maintaining a physically active lifestyle (e.g., stronger bones, more energy, long-term health benefits, improved ability to focus) <input type="checkbox"/> list and describe the benefits of healthy eating practices (e.g., greater energy, healthier body, long-term health benefits, greater ability to concentrate) <input type="checkbox"/> list and describe the benefits of attaining and maintaining an emotionally healthy lifestyle (e.g., able to cope with unexpected problems, stress, and anxiety; feeling positive about self; can keep problems in perspective; improved concentration; less likely to abuse substances)
<p>C2 describe the human reproductive system</p>	<ul style="list-style-type: none"> <input type="checkbox"/> accurately describe the role and function of the various structures of the male and female human reproductive systems (e.g., testicles, penis, ovaries, uterus) <input type="checkbox"/> accurately describe how conception takes place

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C3 demonstrate an understanding of the importance of respecting own and others' development rates during puberty and adolescence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an understanding that it is normal for adolescents to grow and develop at different rates <input type="checkbox"/> list reasons for differing development rates (e.g., gender, genetics, individual differences) <input type="checkbox"/> identify emotional challenges that adolescents may encounter during puberty (e.g., stress, anxiety, grief, depression, confusion) and explain the importance of seeking support and finding healthy strategies to deal with these emotions challenges <input type="checkbox"/> describe ways to demonstrate respect for own and others' physical and emotional changes during puberty and adolescence (e.g., use positive self-talk, access support and information as required, avoid teasing and negative self-talk, use respectful language)
<p>C4 identify practices that reduce the risk of contracting life-threatening communicable diseases, including HIV, hepatitis B and C, and meningococcal C</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify HIV, hepatitis B and C, and meningococcal C as life-threatening communicable diseases <input type="checkbox"/> accurately define HIV as the virus that causes AIDS <input type="checkbox"/> accurately identify ways that HIV can be transmitted (e.g., sexual contact with an infected person, using needles or other injection equipment that an infected person has used, from an infected mother to her child before and during birth or during breast feeding, direct exposure to infected blood, body piercing or tattooing using non-sterile equipment) <input type="checkbox"/> accurately identify ways that hepatitis B can be transmitted (e.g., sexual contact with an infected person, using needles or other injection equipment that an infected person has used, body piercing and tattooing using non-sterile equipment, direct exposure to infected blood) <input type="checkbox"/> accurately identify ways that hepatitis C can be transmitted (e.g., using needles or other injection equipment that an infected person has used, direct exposure to infected blood, body piercing and tattooing using non-sterile equipment) <input type="checkbox"/> accurately identify ways that meningococcal C can be transmitted (e.g., saliva, droplets from the nose or throat of the infected person) <input type="checkbox"/> accurately identify practices that protect a person from contracting HIV, hepatitis B and C, or meningococcal C (e.g., avoiding used needles, syringes, or condoms; avoiding others' body fluids; avoiding unsafe body piercing and tattooing; avoiding unprotected sexual practices; vaccinations for hepatitis B and meningococcal C)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>Healthy Relationships</i>	
C5 assess the influence that peers have on individuals' attitudes and behaviour	<ul style="list-style-type: none"> <input type="checkbox"/> define <i>peer pressure</i> as including verbal or non-verbal active or passive behaviours that can influence a person's attitudes or actions positively or negatively <input type="checkbox"/> give specific examples of peer pressure (verbal or non-verbal, active or passive, positive or negative) from their own experiences or from books, TV, magazines, movies, or the Internet <input type="checkbox"/> differentiate between positive and negative influences of peers on individuals' attitudes and behaviour
C6 demonstrate an understanding of the harmful effects of stereotyping and discrimination	<ul style="list-style-type: none"> <input type="checkbox"/> define <i>stereotype</i>, and give examples of ways in which people can be stereotyped (e.g., according to gender, age, sexual orientation, race, religion, physical or mental ability) <input type="checkbox"/> define <i>discrimination</i> (e.g., when a person – on the basis of her or his gender, age, sexual orientation, race, religion, or physical or mental ability – suffers disadvantages or is denied opportunities available to other members of society) <input type="checkbox"/> describe the negative consequences of stereotyping and discrimination (e.g., limits choices; makes unfair assumptions about people's abilities, needs, and behaviours; emotional consequences such as feelings of shame, depression, or suicide; retaliatory behaviour)
C7 identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying	<ul style="list-style-type: none"> <input type="checkbox"/> describe available school and district policies and strategies for responding to discrimination, stereotyping, and bullying (e.g., school code of conduct, culture of respect for diversity, reporting policies, supervision practices, designated play areas) <input type="checkbox"/> identify local, provincial, national, and international policies and strategies for preventing and responding to discrimination, bullying, and harassment (e.g., workplace sexual harassment policies, criminal code, B.C. <i>Human Rights Code</i>, <i>Canadian Charter of Rights and Freedoms</i>, UN <i>Universal Declaration of Human Rights</i>)
C8 apply appropriate strategies for responding to discrimination, stereotyping, and bullying	<ul style="list-style-type: none"> <input type="checkbox"/> describe appropriate individual strategies for responding to discrimination, stereotyping, and bullying (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help, appropriate use of humour, recognizing own attitudes and behaviours, making a commitment to not engage in discrimination and stereotyping) <input type="checkbox"/> practise applying appropriate strategies for responding to discrimination, stereotyping, and bullying

