The Alberta Curriculum

GRADE 6

checklist format

Content

Introduction

Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In Alberta, the curriculum outline is freely available through the Alberta Education website (https://new.learnalberta.ca/) (French as a Second Language is available at https://education.alberta.ca/media/160306/nine_year.pdf). However, it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade Six Mathematics, Language Arts, Science, Social Studies, the Arts, Health & Physical Education and French in Alberta.

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Alberta Education's website for the most up-to-date information.

Thank you to Alaina K. for her help in compiling this resource.

Happy learning!

Lisa Marie Fletcher
The Canadian Homeschooler
(http://thecanadianhomeschooler.com)

Please note that this checklist is a free product and may be distributed freely to whomever can use it.

Math

Number

Specific Expectations
Develop number sense.
☐ Demonstrate an understanding of place value, including numbers that are:
☐ greater than one million
☐ less than one thousandth.
☐ Solve problems involving whole numbers and decimal numbers.
☐ Demonstrate an understanding of factors and multiples by:
☐ determining multiples and factors of numbers less than 100
☐ identifying prime and composite numbers
☐ solving problems using multiples and factors.
☐ Relate improper fractions to mixed numbers and mixed numbers to improper fractions.
☐ Demonstrate an understanding of ratio, concretely, pictorially and symbolically.
☐ Demonstrate an understanding of percent (limited to whole numbers), concretely, pictorially and symbolically.
☐ Demonstrate an understanding of integers, concretely, pictorially and symbolically.
☐ Demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors).
☐ Explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers

Patterns & Relations (Patterns)

Specific Expectations
Use patterns to describe the world and to solve problems.
☐ Represent and describe patterns and relationships, using graphs and tables.
☐ Demonstrate an understanding of the relationships within tables of values to solve problems.

Patterns & Relations (Variables & Equations)

Specific Expectations
Represent algebraic expressions in multiple ways.
☐ Represent generalizations arising from number relationships, using equations with letter variables.
☐ Express a given problem as an equation in which a letter variable is used to represent an unknown number.
☐ Demonstrate and explain the meaning of preservation of equality, concretely and pictorially.

Shape and Space (Measurement)

Specific Expectations	
Use direct and indirect measurement to solve problems.	
☐ 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.
☐ Demonstrate that the sum of interior angles is:	
	☐ 180° in a triangle

	□ 360° in a quadrilateral.
□ Develop and apply a formula for determining the:	

	□ perimeter of polygons
	□ area of rectangles
	□ volume of right rectangular prisms.

Shape and Space (3-D Objects and 2-D Shapes)

Specific Expectations
Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

☐ Construct and compare triangles in different orientations, including:	
	☐ scalene
	□ isosceles
	□ equilateral
	□ right
	□ obtuse
	□ acute

□ Describe and compare the sides and angles of regular and irregular polygons.

Transformations

Specific Expectations
Describe and analyze position and motion of objects and shapes.
☐ Perform a combination of translations, rotations and/or reflections on a single 2-D shape, with and without technology, and draw and describe the image.
□ Perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations.
□ Identify and plot points in the first quadrant of a Cartesian plane, using whole number ordered pairs.
□ 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)

Specific Expectations
Collect, display and analyze data to solve problems.
☐ Create, label and interpret line graphs to draw conclusions.
☐ Select, justify and use appropriate methods of collecting data, including:

	☐ questionnaires
	☐ experiments
	☐ databases
	☐ electronic media.

☐ Graph collected data, and analyze the graph to solve problems.

Chance and Uncertainty

Specific Expectations
Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.
☐ 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

Language Arts

General Outcome	Specific Expectations
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	*Discover and Explore*
	☐ use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests
	☐ read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts
	☐ engage in exploratory communication to share personal responses and develop own interpretations
	☐ experiment with a variety of forms of oral, print and other media texts to discover those best suited for exploring, organizing and sharing ideas, information and experiences
	☐ assess a variety of oral, print and other media texts, and discuss preferences for particular forms
	☐ assess personal language use, and revise personal goals to enhance language learning and use
	Clarify and Extend
	☐ select from the ideas and observations of others to expand personal understanding
	☐ use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding
	☐ evaluate the usefulness of new ideas, techniques and texts in terms of present understanding
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.	*Use Strategies and Cues*
	☐ combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information
	☐ apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning
	☐ identify, and explain in own words, the interrelationship of the main ideas and supporting details

