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|  | **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 |