|  |  |
| --- | --- |
|  | **Learning Outcomes for Grade 6** |
|  | **English Language Arts** |
|  | **Oral Language (Speaking and Listening)** |
| A1 | * use speaking and listening to interact with others for the purposes of

– contributing to group success – discussing and comparing ideas and opinions (e.g., debating) – improving and deepening comprehension – discussing concerns and resolving problems – completing a variety of tasks |
| A2 | * use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by

– using prior knowledge and/or other sources of evidence – staying on topic in focussed discussions– presenting in a clear, focussed, organized, and effective manner – explaining and effectively supporting a viewpoint |
| A3 | * listen purposefully to understand and analyse ideas and information, by

– summarizing and synthesizing– generating questions – visualizing and sharing – making inferences and drawing conclusions – interpreting the speaker’s verbal and nonverbal messages, purposes, and perspectives– analysing – ignoring distractions |
|  | **Strategies (Oral Language)** |
| A4 | * select and use strategies when interacting with others, including

– accessing prior knowledge– making and sharing connections– asking questions for clarification and understanding– taking turns as speaker and listener– paraphrasing to clarify meaning |
| A5 | * select and use strategies when expressing and presenting ideas, information, and feelings, including

 – setting a purpose – accessing prior knowledge – generating ideas – making and sharing connections – asking questions to clarify and confirm meaning – organizing information– practising delivery – self-monitoring and self-correcting in response to feedback |
| A6 | * select and use strategies when listening to make and clarify meaning, including

– 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 |
|  | **Thinking (Oral Language)** |
| A7 | * demonstrate enhanced vocabulary knowledge and usage
 |
| A8 | * use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts
 |
| A9 | * use speaking and listening to improve and extend thinking, by

 – questioning and speculating  – acquiring new ideas – analysing and evaluating ideas – developing explanations  – considering alternative viewpoints  – summarizing and synthesizing  – problem solving |
| A10 | * reflect on and assess their speaking and listening, by

– referring to class-generated criteria– considering and incorporating peer and adult feedback– setting goals and creating a plan for improvement – taking steps toward achieving goals |
|  | **Features (Oral Language)** |
| A11 | * recognize and apply the features of oral language to convey and derive meaning, including – 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 |
| A12 | * recognize the structures and patterns of language in oral texts, including

– literary devices – sound devices – structural sequencing cues– idiomatic expressions |
|  | **Purposes (Reading and Viewing)** |
| B1 | * read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques, including

– stories from Aboriginal and other cultures – literature from Canada and other countries– short stories and novels exposing students to unfamiliar contexts – short plays that are straightforward in form and content– poetry in a variety of forms |
| B2 | * read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language, including

– non-fiction books – textbooks and other instructional materials– visual or graphic materials – reports and articles from magazines and journals – reference materials – appropriate web sites – instructions and procedures – advertising and promotional materials |
| B3 | * read and reread just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension
 |
| 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)
 |
|  | **Strategies (Reading and Viewing)** |
| B5 | * select and use strategies before reading and viewing to develop understanding of text, including

– setting a purpose and considering personal reading goals – accessing prior knowledge to make connections  – making predictions  – asking questions  – previewing texts |
| B6 | * select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including

– predicting – making connections – visualizing – asking and answering questions – making inferences and drawing conclusions– using ‘text features’ – self-monitoring and self-correcting– figuring out unknown words – reading selectively – determining the importance of ideas/events – summarizing and synthesizing |
| B7 | * select and use strategies after reading and viewing to confirm and extend meaning, including

– self-monitoring and self-correcting – generating and responding to questions – making inferences and drawing conclusions– reflecting and responding – visualizing – using ‘text features’ to locate information – using graphic organizers to record information – summarizing and synthesizing |
|  | **Thinking (Reading and Viewing)** |
| B8 | * respond to selections they read or view, by

– 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 |
| B9 | * read and view to improve and extend thinking, by

– analysing texts and developing explanations – comparing various viewpoints– summarizing and synthesizing to create new ideas |
| B10 | * reflect on and assess their reading and viewing, by

– referring to class-generated criteria– setting goals and creating a plan for improvement – taking steps toward achieving goals |
|  | **Features (Reading and Viewing)** |
| B11 | * explain how structures and features of text work to develop meaning, including