	□ preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading
	□ use definitions provided in context to identify the meanings of unfamiliar words
	□ monitor understanding by evaluating new ideas and information in relation to known ideas and information
	□ use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information
	□ identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information
	□ use the meanings of prefixes and suffixes to predict the meanings of unfamiliar words in context
	□ integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity
	□ choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts
	Respond to Texts
	□ experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances
	□ explain own point of view about oral, print and other media texts
	□ make connections between own life and characters and ideas in oral, print and other media texts
	□ discuss common topics or themes in a variety of oral, print and other media texts
	□ discuss the author's, illustrator's, storyteller's or filmmaker's intention or purpose
	□ observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community

	☐ summarize oral, print or other media texts, indicating the connections among events, characters and settings
	☐ identify or infer reasons for a character's actions or feelings
	☐ make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts
	☐ comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text
	☐ explain how metaphor, personification and synecdoche are used to create mood and mental images
	☐ experiment with sentence patterns, imagery and exaggeration to create mood and mental images
	☐ discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts
	Understand Forms, Elements, and Techniques
	☐ identify key characteristics of a variety of forms or genres of oral, print and other media texts
	☐ discuss the differences between print and other media versions of the same text
	☐ discuss the connections among plot, setting and characters in oral, print and other media texts
	☐ identify first and third person narration, and discuss preferences with reference to familiar texts
	☐ explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts
	☐ identify strategies that presenters use in media texts to influence audiences
	☐ alter words, forms and sentence patterns to create new versions of texts for a variety of purposes; explain how imagery and figurative language, such as personification and alliteration, clarify and enhance meaning

	Create Original Text	
		□ choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts
		□ use literary devices, such as imagery and figurative language, to create particular effects
		□ determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts
		□ express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose
Students will listen, speak, read, write, view and represent to manage ideas and information.	*Plan and Focus*	
		□ distinguish among facts, supported inferences and opinions
		□ use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.		□ decide on and select the information needed to support a point of view
		□ develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation
	Select and Process	
		□ locate information to answer research questions, using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet
		□ use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information
		□ skim, scan and read closely to gather information
		□ evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria
	Organize, Record and Evaluate	
		□ organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence
		□ organize and develop ideas and information into oral, print or

	other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions
	☐ make notes on a topic, combining information from more than one source; use reference sources appropriately
	☐ use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning
	☐ quote information from oral, print and other media sources
	☐ evaluate the appropriateness of information for a particular audience and purpose
	☐ recognize gaps in gathered information, and suggest additional information needed for a particular audience and purpose
	Share and Review
	☐ communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs
	☐ select appropriate visuals, print and/or other media to inform and engage the audience
	☐ establish goals for enhancing research skills
	Enhance and Improve
	☐ work collaboratively to revise and enhance oral, print and other media texts
	☐ ask for and evaluate the usefulness of feedback and assistance from peers
	☐ revise to provide focus, expand relevant ideas and eliminate unnecessary information
	☐ edit for appropriate verb tense and for correct pronoun references
	☐ use paragraph structures in expository and narrative texts
	☐ write legibly and at a pace appropriate to context and purpose
	☐ experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts
	☐ show the relationships among key words associated with topics of study, using a variety of strategies such as thought

	webs, outlines and lists
	□ choose words that capture a particular aspect of meaning and that are appropriate for context, audience and purpose
	□ experiment with several options, such as sentence structures, figurative language and multimedia effects, to choose the most appropriate way of communicating ideas or information
	Attend to Conventions
	□ identify the use of coordinate and subordinate conjunctions to express ideas
	□ use complex sentence structures and a variety of sentence types in own writing
	□ identify comparative and superlative forms of adjectives, and use in own writing
	□ identify past, present and future verb tenses, and use throughout a piece of writing
	□ use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns
	□ explain the importance of correct spellings for effective communication
	□ edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context
	□ use colons before lists, to separate hours and minutes, and after formal salutations in own writing
	□ identify parentheses and colons when reading, and use them to assist comprehension
	□ identify ellipses that show words are omitted or sentences are incomplete when reading, and use them to assist comprehension
	Present and Share

	□ use various styles and forms of presentations, depending on content, audience and purpose
	□ emphasize key ideas and information to enhance audience understanding and enjoyment
	□ demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication
	□ identify the tone, mood and emotion conveyed in oral and visual presentations
	□ respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.	*Respect Others and Strengthen Community*
	□ compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures portrayed in oral, print and other media texts
	□ share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts
	□ identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas
	□ use appropriate language to participate in public events, occasions or traditions
	□ demonstrate respect by choosing appropriate language and tone in oral, print and other media texts
	Work within a Group
	□ assume a variety of roles, and share responsibilities as a group member
	□ identify and participate in situations and projects in which group work enhances learning and results
	□ contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations

	☐ address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative
	☐ assess own contributions to group process, and set personal goals for working effectively with others

Science & Technology

_____

Skills (these skills apply to the five topics of study identified for Grade 6)

General Outcome	Specific Expectations
Students will: Design and carry out an investigation in which variables are identified and controlled, and that provides a fair test of the question being investigated. Recognize the importance of accuracy in observation and measurement; and apply suitable methods to record, compile, interpret and evaluate observations and measurements. Design and carry out an investigation of a practical problem, and develop a possible solution. Note: The problem will involve construction or modification of a device that moves through air.	☐ ask questions that lead to exploration and investigation
	☐ identify one or more possible answers to questions by stating a prediction or a hypothesis
	☐ identify one or more ways of finding answers to given questions
	☐ plan and carry out procedures that comprise a fair test
	☐ identify variables: – identify the variable to be manipulated – identify variables to be held constant – identify the variable that will be observed (responding variable)
	☐ identify problems to be solved and the purpose(s) of problem-solving activities: What problem(s) are we trying to solve? What resources can we use? How will we know that we have done what we set out to do? What possible impacts do we need to consider?
	☐ identify one or more possible approaches and plan a set of steps for solving the problem
	☐ select appropriate materials and identify how they will be used
	☐ attempt a variety of strategies and modify procedures, as needed (troubleshoot problems)
	☐ work individually or cooperatively in planning and carrying out procedures
	☐ identify sources of information and ideas and demonstrate skill in accessing them. Sources may include library, classroom, community and computer-based resources

	☐ communicate effectively with group members in sharing and evaluating ideas, and assessing progress
	☐ evaluate procedures used and identify possible improvements
	☐ evaluate a design or product, based on a given set of questions or criteria. The criteria/questions may be provided by the teacher or developed by the students. Example criteria include: – effectiveness—Does it work? – reliability—Does it work every time? – durability—Does it stand up to repeated use? – effort—Is it easy to construct? Is it easy to use? – safety—Are there any risks of hurting oneself in making it or using it? – use of materials: Can it be made cheaply with available materials? Does it use recycled materials, and can the materials be used again? – effect on environments – benefit to society
	☐ identify positive and negative impacts that may arise and potential risks that need to be monitored: What good effects and what bad effects could this solution have? What would we need to look for to be sure that it is working as intended?
	☐ identify new applications for the design or problem solution.

Attitudes (these attitudes apply across the five topics of study identified for Grade 6)

General Outcome	Specific Expectations
Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.	Students will show growth in acquiring and applying the following traits: -curiosity -confidence in personal ability to learn and develop problem-solving skills -inventiveness and open-mindedness -perseverance in the search for understandings and for solutions to problems -flexibility in considering new ideas

	-critical-mindedness in examining evidence and determining what the evidence means -a willingness to use evidence as the basis for their conclusions and actions -a willingness to work with others in shared activities and in sharing of experiences -appreciation of the benefits gained from shared effort and cooperation -a sense of personal and shared responsibility for actions taken -respect for living things and environments, and commitment for their care.

Air and Aerodynamics

General Outcome	Specific Expectations
Students will: Describe properties of air and the interactions of air with objects in flight.	□ Provide evidence that air takes up space and exerts pressure, and identify examples of these properties in everyday applications.
	□ Provide evidence that air is a fluid and is capable of being compressed, and identify examples of these properties in everyday applications.
	□ Describe and demonstrate instances in which air movement across a surface results in lift— Bernoulli's principle.
	□ Recognize that in order for devices or living things to fly, they must have sufficient lift to overcome the downward force of gravity.
	□ Identify adaptations that enable birds and insects to fly.
	□ Describe the means of propulsion for flying animals and for aircraft.
	□ Recognize that streamlining reduces drag, and predict the effects of specific design changes on the drag of a model aircraft or aircraft components.
	□ Recognize that air is composed of different gases, and identify evidence for different gases. Example evidence might include: effects on flames, the "using up" of a particular gas by burning or rusting, animal needs for air exchange.

