

Prescribed Learning Outcomes for Grade 6 Required Areas of Study

Term			English Language Arts (2006)
1	2	3	Oral Language (speaking and listening)
			<i>Purposes (Oral Language)</i>
			It is expected that students will:
			Use speaking and listening to interact with others for the purposes of
			<ul style="list-style-type: none"> contributing to group success
			<ul style="list-style-type: none"> discussing and comparing ideas and opinions (e.g., debating)
			<ul style="list-style-type: none"> improving and deepening comprehension
			<ul style="list-style-type: none"> discussing concerns and resolving problems
			<ul style="list-style-type: none"> completing a variety of tasks
			Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by
			<ul style="list-style-type: none"> using prior knowledge and/or other sources of evidence
			<ul style="list-style-type: none"> staying on topic in a focussed discussion
			<ul style="list-style-type: none"> presenting in a clear, focused, organized, and effective manner
			<ul style="list-style-type: none"> explaining and effectively supporting a viewpoint
			Listen purposefully to understand ideas and analyse ideas and information, by
			<ul style="list-style-type: none"> summarizing and synthesizing
			<ul style="list-style-type: none"> generating questions
			<ul style="list-style-type: none"> visualizing and sharing
			<ul style="list-style-type: none"> making inferences and drawing conclusions
			<ul style="list-style-type: none"> interpreting the speaker's verbal and nonverbal messages, purposes, and perspectives
I			<ul style="list-style-type: none"> ignoring distractions
			<i>Strategies (Oral Language)</i>
			Select and use strategies when interacting with others, including
			<ul style="list-style-type: none"> accessing prior knowledge
			<ul style="list-style-type: none"> making and sharing connections

			<ul style="list-style-type: none"> • asking questions for clarification and understanding
			<ul style="list-style-type: none"> • taking turns as speaker and listener
			<ul style="list-style-type: none"> • paraphrasing to clarify meaning
			Select and use strategies when expressing and presenting ideas, information, and feelings, including
			<ul style="list-style-type: none"> • setting a purpose
			<ul style="list-style-type: none"> • accessing prior knowledge
			<ul style="list-style-type: none"> • generating ideas
			<ul style="list-style-type: none"> • making and sharing connections
			<ul style="list-style-type: none"> • asking questions to clarify and confirm meaning
			<ul style="list-style-type: none"> • organizing information
			<ul style="list-style-type: none"> • practising delivery
			<ul style="list-style-type: none"> • self-monitoring and self-correcting in response to feedback
			Select and use strategies when listening to make and clarify meaning, including
			<ul style="list-style-type: none"> • accessing prior knowledge
			<ul style="list-style-type: none"> • making predictions about content before listening
			<ul style="list-style-type: none"> • focussing on the speaker
			<ul style="list-style-type: none"> • listening for specifics
			<ul style="list-style-type: none"> • generating questions
			<ul style="list-style-type: none"> • recalling, summarizing, and synthesizing
			<ul style="list-style-type: none"> • drawing inferences and conclusions
			<ul style="list-style-type: none"> • distinguishing between fact and opinion
			<ul style="list-style-type: none"> • visualizing
			<ul style="list-style-type: none"> • monitoring comprehension
			<i>Thinking (Oral Language)</i>
			Demonstrate enhanced vocabulary knowledge and usage
			Use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts
			Use speaking and listening to improve and extend thinking, by
			<ul style="list-style-type: none"> • questioning and speculating

			<ul style="list-style-type: none"> acquiring new ideas
			<ul style="list-style-type: none"> analysing and evaluating ideas
			<ul style="list-style-type: none"> developing explanations
			<ul style="list-style-type: none"> considering alternative viewpoints
			<ul style="list-style-type: none"> summarizing and synthesizing
			<ul style="list-style-type: none"> problem solving
			Reflect on and assess their speaking and listening, by
			<ul style="list-style-type: none"> referring to class-generated criteria
			<ul style="list-style-type: none"> considering and incorporating peer and adult feedback
			<ul style="list-style-type: none"> setting goals and creating a plan for improvement
			<ul style="list-style-type: none"> taking steps toward achieving goals
			<i>Features (Oral Language)</i>
			Recognize and apply the features of oral language to convey and derive meaning, including
			<ul style="list-style-type: none"> context (e.g., audience, purpose, situation)
			<ul style="list-style-type: none"> text structure
			<ul style="list-style-type: none"> a variety of sentence lengths, structures, and types
			<ul style="list-style-type: none"> smooth transitions and connecting words
			<ul style="list-style-type: none"> syntax (i.e., grammar and usage)
			<ul style="list-style-type: none"> diction
			<ul style="list-style-type: none"> nonverbal communication
			<ul style="list-style-type: none"> receptive listening posture
			Recognize the structures and patterns of language in oral texts, including
			<ul style="list-style-type: none"> literary devices
			<ul style="list-style-type: none"> sound devices
			<ul style="list-style-type: none"> structural sequencing cues
			<ul style="list-style-type: none"> idiomatic expressions
			Reading and Viewing