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>Safety and Injury Prevention</i>	
C9 identify sources of support for people in abusive or exploitative situations (e.g., trusted adult, school and community services)	<ul style="list-style-type: none"> <input type="checkbox"/> describe examples of abusive or exploitative situations (e.g., physical abuse, sexual abuse, emotional abuse, withholding nurturing or caregiving, pressure to engage in sexual activity, Internet exploitation) <input type="checkbox"/> identify school and community resources that can help and support people in abusive or exploitative situations (e.g., school counsellor, trusted adult, trusted family member, elder, community health services, children’s/youth help hotline, police)
C10 identify personal safety strategies to avoid abusive or exploitative situations on the Internet	<ul style="list-style-type: none"> <input type="checkbox"/> describe potential concerns with the anonymous nature of the Internet (e.g., people can pretend to be someone they are not, easier to use tricks to make contact with children) <input type="checkbox"/> identify personal safety strategies to avoid abusive or exploitative situations on the Internet (e.g., never give out personal identifying information such as full name, address, telephone number, school name or location, password, e-mail address; do not respond to e-mails or web sites that are trying to sell you something or give you gifts; do not open e-mails from unknown sources; break off contact with anyone who asks you not to tell your parents about them; do not have a face-to-face meeting with anyone you meet on the Internet or via e-mail without having a parent or trusted adult with you; tell a trusted adult if you receive any e-mails or photographs that make you feel uncomfortable or frightened)
C11 describe responsible safety behaviours on the road and in the community	<ul style="list-style-type: none"> <input type="checkbox"/> accurately identify risks and hazards associated with being in the community and on the road, including risks and hazards associated with recreation, active transportation, and being a vehicle passenger <input type="checkbox"/> describe laws and responsible practices and behaviours that promote safety on the road and in the community, such as those regarding <ul style="list-style-type: none"> – safe behaviours for active transportation, including cycling, skateboarding, scooters, inline skating, and walking – safe behaviours for recreational activities (e.g., snowmobiling, skiing/snowboarding, off-roading, boating) – passenger behaviour – recognizing dangers – safety equipment – training <input type="checkbox"/> describe potential consequences of unsafe behaviours on self and others (e.g., physical injury, exploitation, abduction, financial costs, death, legal consequences)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C12 identify basic principles for responding to emergencies (e.g., following safety guidelines, having an emergency response plan, knowing how to get help)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher support, identify principles for being prepared for emergencies (e.g., education and training, following safety guidelines and rules, having an emergency response plan) <input type="checkbox"/> with teacher support, identify basic principles for responding to emergencies, such as <ul style="list-style-type: none"> – be prepared – don’t panic – assess the situation – know your own abilities (e.g., don’t attempt life guarding or first aid unless you’re qualified) – protect yourself (e.g., wear protective clothing, don’t enter a hazardous situation) – do no further harm – get help (how and where/from whom)
<i>Substance Misuse Prevention</i>	
<p>C13 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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> list a variety of situations in which an individual might feel pressured or expected to smoke, drink alcohol, or take drugs <input type="checkbox"/> identify healthy alternatives to using substances for coping with stress, anxiety, social pressures, or self image (e.g., seeking professional help from counsellors or health care workers, using physical activity to relieve stress or anxiety, choosing friends that have a positive influence, finding meaningful ways to contribute to others) <input type="checkbox"/> demonstrate strategies for resisting the pressure or expectation to smoke, drink alcohol, or take drugs (e.g., assertiveness, refusal skills, avoid or leave the scene, deflect the pressure, choose a healthy alternative) <input type="checkbox"/> assess the appropriateness of various strategies for themselves in specific situations to prevent the use of tobacco, alcohol, or other drugs
<p>C14 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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> based on class activities and additional information, describe the potential physical, emotional, and social consequences of substance misuse for self (e.g., altered judgment and decision making, risk-taking behaviour resulting in personal injury, addiction, physical health effects, social isolation, negative impact on schoolwork and recreational activities, financial and legal consequences) <input type="checkbox"/> based on class activities and additional information, describe the potential physical, emotional, and social consequences of substance misuse for others (e.g., burden on health care and legal systems; burden on family; potential harm to fetus when tobacco, alcohol, or other drugs are consumed during pregnancy)

MATHEMATICS – GRADE 6

Prescribed Learning Outcomes and Suggested Achievement Indicators



NUMBER

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 demonstrate an understanding of place value for numbers</p> <ul style="list-style-type: none"> - greater than one million - less than one thousandth <p>[C, CN, R, T]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explain how the pattern of the place value system (e.g., the repetition of ones, tens and hundreds) makes it possible to read and write numerals for numbers of any magnitude <input type="checkbox"/> provide examples of where large numbers and small decimals are used (e.g., media, science, medicine, technology)
<p>A2 solve problems involving large numbers, using technology</p> <p>[ME, PS, T]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify which operation is necessary to solve a given problem and solve it <input type="checkbox"/> determine the reasonableness of an answer <input type="checkbox"/> estimate the solution and solve a given problem
<p>A3 demonstrate an understanding of factors and multiples by</p> <ul style="list-style-type: none"> - determining multiples and factors of numbers less than 100 - identifying prime and composite numbers - solving problems involving multiples [PS, R, V] 	<ul style="list-style-type: none"> <input type="checkbox"/> identify multiples for a given number and explain the strategy used to identify them <input type="checkbox"/> determine all the whole number factors of a given number using arrays <input type="checkbox"/> identify the factors for a given number and explain the strategy used (e.g., concrete or visual representations, repeated division by prime numbers, or factor trees) <input type="checkbox"/> provide an example of a prime number and explain why it is a prime number <input type="checkbox"/> provide an example of a composite number and explain why it is a composite number <input type="checkbox"/> sort a given set of numbers as prime and composite <input type="checkbox"/> solve a given problem involving factors or multiples <input type="checkbox"/> explain why 0 and 1 are neither prime nor composite

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

<p>A4 relate improper fractions to mixed numbers [CN, ME, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate using models that a given improper fraction represents a number greater than 1 <input type="checkbox"/> express improper fractions as mixed numbers <input type="checkbox"/> express mixed numbers as improper fractions <input type="checkbox"/> place a given set of fractions, including mixed numbers and improper fractions, on a number line and explain strategies used to determine position
<p>A5 demonstrate an understanding of ratio, concretely, pictorially, and symbolically [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> provide a concrete or pictorial representation for a given ratio <input type="checkbox"/> write a ratio from a given concrete or pictorial representation <input type="checkbox"/> express a given ratio in multiple forms, such as 3:5, $\frac{3}{5}$, or 3 to 5 <input type="checkbox"/> identify and describe ratios from real-life contexts and record them symbolically <input type="checkbox"/> explain the part/whole and part/part ratios of a set (e.g., for a group of 3 girls and 5 boys, explain the ratios 3:5, 3:8, and 5:8) <input type="checkbox"/> solve a given problem involving ratio
<p>A6 demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially, and symbolically [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explain that “percent” means “out of 100.” <input type="checkbox"/> explain that percent is a ratio out of 100 <input type="checkbox"/> use concrete materials and pictorial representations to illustrate a given percent <input type="checkbox"/> record the percent displayed in a given concrete or pictorial representation <input type="checkbox"/> express a given percent as a fraction and a decimal <input type="checkbox"/> identify and describe percents from real-life contexts, and record them symbolically <input type="checkbox"/> solve a given problem involving percents
<p>A7 demonstrate an understanding of integers, concretely, pictorially, and symbolically [C, CN, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> extend a given number line by adding numbers less than zero and explain the pattern on each side of zero <input type="checkbox"/> place given integers on a number line and explain how integers are ordered <input type="checkbox"/> describe contexts in which integers are used (e.g., on a thermometer) <input type="checkbox"/> compare two integers, represent their relationship using the symbols $<$, $>$, and $=$, and verify using a number line <input type="checkbox"/> order given integers in ascending or descending order