Sky Science

General Outcome	Specific Expectations
Observe, describe and interpret the movement of objects in the sky; and identify pattern and order in these movements.	☐ Recognize that the Sun and stars emit the light by which they are seen and that most other bodies in space, including Earth's Moon, planets and their moons, comets, and asteroids, are seen by reflected light.
	☐ Describe the location and movement of individual stars and groups of stars (constellations) as they move through the night sky.
	☐ Recognize that the apparent movement of objects in the night sky is regular and predictable, and explain how this apparent movement is related to Earth's rotation
	☐ Understand that the Sun should never be viewed directly, nor by use of simple telescopes or filters, and that safe viewing requires appropriate methods and safety precautions.
	☐ Construct and use a device for plotting the apparent movement of the Sun over the course of a day; e.g., construct and use a sundial or shadow stick.
	☐ Describe seasonal changes in the length of the day and night and in the angle of the Sun above the horizon.
	☐ Recognize that the Moon's phases are regular and predictable, and describe the cycle of its phases.
	☐ Illustrate the phases of the Moon in drawings and by using improvised models. An improvised model might involve such things as a table lamp and a sponge ball.
	☐ Recognize that the other eight known planets, which revolve around the Sun, have characteristics and surface conditions that are different from Earth; and identify examples of those differences.
	☐ Recognize that not only Earth, but other planets, have moons; and identify examples of similarities and differences in the characteristics of those moons.

	□ Identify technologies and procedures by which knowledge, about planets and other objects in the night sky, has been gathered.
	□ Understand that Earth, the Sun and the Moon are part of a solar system that occupies only a tiny part of the known universe.

Evidence and Investigation

General Outcome	Specific Expectations
Students will: Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns. Students will: Apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample.	□ Recognize evidence of recent human activity, and recognize evidence of animal activity in a natural outdoor setting.
	□ Observe a set of footprints, and infer the direction and speed of travel.
	☐ Recognize that evidence found at the scene of an activity may have unique characteristics that allow an investigator to make inferences about the participants and the nature of the activity, and give examples of how specific evidence may be used.
	☐ Investigate evidence and link it to a possible source; e.g., by: ☐ classifying footprints, tire prints and soil samples from a variety of locations ☐ analyzing the ink from different pens, using paper chromatography ☐ analyzing handwriting samples to identify the handwriting of a specific person ☐ comparing samples of fabric ☐ classifying fingerprints collected from a variety of surfaces

Trees and Forests

General Outcome	Specific Expectations
Students will: Describe characteristics of trees and the interaction of trees with other living things in the local environment.	□ Identify reasons why trees and forests are valued. Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment.

	□ Describe kinds of plants and animals found living on, under and among trees; and identify how trees affect and are affected by those living things.
	□ Describe the role of trees in nutrient cycles and in the production of oxygen.
	□ Identify general characteristics that distinguish trees from other plants, and characteristics that distinguish deciduous from coniferous trees.
	□ Identify characteristics of at least four trees found in the local environment. Students should be familiar with at least two deciduous trees and two coniferous trees. Examples should include native species, such as spruce, birch, poplar, and pine and cultivated species, such as elm and crab apple.
	□ Describe and classify leaf shapes, leaf arrangements, branching patterns and the overall form of a tree.
	□ Interpret the growth pattern of a young tree, distinguishing this year's growth from that of the previous year and from the year before that. Students meeting this expectation should recognize differences in colouration and texture of new growth and old growth, and locate scars that separate old and new growth.
	□ Identify human uses of forests, and compare modern and historical patterns of use.
	□ Identify human actions that enhance or threaten the existence of forests.
	□ Identify an issue regarding forest use, identify different perspectives on that issue, and identify actions that might be taken.

Social Studies

_____

Citizens Participating in Decision Making

General Outcome	Specific Expectations
Values and Attitudes	
Students will: recognize how individuals and governments interact and bring about change within their local and national communities:	☐ recognize and respect the democratic rights of all citizens in Canada
	☐ value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms
	☐ recognize the influence of historical events and legislation on democratic decision making in Canada
	☐ value citizens' participation in a democratic society
	☐ value the contributions of elected representatives in the democratic process
Knowledge and Understanding	
Students will: demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:	☐ What is democracy (i.e., justice, equity, freedoms, representation)?
	☐ What are the similarities and differences between direct and representative democracy?
	☐ What are the rights and responsibilities of citizens living in a representative democracy?
	☐ How does Canada's justice system help protect your democratic and constitutional rights?
Students will: analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues:	☐ How are representatives chosen to form a local government (i.e., electoral process)?
	☐ What are the responsibilities of local governments (i.e., bylaws, taxes, services)?
	☐ How are local governments structured differently in rural and urban settings?
	☐ What role is played by school boards (i.e., public, separate, Francophone) within local communities?
Students will:	☐ How is the provincial government structured?