			<i>Purposes (Reading and Viewing)</i>
			Read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, including
			<ul style="list-style-type: none"> • stories from various Aboriginal and other cultures
			<ul style="list-style-type: none"> • literature from Canada and other countries
			<ul style="list-style-type: none"> • short stories and novel exposing students to unfamiliar contexts
			<ul style="list-style-type: none"> • short plays that are straightforward in form and content
			<ul style="list-style-type: none"> • poetry in a variety of forms
			Read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language, including
			<ul style="list-style-type: none"> • non-fiction books
			<ul style="list-style-type: none"> • textbooks and other instructional materials
			<ul style="list-style-type: none"> • visual or graphic materials
			<ul style="list-style-type: none"> • reports and articles from magazines and journals
			<ul style="list-style-type: none"> • reference materials
			<ul style="list-style-type: none"> • appropriate web sites
			<ul style="list-style-type: none"> • instructions and procedures
			<ul style="list-style-type: none"> • advertising and promotional materials
			Read and reread just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension
			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)
			<i>Strategies (Reading and Viewing)</i>
			Select and use strategies before reading and viewing to develop understanding of text, including
			<ul style="list-style-type: none"> • setting a purpose and considering personal reading goals
			<ul style="list-style-type: none"> • accessing prior knowledge to make connections
			<ul style="list-style-type: none"> • making predictions
			<ul style="list-style-type: none"> • asking questions
			<ul style="list-style-type: none"> • previewing texts

			Select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including
			<ul style="list-style-type: none"> • predicting
			<ul style="list-style-type: none"> • making connections
			<ul style="list-style-type: none"> • visualizing
			<ul style="list-style-type: none"> • asking and answering questions
			<ul style="list-style-type: none"> • making inferences and drawing conclusions
			<ul style="list-style-type: none"> • using 'text features'
			<ul style="list-style-type: none"> • self-monitoring and self-correcting
			<ul style="list-style-type: none"> • figuring out unknown words
			<ul style="list-style-type: none"> • reading selectively
			<ul style="list-style-type: none"> • determining the importance of ideas/events
			<ul style="list-style-type: none"> • summarizing and synthesizing
			Select and use strategies after reading and viewing to confirm and extend meaning, including
			<ul style="list-style-type: none"> • self-monitoring and self-correcting
			<ul style="list-style-type: none"> • generating and responding to questions
			<ul style="list-style-type: none"> • making inferences and drawing conclusions
			<ul style="list-style-type: none"> • reflecting and responding
			<ul style="list-style-type: none"> • visualizing
			<ul style="list-style-type: none"> • using 'text features' to locate information
			<ul style="list-style-type: none"> • using graphic organizers to record information
			<ul style="list-style-type: none"> • summarizing and synthesizing
			<i>Thinking (Reading and Viewing)</i>
			Respond to selections they read or view, by
			<ul style="list-style-type: none"> • expressing opinions and making judgments, supported by explanations and evidence
			<ul style="list-style-type: none"> • explaining connections (<i>text-to-self</i>, <i>text-to-text</i>, <i>text-to-world</i>)
			<ul style="list-style-type: none"> • identifying personally meaningful selections, passages, and images