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

<p>A8 demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors) [C, CN, ME ,PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> place the decimal point in a product using front-end estimation (e.g., for $15.205 \text{ m} \times 4$, think $15 \text{ m} \times 4$, so the product is greater than 60 m <input type="checkbox"/> place the decimal point in a quotient using front-end estimation (e.g., for $\\$26.83 \div 4$, think $\\$24 \div 4$, so the quotient is greater than \$6 <input type="checkbox"/> correct errors of decimal point placement in a given product or quotient without using paper and pencil <input type="checkbox"/> predict products and quotients of decimals using estimation strategies <input type="checkbox"/> solve a given problem that involves multiplication and division of decimals using multipliers from 0 to 9 and divisors from 1 to 9
<p>A9 explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers) [CN, ME, PS, T]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate and explain with examples why there is a need to have a standardized order of operations <input type="checkbox"/> apply the order of operations to solve multi-step problems with or without technology (e.g., computer, calculator)

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and	[R] Reasoning	[V] Visualization
	Estimation		

PATTERNS AND RELATIONS (*Patterns*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 demonstrate an understanding of the relationships within tables of values to solve problems [C, CN, PS, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> generate values in one column of a table of values, given values in the other column and a pattern rule <input type="checkbox"/> state, using mathematical language, the relationship in a given table of values <input type="checkbox"/> create a concrete or pictorial representation of the relationship shown in a table of values <input type="checkbox"/> predict the value of an unknown term using the relationship in a table of values and verify the prediction <input type="checkbox"/> formulate a rule to describe the relationship between two columns of numbers in a table of values <input type="checkbox"/> identify missing elements in a given table of values <input type="checkbox"/> identify errors in a given table of values <input type="checkbox"/> describe the pattern within each column of a given table of values <input type="checkbox"/> create a table of values to record and reveal a pattern to solve a given problem
<p>B2 represent and describe patterns and relationships using graphs and tables [C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> translate a pattern to a table of values and graph the table of values (limit to linear graphs with discrete elements) <input type="checkbox"/> create a table of values from a given pattern or a given graph <input type="checkbox"/> describe, using everyday language, orally or in writing, the relationship shown on a graph

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and Estimation	[R] Reasoning	[V] Visualization

PATTERNS AND RELATIONS (*Variables and Equations*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B3 represent generalizations arising from number relationships using equations with letter variables. [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> write and explain the formula for finding the perimeter of any given rectangle <input type="checkbox"/> write and explain the formula for finding the area of any given rectangle <input type="checkbox"/> develop and justify equations using letter variables that illustrate the commutative property of addition and multiplication (e.g., $a + b = b + a$ or $a \times b = b \times a$) <input type="checkbox"/> describe the relationship in a given table using a mathematical expression <input type="checkbox"/> represent a pattern rule using a simple mathematical expression, such as $4d$ or $2n + 1$
<p>B4 demonstrate and explain the meaning of preservation of equality concretely, pictorially, and symbolically [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> model the preservation of equality for addition using concrete materials, such as a balance or using pictorial representations and orally explain the process <input type="checkbox"/> model the preservation of equality for subtraction using concrete materials such as a balance or using pictorial representations and orally explain the process <input type="checkbox"/> model the preservation of equality for multiplication using concrete materials, such as a balance or using pictorial representations and orally explain the process <input type="checkbox"/> model the preservation of equality for division using concrete materials such as a balance or using pictorial representations and orally explain the process <input type="checkbox"/> write equivalent forms of a given equation by applying the preservation of equality and verify using concrete materials (e.g., $3b = 12$ is the same as $3b + 5 = 12 + 5$ or $2r = 7$ is the same as $3(2r) = 3(7)$)

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and	[R] Reasoning	[V] Visualization
	Estimation		

SHAPE AND SPACE (*Measurement*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 demonstrate an understanding of angles by</p> <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 <p>[C, CN, ME, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> provide examples of angles found in the environment <input type="checkbox"/> classify a given set of angles according to their measure (e.g., acute, right, obtuse, straight, reflex) <input type="checkbox"/> sketch 45°, 90° and 180° angles without the use of a protractor, and describe the relationship among them <input type="checkbox"/> estimate the measure of an angle using 45°, 90°, and 180° as reference angles <input type="checkbox"/> measure, using a protractor, given angles in various orientations <input type="checkbox"/> draw and label a specified angle in various orientations using a protractor <input type="checkbox"/> describe the measure of an angle as the measure of rotation of one of its sides <input type="checkbox"/> describe the measure of angles as the measure of an interior angle of a polygon
<p>C2 demonstrate that the sum of interior angles is:</p> <ul style="list-style-type: none"> - 180° in a triangle - 360° in a quadrilateral <p>[C, R]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explain, using models, that the sum of the interior angles of a triangle is the same for all triangles <input type="checkbox"/> explain, using models, that the sum of the interior angles of a quadrilateral is the same for all quadrilaterals
<p>C3 develop and apply a formula for determining the</p> <ul style="list-style-type: none"> - perimeter of polygons - area of rectangles - volume of right rectangular prisms <p>[C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explain, using models, how the perimeter of any polygon can be determined <input type="checkbox"/> generalize a rule (formula) for determining the perimeter of polygons, including rectangles and squares <input type="checkbox"/> explain, using models, how the area of any rectangle can be determined <input type="checkbox"/> generalize a rule (formula) for determining the area of rectangles <input type="checkbox"/> explain, using models, how the volume of any right rectangular prism can be determined <input type="checkbox"/> generalize a rule (formula) for determining the volume of right rectangular prisms <input type="checkbox"/> solve a given problem involving the perimeter of polygons, the area of rectangles, and/or the volume of right rectangular prisms