analyze the structure and functions of Alberta's provincial government by exploring and reflecting upon the following questions and issues:	☐ What is the role and status of the Lieutenant Governor within the provincial government?
	☐ What are the responsibilities of the provincial government (i.e., laws, taxes, services)?
	☐ How are representatives chosen at the provincial level of government (i.e., electoral process)?
	☐ What are the differences between the responsibilities of a Member of the Legislative Assembly (MLA) and a cabinet minister?
Students will: analyze how the democratic ideals of equity and fairness have influenced legislation in Canada over time by exploring and reflecting upon the following questions and issues:	☐ How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians?
	☐ How does the Canadian Charter of Rights and Freedoms protect collective rights in Canada (i.e., Aboriginal rights, the linguistic rights of official language minorities)?
	☐ How did the Treaty of La Grande Paix de Montréal address collective identity and collective rights?
	☐ How do the Treaty of La Grande Paix de Montréal and the Canadian Charter of Rights and Freedoms compare in the way that each addresses individual and collective identity and collective rights?
	☐ Why is the Canadian Charter of Rights and Freedoms entrenched in the Canadian Constitution
Students will: analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:	☐ How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?
	☐ How do associations such as the Association canadienne-française de l'Alberta (ACFA), the Métis Nation of Alberta Association (MNAA) and the First Nations Authorities (FNA) provide their members with a voice, at local and provincial levels, exercising historical and constitutional rights?
	☐ In what ways do elected officials demonstrate their accountability to the electorate (e.g., respond to constituents, participate in local events, represent and express in government meetings the concerns of constituents)?

Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy

General Outcome	Specific Expectations
Values and Attitudes	
Students will: demonstrate an understanding and appreciation of the democratic principles exemplified by ancients	☐ appreciate the relationship between the values of a society and the model of government adopted within a society
	☐ value the role of participation by citizens in diverse democratic societies
Knowledge and Understanding	
Students will: analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon the following questions and issues:	☐ How was the government of ancient Athens structured?
	☐ How did the structure of the government in ancient Athens provide opportunities for citizens to participate in decision making?
	☐ How did identity, status and class structure impact citizenship in ancient Athens?
	☐ How did the social structure of ancient Athens impact its political structure?
	☐ To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens?
Students will: analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following questions and issues:	☐ How was the Iroquois Confederacy structured?
	☐ What was the role and status of women within the Iroquois Confederacy?
	☐ What are the advantages and disadvantages of consensus as a decision-making model for government?
	☐ How did the Six Nations use the consensus-building process?
	☐ How did the Wampum Belt address collective identity?
	☐ How did the social structure of the Iroquois Confederacy impact its political structure?
	☐ To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness?

Skills and Processes (Alberta Learning's Information and Communication Technology (ICT)

curriculum is infused throughout the social studies program of studies)

General Outcome	Specific Expectations
Dimensions of Thinking	
Students will: develop skills of critical thinking and creative thinking:	☐ assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
	☐ critically evaluate ideas, information and positions
	☐ re-evaluate personal opinions to broaden understanding of a topic or an issue
	☐ generate original ideas and strategies in individual and group activities
	☐ seek responses to inquiries from various authorities through electronic media
Students will: develop skills of historical thinking:	☐ use primary sources to interpret historical events and issues
	☐ use historical and community resources to understand and organize the sequence of historical events
	☐ explain the historical contexts of key events of a given time period
	☐ use examples of events to describe cause and effect and change over time
	☐ organize information, using such tools as a database, spreadsheet or electronic webbing
Students will: develop skills of geographic thinking:	☐ construct and interpret various types of maps (i.e., historical, physical, political maps) to broaden understanding of topics being studied
	☐ use geographic tools, including software, that assist in preparing graphs and maps
	☐ use cardinal and intermediate directions to locate places on maps and globes

	□	use scales to determine the distance between places on maps and globes
	□	identify geographic problems and issues and pose geographic questions
Students will: demonstrate skills of decision making and problem solving:	□	propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving
	□	consider multiple perspectives when dealing with issues, decision making and problem solving
	□	collaborate with others to devise strategies for dealing with problems and issues
	□	select and use technology to assist in problem solving
	□	use data gathered from a variety of electronic sources to address identified problems
	□	solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology
	□	use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections among ideas and information in a problem-solving environment
	□	solve issue-related problems, using such communication tools as a word processor or e-mail to involve others in the process
	□	generate alternative solutions to problems by using technology to facilitate the process
Social Participation as a Democratic Practice		
Students will: demonstrate skills of cooperation, conflict resolution and consensus building:	□	demonstrate the skills of compromise to reach group consensus
	□	work collaboratively with others to achieve a common goal
	□	record group brainstorming, planning and sharing of ideas by using technology
	□	extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail

Students will: develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:	□ demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed

Research for Deliberative Inquiry

Students will: apply the research process:	□ determine reliability of information filtering for point of view and bias
	□ formulate questions to be answered through the research process
	□ use graphs, tables, charts and Venn diagrams to interpret information
	□ draw and support conclusions based on information gathered to answer a research question
	□ include references in an organized manner as part of research
	□ formulate new questions as research progresses
	□ design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
	□ access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)
	□ organize information, using such tools as a database, spreadsheet or electronic webbing
	□ use a variety of technologies to organize and synthesize researched information
	□ reflect on and describe the processes involved in completing a project

Communication

Students will: demonstrate skills of oral, written and visual literacy:	□ express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
	□ express reasons for their ideas and opinions, in oral or written form

	☐	use skills of informal debate to persuasively express differing viewpoints regarding an issue
	☐	respond appropriately to comments and questions, using language respectful of human diversity
	☐	listen to others to understand their perspectives
	☐	organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories
	☐	communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
Students will: develop skills of media literacy:	☐	detect bias present in the media
	☐	examine and assess diverse perspectives regarding an issue presented in the media
	☐	analyze significant current affairs
	☐	identify and distinguish points of view expressed in electronic sources on a particular topic
	☐	use selected presentation tools to demonstrate connections among various pieces of information
	☐	recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used

The Arts

Drama

Section	Specific Expectations
Structured Dramatic Play	
Physical	☐ The child should develop sensory awareness
	☐ The child should become aware of body and voice as instruments of expression
	☐ The child should explore and express large and small body movements
	☐ The child should develop techniques for relaxation
Intellectual	☐ The child should develop and exercise imagination
	☐ The child should develop concentration
	☐ The child should recognize and learn to trust the intuitive response
	☐ The child should exercise divergent and convergent thinking
Emotional	☐ The child should explore emotion
	☐ The child should control emotion
	☐ The child should express emotion
Social	☐ The child should understand self
	☐ The child should understand others
	☐ The child should discipline self
	☐ The child should develop acceptance of self/others (tolerance)
	☐ The child should develop appreciation of the work of self and others
	☐ The child should cope with emotional responses
Integrative	☐ The child should understand and respond to environment
	☐ The child should respect and investigate ideas of others
	☐ The child should role play
	☐ The child should develop a sense of form
	☐ The child should make the abstract concrete

	☐ The child should learn to respond to stimuli; e.g., music, pictures, objects, literature
	☐ The child should develop the confidence to make choices
	☐ The child should respect the space of others
	☐ The child should communicate through space
	☐ The child should test and reflect on the consequences of dramatic decisions
Dramatic Form	
Dramatic Movement	☐ The child should understand personal space, general space and the inherent differences between the two
	☐ The child should develop flexible, free and controlled movement
	☐ The child should practise moving in different ways in response to a variety of stimuli
	☐ The child should discover how to use the body as a vehicle for expressing and interpreting feelings and ideas
	☐ The child should analyze different ways of moving alone and with others
	☐ The child should appreciate the aesthetics of movement
	☐ The child should express simple characterization through movement
	☐ The child should use dramatic movement to investigate the environment
	☐ The child should develop the ability to use dramatic movement to enhance learning in the other areas of the curriculum
Mime	
	☐ The child should learn to express oneself physically and imaginatively through movement and gesture
	☐ The child should observe and study the animal kingdom, the size, shape and weight of animals, and the ways they move and react to their environment (animal mime)
	☐ The child should explore the weight, shape, size, texture and

	resistance of objects in order to develop insights into the ways humans contribute to their society (occupational mime)
	□ The child should observe and study the differences and similarities of human beings through exploration of feelings, emotions and physical characteristics (character mime)
	□ The child should learn to communicate feelings and ideas that cannot be expressed adequately in words (abstract mime)
	□ The child should investigate physical comedy through examination of the allied art of clowning
	□ The child should develop an understanding and appreciation for an art form
	□ The child should apply mime skills to learning situations