			Read and view to improve and extend thinking, by
			<ul style="list-style-type: none"> analysing texts and developing explanations
			<ul style="list-style-type: none"> comparing various viewpoints
			<ul style="list-style-type: none"> summarizing and synthesizing to create new ideas
			Reflect on and assess their reading and viewing, by
			<ul style="list-style-type: none"> referring to class-generated criteria
			<ul style="list-style-type: none"> setting goals and creating a plan for improvement
			<ul style="list-style-type: none"> taking steps toward achieving goals
			<i>Features (Reading and Viewing)</i>
			Explain how structures and features of text work to develop meaning, including
			<ul style="list-style-type: none"> form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)
			<ul style="list-style-type: none"> 'text features' (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, pull-quotes)
			<ul style="list-style-type: none"> literary elements (e.g., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme)
			<ul style="list-style-type: none"> non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)
			<ul style="list-style-type: none"> literary devices (e.g., imagery, onomatopoeia, simile, metaphor)
			<ul style="list-style-type: none"> idiomatic expressions
			<i>Writing and Representing</i>
			<i>Purposes (Writing and Representing)</i>
			Write a variety of clear focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
			<ul style="list-style-type: none"> clearly developed ideas using effective supporting details, explanations, and comparisons and insights
			<ul style="list-style-type: none"> sentence fluency through a sentence variety and lengths and patterns, with increasing rhythm and flow
			<ul style="list-style-type: none"> effective word choice through the use of an increasing number of new, varied, and powerful words
			<ul style="list-style-type: none"> an honest voice
			<ul style="list-style-type: none"> an organization that is meaningful, logical, and effective, and showcases a central idea or theme

			Write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring
			<ul style="list-style-type: none"> clearly developed ideas by using focused and useful supporting details, analysis, and explanations
			<ul style="list-style-type: none"> sentence fluency through clear, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style
			<ul style="list-style-type: none"> effective word choice through the use of new vocabulary, words selected for their specificity, and powerful adverbs and verbs
			<ul style="list-style-type: none"> a voice demonstrating an appreciation and interest in the topic
			<ul style="list-style-type: none"> 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
			Write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
			<ul style="list-style-type: none"> well-developed ideas through the use of interesting sensory detail
			<ul style="list-style-type: none"> sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity
			<ul style="list-style-type: none"> effective word choice by using engaging figurative and sensory language
			<ul style="list-style-type: none"> an authentic voice
			<ul style="list-style-type: none"> 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
			Create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring
			<ul style="list-style-type: none"> development of ideas using clear, focussed, and useful details, and by making connections to personal feelings, experiences, opinions, and information
			<ul style="list-style-type: none"> an expressive voice
			<ul style="list-style-type: none"> an organization in which key ideas are evident
			<i>Strategies (Writing and Representing)</i>
			Select and use strategies before writing and representing, including
			<ul style="list-style-type: none"> setting a purpose
			<ul style="list-style-type: none"> identifying an audience, genre, and form
			<ul style="list-style-type: none"> analysing examples of successful writing and representing in different forms and genres to identify key criteria

			<ul style="list-style-type: none"> developing class-generated criteria
			<ul style="list-style-type: none"> generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research
			Select and use strategies during writing and representing to express and refine thoughts, including
			<ul style="list-style-type: none"> referring to class-generated criteria
			<ul style="list-style-type: none"> analysing models of literature
			<ul style="list-style-type: none"> accessing multiple sources of information
			<ul style="list-style-type: none"> consulting reference material
			<ul style="list-style-type: none"> considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency
			<ul style="list-style-type: none"> ongoing revising and editing
			Select and use strategies after writing and representing to improve their work, including
			<ul style="list-style-type: none"> checking their work against established criteria
			<ul style="list-style-type: none"> reading aloud and listening for fluency
			<ul style="list-style-type: none"> revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)
			<ul style="list-style-type: none"> editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)
			<i>Thinking (Writing and Representing)</i>
			Use writing and representing to express personal responses and relevant opinions about experiences and texts
			Use writing and representing to extend thinking, by
			<ul style="list-style-type: none"> developing explanations
			<ul style="list-style-type: none"> analyzing the relationships in ideas and information
			<ul style="list-style-type: none"> exploring new ideas (e.g., examining alternative viewpoints, transposing writing from one form to another)
			Reflect on and assess their writing and representing, by
			<ul style="list-style-type: none"> referring to class-generated criteria
			<ul style="list-style-type: none"> setting goals and creating a plan for improvement
			<ul style="list-style-type: none"> taking steps toward achieving goals
			<i>Features (Writing and Representing)</i>

			Use the features and conventions of language to express meaning in their writing and representing, including
			<ul style="list-style-type: none"> • complete simple, compound, and complex sentences
			<ul style="list-style-type: none"> • subordinate (i.e., dependent) clauses
			<ul style="list-style-type: none"> • comparative and superlative forms of adjectives
			<ul style="list-style-type: none"> • past, present, and future tenses
			<ul style="list-style-type: none"> • effective paragraphing
			<ul style="list-style-type: none"> • effective use of punctuation and quotation marks
			<ul style="list-style-type: none"> • conventional Canadian spelling for familiar and frequently used words
			<ul style="list-style-type: none"> • spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus)
			<ul style="list-style-type: none"> • legible writing appropriate to context and purpose