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

SHAPE AND SPACE (3-D Objects and 2-D Shapes)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C4 construct and compare triangles, including</p> <ul style="list-style-type: none"> - scalene - isosceles - equilateral - right - obtuse - acute <p>in different orientations [C, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> sort a given set of triangles according to the length of the sides <input type="checkbox"/> sort a given set of triangles according to the measures of the interior angles <input type="checkbox"/> identify the characteristics of a given set of triangles according to their sides and/or their interior angles <input type="checkbox"/> sort a given set of triangles and explain the sorting rule <input type="checkbox"/> draw a specified triangle (e.g., scalene) <input type="checkbox"/> replicate a given triangle in a different orientation and show that the two are congruent
<p>C5 describe and compare the sides and angles of regular and irregular polygons [C, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> sort a given set of 2-D shapes into polygons and non-polygons, and explain the sorting rule <input type="checkbox"/> demonstrate congruence (sides to sides and angles to angles) in a regular polygon by superimposing <input type="checkbox"/> demonstrate congruence (sides to sides and angles to angles) in a regular polygon by measuring <input type="checkbox"/> demonstrate that the sides of a regular polygon are of the same length and that the angles of a regular polygon are of the same measure <input type="checkbox"/> sort a given set of polygons as regular or irregular and justify the sorting <input type="checkbox"/> identify and describe regular and irregular polygons in the environment

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

SHAPE AND SPACE (*Transformations*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C6 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 [C, CN, PS, T, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate that a 2-D shape and its transformation image are congruent <input type="checkbox"/> model a given set of successive translations, successive rotations or successive reflections of a 2-D shape <input type="checkbox"/> model a given combination of two different types of transformations of a 2-D shape <input type="checkbox"/> draw and describe a 2-D shape and its image, given a combination of transformations <input type="checkbox"/> describe the transformations performed on a 2-D shape to produce a given image <input type="checkbox"/> model a given set of successive transformations (translation, rotation, and/or reflection) of a 2-D shape <input type="checkbox"/> perform and record one or more transformations of a 2-D shape that will result in a given image
<p>C7 perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations [C, CN, T, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> analyze a given design created by transforming one or more 2-D shapes, and identify the original shape and the transformations used to create the design <input type="checkbox"/> create a design using one or more 2-D shapes and describe the transformations used
<p>C8 identify and plot points in the first quadrant of a Cartesian plane using whole number ordered pairs [C, CN, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> label the axes of the first quadrant of a Cartesian plane and identify the origin <input type="checkbox"/> plot a point in the first quadrant of a Cartesian plane, given its ordered pair <input type="checkbox"/> match points in the first quadrant of a Cartesian plane with their corresponding ordered pair <input type="checkbox"/> plot points in the first quadrant of a Cartesian plane with intervals of 1, 2, 5 or 10 on its axes, given whole number ordered pairs <input type="checkbox"/> draw shapes or designs, given ordered pairs in the first quadrant of a Cartesian plane <input type="checkbox"/> determine the distance between points along horizontal and vertical lines in the first quadrant of a Cartesian plane <input type="checkbox"/> draw shapes or designs in the first quadrant of a Cartesian plane and identify the points used to produce them

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

<p>C9 perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole number vertices) [C, CN, PS, T, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify the coordinates of the vertices of a given 2-D shape (limited to the first quadrant of a Cartesian plane) <input type="checkbox"/> perform a transformation on a given 2-D shape and identify the coordinates of the vertices of the image (limited to the first quadrant) <input type="checkbox"/> describe the positional change of the vertices of a given 2-D shape to the corresponding vertices of its image as a result of a transformation (limited to first quadrant)
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STATISTICS AND PROBABILITY (Data Analysis)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 create, label, and interpret line graphs to draw conclusions [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> determine the common attributes (title, axes and intervals) of line graphs by comparing a given set of line graphs <input type="checkbox"/> determine whether a given set of data can be represented by a line graph (continuous data) or a series of points (discrete data) and explain why <input type="checkbox"/> create a line graph from a given table of values or set of data <input type="checkbox"/> interpret a given line graph to draw conclusions
<p>D2 select, justify, and use appropriate methods of collecting data, including</p> <ul style="list-style-type: none"> – questionnaires – experiments – databases – electronic media [C, PS, T] 	<ul style="list-style-type: none"> <input type="checkbox"/> select a method for collecting data to answer a given question and justify the choice <input type="checkbox"/> design and administer a questionnaire for collecting data to answer a given question, and record the results <input type="checkbox"/> answer a given question by performing an experiment, recording the results, and drawing a conclusion <input type="checkbox"/> explain when it is appropriate to use a database as a source of data <input type="checkbox"/> gather data for a given question by using electronic media including selecting data from databases
<p>D3 graph collected data and analyze the graph to solve problems [C, CN, PS]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> determine an appropriate type of graph for displaying a set of collected data and justify the choice of graph <input type="checkbox"/> solve a given problem by graphing data and interpreting the resulting graph

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

STATISTICS AND PROBABILITY (*Chance and Uncertainty*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D4 demonstrate an understanding of probability by</p> <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 – [C, ME, PS, T] 	<ul style="list-style-type: none"> <input type="checkbox"/> list the possible outcomes of a probability experiment, such as <ul style="list-style-type: none"> – tossing a coin – rolling a die with a given number of sides – spinning a spinner with a given number of sectors <input type="checkbox"/> determine the theoretical probability of an outcome occurring for a given probability experiment <input type="checkbox"/> predict the probability of a given outcome occurring for a given probability experiment by using theoretical probability <input type="checkbox"/> conduct a probability experiment, with or without technology, and compare the experimental results to the theoretical probability <input type="checkbox"/> explain that as the number of trials in a probability experiment increases, the experimental probability approaches the theoretical probability of a particular outcome <input type="checkbox"/> distinguish between theoretical probability and experimental probability, and explain the difference