– form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) – ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, pull-quotes) – literary elements (e.g., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme) – non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)– literary devices (e.g., imagery, onomatopoeia, simile, metaphor) – idiomatic expressions |
|  | **Purposes (Writing and Representing)** |
| C1 | * write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring

– clearly developed ideas by using effective supporting details, explanations, comparisons, and insights– sentence fluency through sentence variety and lengths with increasing rhythm and flow – effective word choice through the use of an increasing number of new, varied, and powerful words – an honest voice – an organization that is meaningful, logical, and effective, and showcases a central idea or theme |
| C2 | * write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring

– clearly developed ideas by using focussed and useful supporting details, analysis, and explanations– sentence fluency through clear, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style – effective word choice through the use of new vocabulary, words selected for their specificity, and powerful adverbs and verbs – a voice demonstrating an appreciation and interest in the topic – an organization with an inviting lead that clearly indicates the purpose, and flows smoothly with logically sequenced paragraphs or sections to a satisfying conclusion that summarizes the details |
| C3 | * write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring

– well-developed ideas through the use of interesting sensory detail – sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity– effective word choice by using engaging figurative and sensory language – an authentic voice – an organization that includes an enticing opening, followed by a sequence of effective detail which elaborates events, ideas, and images, that lead to an imaginative or interesting conclusion |
| C4 | * create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring

– development of ideas using clear, focussed, and useful details, and by making connections to personal feelings, experiences, opinions, and information – an expressive voice – an organization in which key ideas are evident |
|  | **Strategies (Writing and Representing)** |
| C5 | * select and use strategies before writing and representing, including

– setting a purpose – identifying an audience, genre, and form – analysing examples of successful writing and representing in different forms and genres to identify key criteria – developing class-generated criteria – generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research |
| C6 | * select and use strategies during writing and representing to express and refine thoughts, including

– referring to class-generated criteria – analysing models of literature – accessing multiple sources of information – consulting reference materials – considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency – ongoing revising and editing |
| C7 | * select and use strategies after writing and representing to improve their work, including

– checking their work against established criteria – reading aloud and listening for fluency – revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) – editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling) |
|  | **Thinking (Writing and Representing)** |
| C8 | * use writing and representing to express personal responses and relevant opinions about experiences and texts
 |
| C9 | * use writing and representing to extend thinking, by

– developing explanations– analysing the relationships in ideas and information – exploring new ideas (e.g., examining alternative viewpoints, transposing writing from one form to another) |
| C10 | * reflect on and assess their writing and representing, by

– referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals |
|  | **Features (Writing and Representing)** |
| C10 | * use the features and conventions of language to express meaning in their writing and representing, including

– 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 |
|  | **Mathematics** |
|  | **Number** |
| A1 | * demonstrate an understanding of place value for numbers

 -greater than one million -less than one thousandth  |
| A2 | * solve problems involving large numbers, using technology
 |
| A3 | * 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  |
| A4 | * relate improper fractions to mixed numbers
 |
| A5 | * demonstrate an understanding of ratio, concretely, pictorially, and symbolically
 |
| A6 | * demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially, and symbolically
 |
| A7 | * demonstrate an understanding of integers, concretely, pictorially, and symbolically
 |
| A8 | * demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors)
 |
| A9 | * explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers)
 |
| A10 | * demonstrate an understanding of place value for numbers

 -greater than one million -less than one thousandth  |
| A11 | * solve problems involving large numbers, using technology
 |
| A12 | * 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  |
| A13 | * relate improper fractions to mixed numbers
 |
|  | **PATTERNS AND RELATIONS** |
|  | **Patterns** |
| B1 | * demonstrate an understanding of the relationships within tables of values to solve problems
 |
| B2 | * represent and describe patterns and relationships using graphs and tables
 |
|  | **Variables and Equations** |
| B3 | * represent generalizations arising from number relationships using equations with letter variables
 |
| B4 | * demonstrate and explain the meaning of preservation of equality concretely, pictorially, and symbolically
 |
|  | **SHAPE AND SPACE** |
|  | **Measurement** |
| C1 | * 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  |
| C2 | * demonstrate that the sum of interior angles is:

 -180° in a triangle - 360° in a quadrilateral |
| C3 | * develop and apply a formula for determining the

 -perimeter of polygons -area of rectangles -volume of right rectangular  |
|  | **3-D Objects and 2-D Shapes** |
| C4 | * construct and compare triangles, including