Term			Fine Arts (1998)
1	2	3	It is expected that students will:
			DANCE
			<i>Elements of Movement</i>
			<ul style="list-style-type: none"> • use the elements of movement in combination
			<ul style="list-style-type: none"> • demonstrate a variety of dance techniques
			<ul style="list-style-type: none"> • apply the principles of movement to dance
			<ul style="list-style-type: none"> • apply fitness, health, and safety considerations to movement
			<ul style="list-style-type: none"> • use appropriate terminology to describe the elements and principles of movement
			<i>Creation and Composition</i>
			<ul style="list-style-type: none"> • interpret and move in response to a variety of sounds, images, feelings, and music
			<ul style="list-style-type: none"> • create movement sequences using choreographic forms, individually and with others
			<ul style="list-style-type: none"> • apply the creative process to revise dance compositions
			<ul style="list-style-type: none"> • alter dance sequences by transforming movements
			<i>Presentation and Performance</i>
			<ul style="list-style-type: none"> • rehearse dance for presentation
			<ul style="list-style-type: none"> • demonstrate performance skills and audience etiquette appropriate to specific performance situations
			<ul style="list-style-type: none"> • perform dance, reflecting the sense of feeling and mood in the choreography
			<ul style="list-style-type: none"> • revise their performances through self and peer evaluation
			<i>Dance and Society</i>
			<ul style="list-style-type: none"> • compare dances from a variety of historical and cultural contexts
			<ul style="list-style-type: none"> • identify the purposes of dance in various cultures
			<ul style="list-style-type: none"> • describe the roles portrayed in a variety of dances
			<ul style="list-style-type: none"> • identify personal and career opportunities in dance
			DRAMA
			<i>Exploration and Imagination</i>
			<ul style="list-style-type: none"> • express ideas and emotions using verbal and non-verbal communication
			<ul style="list-style-type: none"> • demonstrate social and group skills in dramatic work

			<ul style="list-style-type: none"> • apply constructive feedback to refine their dramatic work
			<ul style="list-style-type: none"> • demonstrate the ability to collaborate when combining ideas in dramatic work
			<i>Drama Skills</i>
			<ul style="list-style-type: none"> • apply knowledge of vocal elements and movement to interpret meaning
			<ul style="list-style-type: none"> • demonstrate commitment to roles
			<ul style="list-style-type: none"> • identify attitudes and beliefs of characters for application in dramatic work
			<ul style="list-style-type: none"> • select design elements to create environments to enhance dramatic work
			<i>Context</i>
			<ul style="list-style-type: none"> • compare themes and traditions from a range of cultural and historical contexts through drama
			<ul style="list-style-type: none"> • identify various careers related to the dramatic arts
			<ul style="list-style-type: none"> • apply audience skills appropriate to a variety of presentations
			<i>Music</i>
			<i>Structure (Elements of Rhythm)</i>
			<ul style="list-style-type: none"> • perform rhythmic compositions using vocal or instrumental skills
			<ul style="list-style-type: none"> • make choices from the elements of rhythm in classroom repertoire to create rhythmic compositions
			<ul style="list-style-type: none"> • apply knowledge of form and the principles of design to their rhythmic compositions
			<ul style="list-style-type: none"> • use appropriate rhythm vocabulary to describe rhythm and common metres
			<ul style="list-style-type: none"> • notate rhythms in common metres
			<i>Structure (Elements of Melody)</i>
			<ul style="list-style-type: none"> • maintain a melodic or harmonic part in simple textures
			<ul style="list-style-type: none"> • apply knowledge of form and the principles of design to their melodic compositions
			<ul style="list-style-type: none"> • use standard and invented notation to represent melodic patterns
			<ul style="list-style-type: none"> • apply appropriate music terminology to describe melody and harmony
			<i>Thoughts, Images, and Feelings</i>
			<ul style="list-style-type: none"> • use the elements of rhythm, melody, and expression to interpret a range of thoughts, images, and feelings in performance repertoire
			<ul style="list-style-type: none"> • apply the elements of expression in their compositions
			<i>Context (Self and Community)</i>