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and Estimation	[R] Reasoning	[V] Visualization

PHYSICAL EDUCATION – GRADE 6

Prescribed Learning Outcomes and Suggested Achievement Indicators



ACTIVE LIVING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>Knowledge</p> <p>A1 relate personal physical and emotional health benefits of regular participation to physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> assess a variety of personal physical health benefits related to specific components of fitness including <ul style="list-style-type: none"> – muscular strength and endurance (e.g., I can lift and carry things by myself) – cardiovascular endurance (e.g., I have a stronger heart, I can do things longer without getting tired) – flexibility (e.g., I can touch my toes) <input type="checkbox"/> assess a variety of personal emotional health benefits resulting from participating in physical activity (e.g., stress management, feeling good about self, sharing interests with friends and family)
<p>A2 relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> list and describe the components of fitness— muscular strength and endurance, cardiovascular endurance, and flexibility <input type="checkbox"/> make connections between specific physical activities and their ability to help develop muscular strength and endurance, cardiovascular endurance, and flexibility (e.g., hiking increases endurance and strength, gymnastics increases flexibility and strength)
<p>A3 analyse nutritional considerations for physical activity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> based on research and class activities, analyse the relationship between physical activity and water and food intake (e.g., adequate amount of water, variety of foods for energy and for bone and muscle development) <input type="checkbox"/> keep a log (e.g., for a week) of their nutritional intake and physical activity, and assess the relationship between the two
<p>A4 monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe the importance of knowing and respecting own abilities and limits for physical exertion <input type="checkbox"/> with teacher support, monitor own heart rate in relation to target heart rates zones <input type="checkbox"/> demonstrate an understanding of safe exertion rates for self and others

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A5 set personal goals for attaining and maintaining a physically active lifestyle</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe factors that affect personal preferences for specific physical activities (e.g., enjoyment, availability, personal ability, indoor vs. outdoor activities) <input type="checkbox"/> set specific, achievable, and timely personal goals for attaining and maintaining a physically active lifestyle (e.g., choosing active transportation options, joining a sports team, trying a new recreational activity) <input type="checkbox"/> identify strategies for achieving their goals (e.g., consideration of frequency, intensity, time, and type of activity; selecting activities that are fun and accessible; choosing activities in an enjoyable environment)
<p><i>Participation</i></p> <p>A6 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</p>	<ul style="list-style-type: none"> <input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks) <input type="checkbox"/> participate in vigorous physical activity resulting in increased heart and breathing rate <input type="checkbox"/> participate continuously in moderate to vigorous physical activities, allowing for short recovery periods as appropriate to the individual student <input type="checkbox"/> with teacher support, select and participate in physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility

MOVEMENT SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve</p>	<ul style="list-style-type: none"> <input type="checkbox"/> detect and analyse errors in non-locomotor, locomotor, and manipulative movement skills <input type="checkbox"/> work independently or with a partner to practise specific non-locomotor, locomotor, and manipulative movement skills over a period of time to improve performance
<p>B2 demonstrate offensive and defensive strategies in a variety of activity categories</p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate an awareness of offensive and defensive strategies that can be used in a variety of activities (e.g., “give and go,” checking, moving into open space to receive a pass, working toward goal or target, positioning) <input type="checkbox"/> demonstrate offensive and defensive strategies in a variety of specific activities in a variety of activity categories, such as <ul style="list-style-type: none"> – rotation in volleyball – soccer, hockey, and basketball positions – martial arts (e.g., judo, karate, tai chi) – wrestling – schoolyard games (e.g., tag)
<p>B3 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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> send an object to a partner, to a target, or over or into a net, selecting appropriate technique for a serve, throw, or pass (e.g., a volleyball overhand serve, backhand flying disk throw, badminton underhand serve, basketball chest pass) <input type="checkbox"/> pass with control and accuracy so that the receiving person can receive it accurately (or so the opponent can’t) <input type="checkbox"/> maintain technique while using an implement (e.g., tennis, badminton, or squash racquet; hockey stick; golf club; baseball or cricket bat) to strike an object in predictable settings such as against a wall or in partner and small group skill practices <input type="checkbox"/> attempt passes and strikes with either hand; attempt kicks with either foot

Prescribed Learning Outcomes	Suggested Achievement Indicators
B4 apply a combination of learned skills to create original sequences, drills, challenges, or games	<ul style="list-style-type: none"> <input type="checkbox"/> combine non-locomotor, locomotor, and manipulative movements (e.g., roll-stand-jump; swing-slide-turn; walk-jump-swing) <input type="checkbox"/> demonstrate rhythmic steps, positions, and patterns in structured sequences (e.g., aerobics, jump rope, creative dance, folk dance, rhythmic gymnastics, gymnastic apparatus routines) <input type="checkbox"/> design and perform movement sequences that show contrast in levels, planes, pathways, and directions (e.g., gymnastic floor exercise routine, synchronized skating) <input type="checkbox"/> modify the rules of an existing game, drill, or challenge to create a new one (e.g., create new games by changing equipment, create bicycle skills challenges)

SAFETY, FAIR PLAY, AND LEADERSHIP

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
C1 demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warm-up and cool down appropriate to the activity)	<ul style="list-style-type: none"> <input type="checkbox"/> consistently follow directions, rules, and routines for physical activities in a variety of specific settings (e.g., classroom, gym, outside, rink, pool, track; individual, partners, team) <input type="checkbox"/> attempt skills in appropriate progression to avoid putting self and others at risk (e.g., support body weight on hands before attempting handstand and cartwheel, use buddy system during physical activities outside the school environment, know own and team-mates' abilities) <input type="checkbox"/> describe the importance of wearing appropriate attire for the specific physical activity (e.g., safety, comfort, ease of movement) <input type="checkbox"/> consistently participate in warm-up and cool down routines appropriate for specific physical activities (e.g., to warm up the specific muscles used for the activity)
C2 model fair play when participating in physical activity	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate respectful behaviour in pair and team activities <input type="checkbox"/> suggest rule changes to improve fairness of a game or activity <input type="checkbox"/> demonstrate respect and co-operation when following the leadership of other students in small group and whole class activities <input type="checkbox"/> recognize physical activity situations that may cause inappropriate emotional responses (e.g., name-calling, being reprimanded, unsuccessful results), and describe strategies to control or avoid these situations (e.g., take a time out, participate in a diversion activity, use positive self-talk)