Choral Speech

	Develop the following vocal skills: ☐ recognize and reproduce the articulated sounds of standard speech ☐ speak clearly ☐ speak with ease ☐ speak expressively ☐ speak with energy ☐ speak with an appreciation of the flexibility of the voice as an instrument ☐ learn concepts of pitch, pace, pause, rate, intensity, volume
	Develop the following interpretive skills: ☐ communicate the meaning of a piece of literature ☐ express mood ☐ explore natural rhythm ☐ phrase for meaning ☐ colour individual words ☐ develop skills of presentation by becoming aware of the importance of face, voice and body
	☐ Develop appreciation for enjoyment of literature
	☐ Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	☐ Develop language skills through the language processes of speaking, listening, writing and reading
	☐ Listen to self and others

	☐ Blend the voice with others
	☐ Respond to cues given by leader
	▫ Speak: -in unison -antiphonally -cumulatively − solo lines
Storytelling	
	Develop the following vocal skills: ☐ recognize and reproduce the articulated sounds of standard speech ☐ speak clearly ☐ speak with ease ☐ speak expressively ☐ speak with energy ☐ speak with an appreciation of the flexibility of the voice as an instrument ☐ learn concepts of pitch, pace, pause, rate, intensity, volume
	Develop the following interpretive skills: ☐ communicate the meaning of a piece of literature ☐ express mood ☐ explore natural rhythm ☐ phrase for meaning ☐ colour individual words ☐ develop skills of presentation by becoming aware of the importance of face, voice and body
	☐ Develop appreciation for enjoyment of literature
	☐ Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	☐ Develop language skills through the language processes of speaking, listening, writing and reading
	☐ Develop and extend the ability to recall and sequence events
	☐ Develop an awareness and understanding of differentiation of character within a story
	☐ Apply storytelling skills to other areas of study
Dramatization	

	Develop role-playing skills: ☐ accept role playing as a positive learning experience ☐ take on the attitude of another ☐ assume the physical attributes of another ☐ emphasize the situation of another ☐ use role playing as a problem-solving tool
	Recognize and use dramatic form: ☐ appreciate and use the possibilities of a story line in sequence ☐ recognize and incorporate structure; i.e., beginning, middle and end ☐ respond in language appropriate to different situations ☐ recognize dramatic elements; e.g., conflict, tension, resolution, characterization, environment
	☐ Develop an appreciation of the art form of acting out literature
	☐ Be motivated to extend the dramatization experience into other subject areas
Puppetry	
	Become aware of the puppet as a communicative medium by: ☐ moving as a puppet ☐ moving another as a puppet ☐ constructing a simple puppet
	Apply moving skills to puppetry by: ☐ experimenting with puppet manipulation ☐ exploring and creating various environments through which the child can move the puppet
	The child should apply speaking skills to puppetry by: ☐ communicating through the puppet as an extension of self ☐ responding to another puppet creating dialogue
	The child should apply dramatization skills to puppetry by: ☐ creating a character for a puppet ☐ creating an environment in which the character will react ☐ expressing feelings as a puppet ☐ working with others to create a puppet story
	Appreciate the complexities of a puppet performance by: ☐ sharing their own puppet scene/episodes/play with each other ☐ with other groups in the class ☐ viewing other puppet performances; e.g., student or professional

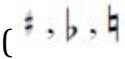|	
	☐ Apply the skills of puppetry to other subject areas
Choric Drama	
	Develop the following vocal skills: ☐ recognize and reproduce the articulated sounds of standard speech ☐ speak clearly ☐ speak with ease ☐ speak expressively ☐ speak with energy ☐ speak with an appreciation of the flexibility of the voice as an instrument ☐ learn concepts of pitch, pace, pause, rate, intensity, volume
	Develop the following interpretive skills: ☐ communicate the meaning of a piece of literature ☐ express mood ☐ explore natural rhythm ☐ phrase for meaning ☐ colour individual words ☐ develop skills of presentation by becoming aware of the importance of face, voice and body
	☐ Develop appreciation for enjoyment of literature
	☐ Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	☐ Develop language skills through the language processes of speaking, listening, writing and reading
	☐ Use skills as outlined in choral speech, dramatic movement, mime and dramatization
	☐ Create individual and/or group characterization
	☐ Explore appropriate movement and speech qualities for characterization
	☐ Apply choric drama skills to the investigation of other areas of study
	☐ The child should learn how to use theatrical elements to enhance a presentation
	☐ The child should analyze literature for dramatic potential
Reader's Theatre	