			<ul style="list-style-type: none"> • apply skills and attitudes appropriate to a range of music experiences demonstrating: audience and performance etiquette, performance skills, respect for the contributions of others
			<ul style="list-style-type: none"> • demonstrate responsibility to themselves and the group while experiencing music
			<ul style="list-style-type: none"> • use established criteria to analyse the work of self and others
			<ul style="list-style-type: none"> • identify personal and career opportunities in music
			<i>Context (Historical and Cultural)</i>
			<ul style="list-style-type: none"> • compare music from a range of historical and cultural contexts
			<ul style="list-style-type: none"> • identify a variety of purposes for creating music
			<ul style="list-style-type: none"> • create music for a given purpose
			<ul style="list-style-type: none"> • demonstrate respect for music from various historical and cultural contexts
			VISUAL ARTS
			<i>Image-Development and Design Strategies</i>
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> • identify design strategies used to develop particular images
			<ul style="list-style-type: none"> • demonstrate knowledge of image-development and design strategies used by artists for a variety of purposes
			<ul style="list-style-type: none"> • demonstrate an awareness of the ethical considerations involved in copying images
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> • compile a collection of ideas for images drafted using feelings, observation, memory, and imagination
			<ul style="list-style-type: none"> • develop and make 2-D and 3-D images: using a variety of design strategies, including point of view, using various styles to communicate concepts and messages and that engage more than one of the senses
			<i>Context</i>
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> • identify the historical and cultural contexts of a variety of images
			<ul style="list-style-type: none"> • compare materials, processes, and tools used to make art in a variety of cultures
			<ul style="list-style-type: none"> • demonstrate an awareness that images influence and are influenced by their social, historical and cultural contexts
			<ul style="list-style-type: none"> • analyse preferences for selected works of art
			<ul style="list-style-type: none"> • identify personal and career opportunities in visual arts

			<ul style="list-style-type: none"> demonstrate respect for the work of self and others
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> create images that: express beliefs and values, reflect art styles from a variety of social, historical, and cultural contexts
			<ul style="list-style-type: none"> demonstrate the ability to collaborate to develop a group display for a particular audience
			<ul style="list-style-type: none"> select appropriate images from their collections for presentation and evaluation
			<i>Visual Elements and Principles of Art and Design</i>
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> identify images that emphasize particular elements (including space) and principles (including rhythm)
			<ul style="list-style-type: none"> analyse how the elements and principles are used to create effects and to convey mood
			<ul style="list-style-type: none"> analyse the use of elements and principles in their work
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> create images: using particular elements and principles to solve specific design problems, using the elements and principles to produce a variety of effects and to convey mood
			<i>Materials, Technologies, and Processes</i>
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> analyse the use of materials, tools, equipment, and processes in a variety of artwork
			<ul style="list-style-type: none"> demonstrate an understanding of safety and environmental considerations in the use of materials, tools, equipment, and processes
			<ul style="list-style-type: none"> use appropriate vocabulary to describe materials, tools, equipment, and processes
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> select materials, tools, equipment, and processes to make images
			<ul style="list-style-type: none"> demonstrate a willingness to experiment with a variety of materials, tools, equipment, and processes
			<ul style="list-style-type: none"> use and maintain materials, tools, equipment, and work space in a safe and an environmentally sensitive manner

Term			Health and Career (2006)
1	2	3	It is expected that students will:
			<i>Goals and Decisions</i>
			<ul style="list-style-type: none"> describe planning techniques that can help to support goal attainment (e.g., time management, setting priorities, considering costs and resources)
			<ul style="list-style-type: none"> identify influences on goal setting and decision making, including family, peer, and media influences
			<i>Career Development</i>
			<ul style="list-style-type: none"> relate personal attributes to various types of work
			<ul style="list-style-type: none"> describe transferable skills that are developed through school and recreational activities (e.g., teamwork, organization, creativity)
			<i>Health: Healthy Living</i>
			<ul style="list-style-type: none"> describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of <ul style="list-style-type: none"> being physically active healthy eating practices an emotionally healthy lifestyle
			<ul style="list-style-type: none"> describe the human reproductive system
			<ul style="list-style-type: none"> demonstrate an understanding of the importance of respecting own and others' development rates during puberty and adolescence
			<ul style="list-style-type: none"> identify practices that reduce the risk of contracting life-threatening communicable diseases, including HIV, hepatitis B and C, and meningococcal C
			<i>Health: Healthy Relationships</i>
			<ul style="list-style-type: none"> assess the influence that peers have on individuals' attitudes and behaviour
			<ul style="list-style-type: none"> demonstrate an understanding of the harmful effects of stereotyping and discrimination
			<ul style="list-style-type: none"> identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying
			<ul style="list-style-type: none"> apply appropriate strategies for responding to discrimination, stereotyping, and bullying
			<i>Health: Safety and Injury Prevention</i>
			<ul style="list-style-type: none"> identify sources of support for people in abusive or exploitative situations (e.g., trusted adult, school and community services)
			<ul style="list-style-type: none"> identify personal safety strategies to avoid abusive or exploitative situations on the Internet