Prescribed Learning Outcomes	Suggested Achievement Indicators
C3 demonstrate leadership in respecting individual differences and abilities during physical activity	<ul style="list-style-type: none"> <li data-bbox="683 233 1448 300">❑ recognize and demonstrate respect for individual differences in skill development and ability <li data-bbox="683 306 1414 472">❑ demonstrate leadership behaviours in encouraging and promoting respect for individual differences (e.g., positive feedback, ensuring everyone has an opportunity to participate, standing up to those who criticize, offering encouragement to peers acting in leadership roles)

SCIENCE – GRADE 6

Prescribed Learning Outcomes and Suggested Achievement Indicators



PROCESSES OF SCIENCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> • manipulate and control a number of variables in an experiment 	<ul style="list-style-type: none"> <input type="checkbox"/> identify quantities of key factors (e.g., light, water, nutrition, temperature) as relevant variables in a test (e.g., of biological growth) <input type="checkbox"/> suggest and systematically implement controls on variables directly related to the outcome of an experiment (e.g., amount, quality, length) <input type="checkbox"/> explain, with reference to possible consequences, the importance of a consistent and standardized approach to dealing with variables
<ul style="list-style-type: none"> • apply solutions to a technical problem (e.g., malfunctioning electrical circuit) 	<ul style="list-style-type: none"> <input type="checkbox"/> make adjustments in technique when immediate results are not obtained (e.g., adjust microscope settings) <input type="checkbox"/> use a persistent and organized approach to determine why a technical product (e.g., an electrical circuit) is not working, and modify it to make it work <input type="checkbox"/> suggest effective and practical ways to modify a technological instrument or tool (vehicles, clothes, food, buildings, wrenches) to permit its function in an extreme environment

LIFE SCIENCE: DIVERSITY OF LIFE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> • demonstrate the appropriate use of tools to examine living things that cannot be seen with the naked eye 	<ul style="list-style-type: none"> <input type="checkbox"/> correctly use tools such as a magnifying glass or microscope to observe a variety of microscopic organisms <input type="checkbox"/> precisely draw various characteristics of microscopic organisms on the basis of their own observations)
<ul style="list-style-type: none"> • analyse how different organisms adapt to their environments 	<ul style="list-style-type: none"> <input type="checkbox"/> identify two or more specific adaptations of various life forms (e.g., colouration or other physical characteristics, mimicry or other behaviour) <input type="checkbox"/> suggest a plausible explanation of how particular adaptations help life forms interact in their environments <input type="checkbox"/> create a detailed report describing the symbiosis between two organisms
<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 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately list the characteristics that define all living things, including ability to reproduce, grow, respire, use energy, respond to stimuli <input type="checkbox"/> identify and distinguish Plantae, Animalia, Monera, Protista, and Fungi as kingdoms of life <input type="checkbox"/> correctly sort micro-organisms according to their characteristics, with teacher support (e.g., a descriptive key for Monera, Protista, and Fungi)

PHYSICAL SCIENCE: ELECTRICITY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> • evaluate various methods for producing small electrical charges 	<ul style="list-style-type: none"> <input type="checkbox"/> identify the charges (like, unlike, or no charge) of pairs of statically charged objects (e.g., charged through rubbing various fibres and solid materials) by systematically and accurately testing their attractions <input type="checkbox"/> describe and distinguish between friction-produced electrical charge (static) and chemically produced electric charge (batteries) <input type="checkbox"/> with teacher support, test and evaluate the effectiveness of various grounding techniques for preventing static charge build-up on objects
<ul style="list-style-type: none"> • test a variety of electrical pathways using direct current circuits 	<ul style="list-style-type: none"> <input type="checkbox"/> proficiently assemble a working electrical circuit with a switch <input type="checkbox"/> correctly explain the solution for fixing an improperly arranged circuit (short-circuit) <input type="checkbox"/> demonstrate the difference between parallel and series circuits when using batteries
<ul style="list-style-type: none"> • demonstrate that electricity can be transformed into light, heat, sound, motion, and magnetic effects 	<ul style="list-style-type: none"> <input type="checkbox"/> create circuits that reliably produce light, heat, sound, motion, and magnetic effects <input type="checkbox"/> transfer electrical energy into multiple other forms of energy (e.g., light, heat, sound, motion energy), safely and reliably <input type="checkbox"/> produce demonstrable magnetic effects using electric current
<ul style="list-style-type: none"> • differentiate between renewable and non-renewable methods of producing electrical energy 	<ul style="list-style-type: none"> <input type="checkbox"/> compile a comprehensive list of various ways in which electricity is produced <input type="checkbox"/> summarize the main advantages and disadvantages of the various methods used to produce the electricity used in our daily lives

EARTH AND SPACE SCIENCE: EXPLORATION OF EXTREME ENVIRONMENTS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> • explain obstacles unique to exploration of a specific extreme environment 	<ul style="list-style-type: none"> <input type="checkbox"/> identify the salient characteristics of an extreme environment (e.g., space, polar ice, oceans, volcanoes, and the atmosphere—a place that humans do not naturally inhabit but choose to explore) <input type="checkbox"/> give several examples of resources and knowledge that can be obtained from distant explorations <input type="checkbox"/> give several examples of how technology can be used by humans to travel to and explore an unknown environment
<ul style="list-style-type: none"> • assess technologies used for extreme environments 	<ul style="list-style-type: none"> <input type="checkbox"/> identify several types of equipment and methods currently used to explore extreme environments (e.g., scuba, fibre optics, Mars Lander) <input type="checkbox"/> accurately describe the stages of development for a previously created technology (e.g., kites, balloons, planes, rockets, submarines, space suits) <input type="checkbox"/> design a complete model for travelling into a specific extreme environment (e.g., submarines, sonic-aircraft, spaceships) <input type="checkbox"/> coherently defend a position with respect to the ethical considerations involved in the development and use of new technologies (e.g., whether or not to take living samples, or use weapons in space)
<ul style="list-style-type: none"> • describe contributions of Canadians to exploration technologies 	<ul style="list-style-type: none"> <input type="checkbox"/> describe in detail the function of Canadian technologies involved in exploration of extreme environments (e.g., international space station, Canadarm, Newt Suit, satellite telecommunications, robotics, and ocean mapping) <input type="checkbox"/> illustrate with accurate, detailed drawings a range of Aboriginal technologies (e.g., Inuit sleds, Haida ocean canoes, Algonquin/Cree snowshoes)