 -scalene -isosceles -equilateral -right -obtuse -acute in different orientations |
| C5 | * describe and compare the sides and angles of regular and irregular polygons
 |
|  | **Transformations** |
| 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
 |
| C7 | * perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations
 |
| C8 | * identify and plot points in the first quadrant of a Cartesian plane using whole number ordered pairs
 |
| C9 | * perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole number vertices)
 |
|  | **STATISTICS AND PROBABILITY** |
|  | **Data Analysis** |
| D1 | * perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole number vertices)
 |
| D2 | * select, justify, and use appropriate methods of collecting data, including

 -questionnaires -experiments -databases -electronic media |
| D3 | * graph collected data and analyze the graph to solve problems
 |
|  | **Chance and Uncertainty:** |
| D1 | * 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 -comparing experimental results with the theoretical probability for an experiment |
|  | **Science** |
|  | **Processes and Skills of Science** |
|  | **It is expected that students will:** |
| 1 | * Manipulate and control a number of variables in an experiment
 |
| 2 | * apply solutions to a technical problem (e.g., malfunctioning electrical circuit)
 |
|  | **Life Science: Diversity of Life** |
|  | **It is expected that students will:** |
| 3 | * demonstrate the appropriate use of tools to examine living things that cannot be seen with the naked eye
 |
| 4 | * analyze how different organisms adapt to their environments
 |
| 5 | * distinguish between life forms as single or multi-celled organisms and belonging to one of five kingdoms: Plantae, Animalia, Monera, Protista, Fungi
 |
|  | **Physical Science: Electricity** |
|  | **It is expected that students will:** |
| 6 | * evaluate various methods for producing small electrical charges
 |
| 7 | * test a variety of electrical pathways using direct current circuits
 |
| 8 | * demonstrate that electricity can be transformed into light, heat, sound, motion, and magnetic effects
 |
| 9 | * differentiate between renewable and non-renewable methods of producing electrical energy
 |
|  | **Earth and Space Science: Exploration of Extreme Environments** |
|  | **It is expected that students will:** |
| 10 | * explain obstacles unique to exploration of a specific extreme environment
 |
| 11 | * assess technologies used for extreme environments
 |
| 12 | * describe contributions of Canadians to exploration technologies
 |
|  | **Social Studies** |
|  | **SKILLS AND PROCESSES OF SOCIAL STUDIES** |
|  | **It is expected that students will:** |
| A1 | * apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
 |
| A2 | * interpret graphs, tables, aerial photos, and various types of maps
 |
| A3 | * evaluate the credibility and reliability of selected sources
 |
| A4 | * deliver a formal presentation
 |
| A5 | * implement a plan of action to address a selected local or global problem or issue
 |
|  | **IDENTITY, SOCIETY, AND CULTURE** |
|  | **It is expected that students will:** |
| B1 | * assess diverse concepts of Canadian identity
 |
| B2 | * compare Canadian society with the society of another country
 |
| B3 | * relate a society’s artistic expression to its culture
 |
|  | **GOVERNANCE** |
|  | **It is expected that students will:** |
| C1 | * compare the federal government in Canada with national governments of other countries
 |
| C2 | * describe key characteristics of the justice system in Canada
 |
| C3 | * assess equality and fairness in Canada with reference to the *Canadian Charter of Rights and Freedoms*
 |
| C4 | * compare individual and collective rights and responsibilities in Canada with those in other countries
 |
| C5 | * describe the role of Canada in the world
 |
|  | **ECONOMY AND TECHNOLOGY** |
|  | **It is expected that students will:** |
| D1 | * describe the importance of trade for BC and Canada
 |
| D2 | * analyze the significance of communications technologies in Canada
 |
| D3 | * evaluate effects of technology on lifestyles and environments
 |
| D4 | * compare Canada’s economy, technology, and quality of life with those in one or more selected countries
 |
|  | **HUMAN AND PHYSICAL ENVIRONMENT** |
|  | **It is expected that students will:** |
| E1 | * assess the relationship between cultures and their environments
 |
| E2 | * describe factors that affect settlement patterns and population distribution in selected countries
 |
|  | **Health and Career Education** |
|  | **Goals and Decisions** |
|  | **It is expected that students will:** |
| A1 | * Describe planning techniques that can help to support goal attainment (e.g., time management, setting priorities, considering costs and resources)
 |
| A2 | * identify influences on goal setting and decision making, including family, peer, and media influences
 |
|  | **Career Development** |
|  | **It is expected that students will:** |
| B1 | * relate personal attributes to various types of work
 |
| B2 | * describe transferable skills that are developed through school and recreational activities (e.g., teamwork, organization, creativity)
 |
|  | **Health** |
|  | **Healthy Living** |
|  | **It is expected that students will:** |
| C1 | * describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of