			<ul style="list-style-type: none"> describe responsible safety behaviours on the road and in the community
			<ul style="list-style-type: none"> identify basic principles for responding to emergencies (e.g., following safety guidelines, having an emergency response plan, knowing how to get help)
<i>Health: Substance Misuse Prevention</i>			
			<ul style="list-style-type: none"> demonstrate appropriate skills related to the prevention of the use of tobacco, alcohol, or other drugs (e.g., assertiveness, refusal skills, avoidance, choosing healthy alternatives)
			<ul style="list-style-type: none"> describe the potential consequences for themselves and others if they use tobacco, alcohol, or other drugs (e.g., altered judgment and decision making, addiction, potential harm to fetus)

Key to symbols used in Mathematics section

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

Term			Mathematics (2006)
1	2	3	It is expected that students will
			<i>Number</i>
			<ul style="list-style-type: none"> demonstrate an understanding of place value for numbers, greater than one million, and less than one thousandth [C, CN, R, T]
			<ul style="list-style-type: none"> solve problems involving large numbers, using technology [ME, PS, T]
			<ul style="list-style-type: none"> demonstrate an understanding of factors and multiples by 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"> relate improper fractions to mixed numbers [CN, ME, R, V]
			<ul style="list-style-type: none"> demonstrate an understanding of ratio, concretely, pictorially, and symbolically [C, CN, PS, R, V]
			<ul style="list-style-type: none"> demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially, and symbolically [C, CN, PS, R, V]
			<ul style="list-style-type: none"> demonstrate an understanding of integers, concretely, pictorially, and symbolically [C, CN, R, V]
			<ul style="list-style-type: none"> demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors) [C, CN, ME, PS, R, V]
			<ul style="list-style-type: none"> explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers) [CN, ME, PS, T]
			<i>Patterns and Relations</i>
			<i>Patterns</i>
			<ul style="list-style-type: none"> demonstrate an understanding of the relationships within tables of values to solve problems [C, CN, PS, R]
			<ul style="list-style-type: none"> represent and describe patterns and relationships using graphs and tables [C, CN, ME, PS, R, V]
			<i>Variables and Equations</i>
			<ul style="list-style-type: none"> represent generalizations arising from number relationships using equations with letter variables. [C, CN, PS, R, V]
			<ul style="list-style-type: none"> demonstrate and explain the meaning of preservation of equality concretely, pictorially, and symbolically [C, CN, PS, R, V]
			<i>Shape and Space</i>
			<i>Measurement</i>

		<ul style="list-style-type: none"> demonstrate an understanding of angles by 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 [C, CN, ME, V]
		<ul style="list-style-type: none"> demonstrate that the sum of interior angles is: 180° in a triangle, and 360° in a quadrilateral [C, R]
		<ul style="list-style-type: none"> develop and apply a formula for determining the perimeter of polygons, area of rectangles, and volume of right rectangular prisms [C, CN, PS, R, V]
<i>3-D Objects and 2-D Shapes</i>		
		<ul style="list-style-type: none"> construct and compare triangles, including scalene, isosceles, equilateral, right, obtuse, and acute in different orientations [C, PS, R, V]
		<ul style="list-style-type: none"> describe and compare the sides and angles of regular and irregular polygons [C, PS, R, V]
<i>Transformations</i>		
		<ul style="list-style-type: none"> perform a combination of translation(s), rotation(s) and/or reflection(s) on a single 2-D shape, with and without technology, and draw and describe the image [C, CN, PS, T, V]
		<ul style="list-style-type: none"> perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations [C, CN, T, V]
		<ul style="list-style-type: none"> identify and plot points in the first quadrant of a Cartesian plane using whole number ordered pairs [C, CN, V]
		<ul style="list-style-type: none"> perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole number vertices) [C, CN, PS, T, V]
<i>Statistics and Probability</i>		
<i>Data Analysis</i>		
		<ul style="list-style-type: none"> create, label, and interpret line graphs to draw conclusions [C, CN, PS, R, V]
		<ul style="list-style-type: none"> select, justify, and use appropriate methods of collecting data, including questionnaires, experiments, databases, and electronic media [C, PS, T]
		<ul style="list-style-type: none"> graph collected data and analyze the graph to solve problems [C, CN, PS]
<i>Chance and Uncertainty</i>		
		<ul style="list-style-type: none"> demonstrate an understanding of probability by 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, and comparing experimental results with the theoretical probability for an experiment [C, ME, PS, T]