SOCIAL STUDIES – GRADE 6

Prescribed Learning Outcomes and Suggested Achievement Indicators



SKILLS AND PROCESSES OF SOCIAL STUDIES

The following learning outcomes provide students with a framework of developmental skills and processes that are used throughout the curriculum. These outcomes are not intended to be taught in isolation, but rather should be integrated in context with content related to the other four curriculum organizers.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</p>	<ul style="list-style-type: none"> <input type="checkbox"/> with teacher and peer support, select a relevant problem or issue for inquiry <input type="checkbox"/> use comparing, classifying, inferring, imagining, verifying, identifying relationships, and summarizing to clarify and define a problem or issue <input type="checkbox"/> compare a range of points of view on an issue or problem <input type="checkbox"/> draw conclusions about a problem or issue
<p>A2 interpret graphs, tables, aerial photos, and various types of maps</p>	<ul style="list-style-type: none"> <input type="checkbox"/> locate and map continents, oceans, and seas using simple grids, scales, and legends <input type="checkbox"/> locate the prime meridian, equator, Tropic of Cancer, Tropic of Capricorn, Arctic circle, and Antarctic circle on a globe or map of the world <input type="checkbox"/> recognize the relationship between time zones and lines of longitude <input type="checkbox"/> compare how graphs, tables, aerial photos, and maps represent information <input type="checkbox"/> represent the same information in two or more graphic forms (e.g., graphs, tables, thematic maps)
<p>A3 evaluate the credibility and reliability of selected sources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> with peer and teacher support, determine criteria for evaluating information sources for credibility and reliability (e.g., context, authentic voice, source, objectivity, evidence, authorship) <input type="checkbox"/> apply criteria to evaluate selected sources for credibility and reliability

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A4 deliver a formal presentation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> clarify a topic for presentation <input type="checkbox"/> distinguish between primary sources and secondary sources <input type="checkbox"/> collect and organize information on a topic of their choice (e.g., a selected country) <input type="checkbox"/> draw conclusions from collected information <input type="checkbox"/> plan, prepare, and deliver a presentation on a selected topic (e.g., a country of their choice) <input type="checkbox"/> prepare a bibliography, using a consistent style to cite books, magazines, interviews, web sites, and other sources used
<p>A5 implement a plan of action to address a selected local or global problem or issue</p>	<ul style="list-style-type: none"> <input type="checkbox"/> appreciate the historical basis of selected contemporary issues <input type="checkbox"/> select ways to clarify a specific problem or issue (e.g., discussion, debate, research) <input type="checkbox"/> compare and assess two or more perspectives on a local or global problem or issue <input type="checkbox"/> consider reasons for differing perspectives (e.g., personal experiences, beliefs and values) <input type="checkbox"/> defend a position on a national or global issue <input type="checkbox"/> collect and organize information to support their course of action <input type="checkbox"/> give examples to demonstrate awareness that their actions may have consequences for others locally or globally (e.g., consumer choices) <input type="checkbox"/> identify opportunities for civic participation at the school, community, provincial, national, and global levels <input type="checkbox"/> individually or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing, editorial in school or community newspaper, petition)

IDENTITY, SOCIETY, AND CULTURE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 assess diverse concepts of Canadian identity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify a range of ways in which individuals experience cultural influences (e.g., their own heritage, the cultures of people in their community, cultures they read about or see on TV) <input type="checkbox"/> describe characteristics of Canadian culture and identity (e.g., Aboriginal cultures, official bilingualism, education, health care, religions, military, special interest groups, service organizations, sports and recreation activities, stamps and currency, multiculturalism and the “cultural mosaic”) <input type="checkbox"/> explain how Canada’s identity has been and continues to be shaped by its global participation (e.g., decision to enter or not enter global conflicts, peacekeeping, foreign aid, immigration policies) <input type="checkbox"/> prepare a presentation on the contributions of one or more cultural groups to British Columbia and to Canadian identity
<p>B2 compare Canadian society with the society of another country</p>	<ul style="list-style-type: none"> <input type="checkbox"/> compare Canadian society with the society of another country in terms of characteristics such as history, daily life, work, language, family structures, age roles, gender roles, and religion and beliefs <input type="checkbox"/> compare the roles of specific social structures and organizations (e.g., education, health care, religions, military, special interest groups, service organizations) in Canada to those of other countries studied <input type="checkbox"/> describe examples of different approaches to cultural diversity in Canada and in other cultures and societies studied, such as segregation, assimilation, integration, and pluralism (e.g., multiculturalism policies, settlement patterns, residential schools, Apartheid, the Holocaust, internment of Japanese-Canadians, Chinese Head Tax, caste and class systems)
<p>B3 relate a society’s artistic expression to its culture</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of the artistic expression of a selected culture (e.g., painting, sculpture, textiles, music, dance, theatre, masks, poetry, storytelling, body art) <input type="checkbox"/> draw connections between an artistic expression and particular aspects of the culture that it reflects (e.g., materials, environment, belief systems, values)

GOVERNANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 compare the federal government in Canada with national governments of other countries</p>	<p><input type="checkbox"/> compare characteristics of the federal government in Canada with those of one or more other countries, including</p> <ul style="list-style-type: none"> – roles and responsibilities of members of government (e.g., prime minister, president, governor, MP, senator) – components of government (e.g., House of Commons, House of Lords, senate, province, state, prefecture, canton) – government decision-making structures and forms of rule (e.g., monarchy, republic, dictatorship, parliamentary democracy) – electoral processes (e.g., political parties, voting, representation)
<p>C2 describe key characteristics of the justice system in Canada</p>	<p><input type="checkbox"/> differentiate between the roles of law enforcement (police) and law administration (the courts)</p> <p><input type="checkbox"/> through mock trials or case studies, identify the roles and procedures within the provincial and federal court systems in Canada (e.g., judge, jury, court clerk, witnesses, plaintiff, accused, sheriff, lawyer)</p>
<p>C3 assess equality and fairness in Canada with reference to the <i>Canadian Charter of Rights and Freedoms</i></p>	<p><input type="checkbox"/> describe the key provisions of the <i>Canadian Charter of Rights and Freedoms</i></p> <p><input type="checkbox"/> describe the role of the <i>Charter</i> in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)</p> <p><input type="checkbox"/> given specific case examples of past incidents of inequality (e.g., Chinese Head Tax, internment of Japanese-Canadians, residential schools, suffrage, discriminatory federal government labour practices related to gender and sexual orientation), speculate how these cases might be handled today under the <i>Charter</i></p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
C4 compare individual and collective rights and responsibilities in Canada with those in other countries	<ul style="list-style-type: none"> <input type="checkbox"/> give examples to show how belonging to a community can involve some limitations on personal freedom for the sake of collective well-being <input type="checkbox"/> give examples of how the exercise of power and authority can affect an individual’s rights (e.g., rules, laws, student councils, peer groups, teams) <input type="checkbox"/> compare specific examples of individual rights and responsibilities in Canada with those in selected other countries (e.g., rights related to age, gender, religion) <input type="checkbox"/> based on case studies, investigations, and discussions, create an individual or class definition of the rights and responsibilities of a “global citizen”
C5 describe the role of Canada in the world	<ul style="list-style-type: none"> <input type="checkbox"/> identify international organizations to which Canada belongs (e.g., the Commonwealth, Organisation Internationale de la Francophonie, Organization of American States, the Asian Pacific Economic Community, the United Nations, the International Olympic Committee) <input type="checkbox"/> identify Canada’s participation in organizations that support communities (e.g., UNICEF, Red Cross, Habitat for Humanity, local examples) <input type="checkbox"/> describe Canada’s role in the development and operation of the United Nations <input type="checkbox"/> identify key events involving Canada’s participation in the world (e.g., World Wars, Korean War, peacekeeping, Kyoto Accord, land mines treaty) <input type="checkbox"/> prepare a presentation on the contributions of individual Canadians in global events and issues (e.g., Louise Arbour, Bob Hunter, Stephen Lewis, Craig Kielberger, Lester Pearson)

ECONOMY AND TECHNOLOGY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
D1 describe the importance of trade for BC and Canada	<ul style="list-style-type: none"> <input type="checkbox"/> give reasons for trade between regions and countries (e.g., labour force, access to new markets, access to resources, new technologies) <input type="checkbox"/> give examples of Canada’s trade relationships, with reference to <ul style="list-style-type: none"> – goods imported and exported – trading partners

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>D2 analyse the significance of communications technologies in Canada</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of the impact of communications technologies on the lives of Canadians (e.g., telecommuting, synchronous communication, connecting remote communities, economic benefits, increased awareness of global issues) <input type="checkbox"/> give examples of how communications technologies have contributed to the role and profile of Canada in the world <input type="checkbox"/> assess the role of communications technologies in creating a “global community” <input type="checkbox"/> identify the contributions of Canada and Canadians to the development of various communications systems (e.g., Signal Hill, Alexander Graham Bell)
<p>D3 evaluate effects of technology on lifestyles and environments</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples of ways in which technology influences way of life (e.g., access to energy, transportation and communication systems, urbanization, industrialization, access to consumer products) <input type="checkbox"/> give examples of how their consumer choices may affect people elsewhere in the world (e.g., employment, resource depletion, child labour, waste disposal, pollution)
<p>D4 compare Canada’s economy, technology, and quality of life with those in one or more selected countries</p>	<ul style="list-style-type: none"> <input type="checkbox"/> give examples to demonstrate awareness that access to wealth and resources is related to the distribution of power and authority <input type="checkbox"/> give specific examples of how wealth and resources are unevenly distributed in the world <input type="checkbox"/> use appropriate terminology to describe economic activity of nations (e.g., industrialized, developed, developing, least developed) <input type="checkbox"/> identify factors that affect quality of life for young people in the world (e.g., labour practices; access to education, shelter, food and water, health care)

HUMAN AND PHYSICAL ENVIRONMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>E1 assess the relationship between cultures and their environments</p>	<ul style="list-style-type: none"> <input type="checkbox"/> on a map, locate major geographic features (e.g., mountains, rivers, lakes, oceans) of selected countries <input type="checkbox"/> using maps, climographs, and other resources, identify the major environmental features (e.g., forests, deserts, plains, precipitation, temperature) of selected countries and regions studied <input type="checkbox"/> give examples of how geographic features have affected the development of cultures in selected countries or regions (e.g., major economic activities, transportation methods, shelter, agriculture, artistic expression, recreational activities)
<p>E2 describe factors that affect settlement patterns and population distribution in selected countries</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use appropriate terminology to discuss population and settlement (e.g., rural, urban, suburban, metropolitan, regional district, density, immigration, emigration) <input type="checkbox"/> identify factors that influence the movement of people (e.g., environmental factors, economic factors, political factors, conflict, technological change), and give specific examples in relation to countries studied

DAILY PHYSICAL ACTIVITY – GRADE 6

Prescribed Learning Outcomes and Suggested Achievement Indicators

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> participate in physical activities for a minimum of 30 minutes during each school day 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in daily physical activities <input type="checkbox"/> participate in physical activity in blocks of at least 10 minutes at a time, totalling a minimum of 30 minutes per day
<ul style="list-style-type: none"> participate in a range of endurance activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in physical activities that help develop their cardiovascular endurance <input type="checkbox"/> participate daily in endurance activities (e.g., brisk walking, swimming, cycling, jogging, soccer, aerobics, dancing, cross-country skiing, relay games, tag games)
<ul style="list-style-type: none"> participate in a range of strength activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their strength <input type="checkbox"/> participate daily in activities that help to develop the strength of different muscle groups (e.g., rope climbing, push-ups, racquet and ball games, core strength training, skating)
<ul style="list-style-type: none"> participate in a range of flexibility activities 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in activities that help develop their flexibility <input type="checkbox"/> participate daily in activities that help to develop the flexibility of different parts of the body (e.g., stretches, pilates, dancing)