 -being physically active -healthy eating practices -an emotionally healthy lifestyle |
| C2 | * describe the human reproductive system
 |
| C3 | * demonstrate an understanding of the importance of respecting own and others’ development rates during puberty and adolescence
 |
| C4 | * identify practices that reduce the risk of contracting life-threatening communicable diseases, including HIV, hepatitis B and C, and meningococcal C
 |
|  | **Healthy Relationships** |
|  | **It is expected that students will:** |
| C5 | * assess the influence that peers have on individuals’ attitudes and behaviour
 |
| C6 | * demonstrate an understanding of the harmful effects of stereotyping and discrimination
 |
| C7 | * identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying
 |
| C8 | * apply appropriate strategies for responding to discrimination, stereotyping, and bullying
 |
|  | **Safety and Injury Prevention** |
|  | **It is expected that students will:** |
| C9 | * identify sources of support for people in abusive or exploitative situations (e.g., trusted adult, school and community services
 |
| C10 | * identify personal safety strategies to avoid abusive or exploitative situations on the Internet
 |
| C11 | * describe responsible safety behaviours on the road and in the community
 |
| C12 | * identify basic principles for responding to emergencies (e.g., following safety guidelines, having an emergency response plan, knowing how to get help)
 |
|  | **Substance Misuse Prevention** |
|  | **It is expected that students will:** |
| C13 | * demonstrate appropriate skills related to the prevention of the use of tobacco, alcohol, or other drugs (e.g., assertiveness, refusal skills, avoidance, choosing healthy alternatives)
 |
| C14 | * describe the potential consequences for themselves and others if they use tobacco, alcohol, or other drugs (e.g., altered judgment and decision making, addiction, potential harm to fetus)
 |
|  | **Physical Education** |
|  | **Active Living** |
|  | **Knowledge** |
|  | **It is expected that students will:** |
| A1 | * relate personal physical and emotional health benefits to regular participation in physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)
 |
| A2 | * relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities
 |
| A3 | * analyse nutritional considerations for physical activity
 |
| A4 | * monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)
 |
| A5 | * set personal goals for attaining and maintaining a physically active lifestyle
 |
|  | **Participation** |
|  | **It is expected that students will:** |
| 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
 |
|  | **Movement Skills** |
|  | **It is expected that students will:** |
| B1 | * practise learned non-locomotor, locomotor, and manipulative movement skills in order to improve
 |
| B2 | * demonstrate offensive and defensive strategies in a variety of activity categories
 |
| 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)
 |
| B4 | * apply a combination of learned skills to create original sequences, drills, challenges, or games
 |
|  | **Safety, Fair Play, and Leadership** |
|  | **It is expected that students will:** |
| C1 | * demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warmup and cool down appropriate to the activity)
 |
| C2 | * model fair play when participating in physical activity
 |
| C3 | * demonstrate leadership in respecting individual differences and abilities during physical activity
 |
|  | **Fine Arts** |
|  | **Dance** |
|  | **Creating Dance** |
|  | **It is expected that students will:** |
| A1 | * move in response to a variety of sounds, music, images, and feelings
 |
| A2 | * create movement sequences using choreographic forms, individually and with others
 |
| A3 | * apply the creative process — with emphasis on combining and refining — to create dance compositions
 |
|  | **Elements of Dance** |
| B1 | * use elements of movement in combination
 |
| B2 | * apply the principles of movement — alignment, balance, flexibility, strength, and breathing — to dance
 |
| B3 | * demonstrate technique associated with particular dance styles
 |
| B4 | * apply health and safety considerations to dance
 |
|  | **Context** |
| C1 | * compare dances from a variety of historical, cultural, and social contexts
 |
| C2 | * assess personal opportunities in dance
 |
|  | **Presenting and Performing** |
| D1 | * rehearse dance for presentation
 |
| D2 | * demonstrate performance skills appropriate to specific dance situations
 |
| D3 | * apply established criteria to analyse their own and others’ work
 |
|  | **Drama** |
|  | **Exploring and Creating** |
|  | **It is expected that students will:** |
| A1 | * use the creative process to explore a range of issues and responses
 |
| A2 | * create roles that are true to the drama
 |
| A3 | * use a variety of drama strategies and forms to make meaning through drama
 |
| A4 | * demonstrate collaborative skills during drama
 |
|  | **Drama Forms, Strategies, and Skills** |
| B1 | * use voice and movement to communicate meaning
 |
| B2 | * participate in a variety of drama forms
 |
| B3 | * participate safely in drama activities
 |
|  | **Context** |
| C1 | * compare themes and traditions in drama from a variety of cultural, social, and historical contexts
 |
| C2 | * identify various opportunities related to drama
 |
|  | **Presenting and Performing** |
| D1 | * participate in drama performances
 |
| D2 | * apply established criteria to analyse their own and others’ performances
 |
|  | **Music** |
|  | **Exploring and Creating** |
|  | **It is expected that students will:** |
| A1 | * use rhythm, melody, and elements of expression in performance repertoire to interpret a range of thoughts, images, and feelings
 |
| A2 | * analyse thoughts, images, and feelings derived from a variety of music media sources
 |
| A3 | * apply rhythm, melody, and elements of expression in their compositions
 |
|  | **Elements and Skills** |
| B1 | * sing or play rhythmic patterns from standard notation
 |
| B2 | * sing or play from aural sources
 |
| B3 | * maintain a melodic or harmonic part in textures
 |
| B4 | * use standard notation to represent melodic and rhythmic phrases
 |
| B5 | * describe form in rhythmic and melodic structure
 |
| B6 | * demonstrate appropriate use of classroom instruments
 |
|  | **Context** |
| C1 | * participate in music from a range of historical, cultural, and social contexts
 |
| C2 | * identify personal opportunities in music
 |
|  | **Presenting and Performing** |
| D1 | * apply skills and attitudes appropriate to a range of music experiences, demonstrating:

− performance skills and etiquette − audience engagement − respect for the contributions of others |
| D2 | * apply established criteria to analyse their own and others’ performances
 |
|  | **Visual Arts** |
|  | **Creative Processes** |
|  | **It is expected that students will:** |
| A1 | * compile a collection of ideas for images using feelings, observation, memory, and imagination
 |
| A2 | * create images using the image development strategies of point of view, magnification, and minification
 |
| A3 | * create images using particular visual elements and principles of design — including rhythm, asymmetrical balance, and space — to produce a variety of effects
 |
| A4 | * manipulate selected materials, technologies, and processes to create images
 |
| A5 | * create 2-D and 3-D images

− that express beliefs and values− that reflect art styles from a variety of social, historical, and cultural contexts− to solve specific design problems |
|  | Skills and Strategies |
| B1 | * analyse and apply image development strategies, including

− point of view − magnification − minification |
| B2 | * analyse and apply space, rhythm, and asymmetrical balance to create effects and to convey mood
 |
| B3 | * analyse and use a variety of materials, technologies, and processes to create images
 |
| B4 | * demonstrate safe and environmentally responsible use of materials, technologies, and processes
 |
|  | **Context** |
| C1 | * identify the historical and cultural contexts of a variety of images
 |
| C2 | * demonstrate an awareness of the ethical considerations involved in copying and appropriating images
 |
| C3 | * identify personal opportunities in visual arts
 |
|  | **Exhibition and Response** |
| D1 | * interpret their response to artworks or exhibitions
 |
| D2 | * collaborate to develop a group display for a particular audience or purpose
 |
|  | **French** |
|  | **Creative Processes** |
|  | **It is expected that students will:** |
| 1 | * make and respond to simple requests
 |
| 2 | * use greetings and expressions of politeness
 |
| 3 | * recognize and use formal and informal forms of address
 |
| 4 | * express preferences and interests
 |
| 5 | * participate in known and predictable classroom situations
 |
| 6 | * extract specific information from French-language resources to complete authentic tasks
 |
| 7 | * express acquired information in oral and visual forms
 |
| 8 | * respond to creative works from the Francophone world
 |
| 9 | * identify elements of Francophone cultures that are different from or similar to their own
 |
| 10 | * give examples of the presence of Francophone cultures in their community
 |