Term			Physical Education (1995)
1	2	3	It is expected that students will:
			<i>Active Living</i>
			<ul style="list-style-type: none"> participate regularly in physical activities to develop components of fitness and motor abilities
			<ul style="list-style-type: none"> demonstrate a willingness to participate in a variety of activities from all movement categories
			<ul style="list-style-type: none"> describe how activity affects body systems and levels of physical fitness
			<ul style="list-style-type: none"> select simple, safe activities that promote personal fitness and a healthy lifestyle
			<ul style="list-style-type: none"> set and modify goals to develop personal fitness and motor abilities
			<ul style="list-style-type: none"> identify factors that affect choices of physical activity for life
			<ul style="list-style-type: none"> participate in and describe the benefits of warm-up and cool-down activities
			<ul style="list-style-type: none"> explain the relationship between good nutritional habits and personal well-being
			<ul style="list-style-type: none"> identify factors to consider when planning outdoor activities and the impact of physical activities on the environment
			<ul style="list-style-type: none"> demonstrate a personal functional level of physical fitness
			<i>Movement (Alternative-Environment Activities)</i>
			<ul style="list-style-type: none"> demonstrate activity-specific motor skills in a variety of alternative environments
			<ul style="list-style-type: none"> participate safely in activities in a natural or alternative setting
			<i>Movement (Dance)</i>
			<ul style="list-style-type: none"> use the creative process to develop dances, alone and with others
			<ul style="list-style-type: none"> refine dance patterns from a variety of dance forms, alone and with others
			<ul style="list-style-type: none"> select and perform complex movement sequences using elements of body awareness, space awareness, qualities and relationships, alone and with others, with and without objects
			<i>Movement (Games)</i>
			<ul style="list-style-type: none"> demonstrate ways to send and receive an object with increasing accuracy, alone and with others
			<ul style="list-style-type: none"> aim and project an object with increasing accuracy, with and without an implement
			<ul style="list-style-type: none"> demonstrate basic offensive and defensive strategies
			<ul style="list-style-type: none"> identify and use principles of mechanics to analyse performance in game activities

			<ul style="list-style-type: none"> • use movement concepts and skills to create competitive and co-operative game activities
<i>Movement (Gymnastics)</i>			
			<ul style="list-style-type: none"> • perform gymnastic movements with variations in body awareness, space awareness, qualities, and relationships
			<ul style="list-style-type: none"> • perform and evaluate sequences using small equipment and large apparatus, alone and with others
			<ul style="list-style-type: none"> • select, combine, and perform loco-motor and non-loco-motor skills in gymnastic sequences, alone and with others, with and without objects
<i>Movement (Individual and Dual Activities)</i>			
			<ul style="list-style-type: none"> • perform activity-specific motor skills in creating individual, dual, and group activities
			<ul style="list-style-type: none"> • identify and use principles of mechanics to analyse performance in individual and dual activities
<i>Personal and Social Responsibility</i>			
			<ul style="list-style-type: none"> • follow the rules, routines, and procedures of safety in a variety of activities from all movement categories
			<ul style="list-style-type: none"> • demonstrate self-confidence while participating in physical activity
			<ul style="list-style-type: none"> • demonstrate etiquette and fair play
			<ul style="list-style-type: none"> • select and assume responsibility for various roles while participating in physical activity
			<ul style="list-style-type: none"> • identify and demonstrate positive behaviours that show respect for individuals' potential, interests, and cultural backgrounds
			<ul style="list-style-type: none"> • identify leadership skills used while participating in physical education
			<ul style="list-style-type: none"> • identify careers related to physical activity

Term			Science (2005)
1	2	3	It is expected that students will:
			<i>Processes and Skills of Science</i>
			<ul style="list-style-type: none"> manipulate and control a number of variables in an experiment
			<ul style="list-style-type: none"> apply solutions to a technical problem (e.g., malfunctioning electrical circuit)
			<i>Life Science: Diversity of Life</i>
			<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"> analyse how different organisms adapt to their environment
			<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
			<i>Physical Science: Electricity</i>
			<ul style="list-style-type: none"> evaluate various methods for producing small electrical charges
			<ul style="list-style-type: none"> test a variety of electrical pathways using direct current circuits
			<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"> differentiate between renewable and non-renewable methods of producing electrical energy
			<i>Earth and Space Science: Exploration of Extreme Environments</i>
			<ul style="list-style-type: none"> explain obstacles unique to exploration of a specific extreme environment
			<ul style="list-style-type: none"> assess technologies used for extreme environments
			<ul style="list-style-type: none"> describe contributions of Canadians to exploration technologies

Choices for a **Second Language** are:

American Sign Language
 Core French
 German
 Italian
 Japanese
 Mandarin
 Punjabi
 Spanish

Click on, or copy and paste the following website into your browser's address bar, to see the learning outcomes for languages other than Core French 6 or Spanish 6 (which are included in this document).

http://www.bced.gov.bc.ca/irp/irp_lang.htm

Term			Core French (1997)
1	2	3	It is expected that students will:
			<i>Communicating</i>
			• make and respond to simple requests
			• use greetings and expressions of politeness
			• recognize and use formal and informal forms of address
			• express preferences and interests
			• participate in known and predictable classroom situations
			<i>Acquiring Information</i>
			• extract specific information from French-language resources to complete authentic tasks
			• express acquired information in oral and visual forms
			<i>Exploring Creative Works</i>
			• respond to creative works from the Francophone world
			<i>Understanding Cultural Influences</i>
			• identify elements of Francophone cultures that are different from or similar to their own
			• give examples of the presence of Francophone cultures in their community

Term			Spanish (2005)
1	2	3	It is expected that students will:
			<i>Communicating</i>
			<ul style="list-style-type: none"> • make and respond to simple requests
			<ul style="list-style-type: none"> • present information about themselves and others
			<ul style="list-style-type: none"> • use greetings and expressions of politeness
			<ul style="list-style-type: none"> • identify formal and informal forms of address
			<ul style="list-style-type: none"> • express preferences and interests
			<ul style="list-style-type: none"> • participate in known and predictable classroom situations
			<i>Acquiring Information</i>
			<ul style="list-style-type: none"> • extract selected information from Spanish-language resources to complete meaningful tasks
			<ul style="list-style-type: none"> • express acquired information in oral and visual forms
			<i>Experiencing Creative Works</i>
			<ul style="list-style-type: none"> • respond to creative works from the Hispanic world
			<i>Understanding Cultural Influences</i>
			<ul style="list-style-type: none"> • identify selected characteristics of various Hispanic cultures
			<ul style="list-style-type: none"> • identify elements of Hispanic cultures that are similar to or different from their own

Term			Social Studies (2006)
1	2	3	It is expected that students will:
			<i>Skills and Processes of Social Studies</i>
			<ul style="list-style-type: none"> • apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
			<ul style="list-style-type: none"> • interpret graphs, tables, aerial photos, and various types of maps
			<ul style="list-style-type: none"> • evaluate the credibility and reliability of selected sources
			<ul style="list-style-type: none"> • deliver a formal presentation
			<ul style="list-style-type: none"> • implement a plan of action to address a selected local or global problem or issue
			<i>Identity, Society, and Culture</i>
			<ul style="list-style-type: none"> • assess diverse concepts of Canadian identity
			<ul style="list-style-type: none"> • compare Canadian society with the society of another country
			<ul style="list-style-type: none"> • relate a society's artistic expression to its culture
			<i>Governance</i>
			<ul style="list-style-type: none"> • compare the federal government in Canada with national governments of other countries
			<ul style="list-style-type: none"> • describe key characteristics of the justice system in Canada
			<ul style="list-style-type: none"> • assess equality and fairness in Canada with reference to the <i>Canadian Charter of Rights and Freedoms</i>
			<ul style="list-style-type: none"> • compare individual and collective rights and responsibilities in Canada with those in other countries
			<ul style="list-style-type: none"> • describe the role of Canada in the world
			<i>Economy and Technology</i>
			<ul style="list-style-type: none"> • describe the importance of trade for BC and Canada
			<ul style="list-style-type: none"> • analyse the significance of communications technologies in Canada
			<ul style="list-style-type: none"> • evaluate effects of technology on lifestyles and environments
			<ul style="list-style-type: none"> • compare Canada's economy, technology, and quality of life with those in one or more selected countries
			<i>Human and Physical Environment</i>
			<ul style="list-style-type: none"> • assess the relationship between cultures and their environments
			<ul style="list-style-type: none"> • describe factors that affect settlement patterns and population distribution in selected countries