	Develop the following vocal skills: □ recognize and reproduce the articulated sounds of standard speech ☐ speak clearly ☐ speak with ease ☐ speak expressively □ speak with energy □ speak with an appreciation of the flexibility of the voice as an instrument □ learn concepts of pitch, pace, pause, rate, intensity, volume
	Develop the following interpretive skills: ☐ communicate the meaning of a piece of literature ☐ express mood ☐ explore natural rhythm ☐ phrase for meaning ☐ colour individual words ☐ develop skills of presentation by becoming aware of the importance of face, voice and body
	☐ Develop appreciation for enjoyment of literature
	☐ Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	☐ Develop language skills through the language processes of speaking, listening, writing and reading
	☐ The child should communicate effectively from a prepared script
	□ The child should use skills as outlined in choral speech and/or storytelling and dramatization
	□ The child should select visual elements to enhance communication
	□ The child should appreciate readers' theatre as an art form
	□ The child should learn scripting techniques
	□ The child should adapt material from other areas of study to the readers' theatre
Story Theatre	
	Develop the following vocal skills:

	☐ recognize and reproduce the articulated sounds of standard speech ☐ speak clearly ☐ speak with ease ☐ speak expressively ☐ speak with energy ☐ speak with an appreciation of the flexibility of the voice as an instrument ☐ learn concepts of pitch, pace, pause, rate, intensity, volume
	Develop the following interpretive skills: ☐ communicate the meaning of a piece of literature ☐ express mood ☐ explore natural rhythm ☐ phrase for meaning ☐ colour individual words ☐ develop skills of presentation by becoming aware of the importance of face, voice and body
	☐ Develop appreciation for enjoyment of literature
	☐ Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	☐ Develop language skills through the language processes of speaking, listening, writing and reading
	☐ Develop an appreciation of story theatre as an art form
	☐ The child should use skills as outlined in storytelling and dramatization
	☐ The child should develop the ability to select theatre elements that best enhance the literature
	☐ The child should develop the ability to recognize literature and experiences that are best accommodated by this style of expression
Playmaking	
	☐ Appreciate playmaking by others; e.g., other students or professionals
	☐ The child should use skills as outlined in dramatization
	☐ The child should develop the ability to originate a dramatic story:

	– respond to a need to develop a dramatic story to meet a given situation – use dramatization skills to develop expression
	☐ The child should develop the ability to shape a dramatic story: – organize events – develop dialogue appropriate to the situation – develop awareness of mood and atmosphere – learn to control mood and atmosphere – appreciate the art of structuring a play
	☐ The child should develop the ability to communicate a story: – refine communication skills in voice, movement and gesture – be aware of and use such theatrical elements as movement/stillness, light/dark, sound/silence – appreciate the use of these theatrical elements in communicating a play
	☐ The child should use the art of playmaking to express ideas and content from other subject areas; e.g., history, literature, feelings

Group Drama

	Develop the ability to make decisions in a group: ☐ accept self as part of a group ☐ listen to ideas of another ☐ offer own ideas ☐ become aware of and accept the group purpose
	Cooperatively build a drama to: ☐ send both verbal and non-verbal signals to others ☐ receive and respond to verbal and non-verbal signals ☐ solve problems ☐ recognize and use group space ☐ become aware of and use tensions/conflicts ☐ appreciate the shared creation of a drama
	☐ Draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama

Music

Section	Specific Expectations
Rhythm	
By the end of Grade 5, students will understand that:	☐ duration concepts are extended to include dotted notes and combinations of patterns
	☐ accents may fall on beats that are usually unaccented (syncopation).
	☐ rhythm is created by combining beat, tempo, patterns, metre and duration.
Melody	
By the end of Grade 5, students will understand that:	☐ melodies may be based on the "G" and "F" major scales, and their related minors.
	☐ a melody is changed when its rhythm is changed.
Harmony	
By the end of Grade 5, students will understand that:	☐ voices with different pitch ranges can be combined to create harmony.
	☐ the notes of a chord may be performed to accompany a melody.
Form	
By the end of Grade 5, students will understand that:	☐ improvisation is part of many forms of music.
	☐ repetition and contrast give unity and variety to form in music.
Expression (tempo, dynamics, tone colour)	
By the end of Grade 5, students will understand that:	☐ new sounds may be created using instruments in new ways, by inventing new instruments or by electronic methods.
Listening	

By the end of Grade 5 students will be able to:	☐ identify the human voice categories: soprano, contralto, tenor, bass.
	☐ match names, sounds and pictures of many instruments.
	☐ identify chord changes aurally (ukuleles, resonator bells and ☐ autoharps).

Moving

By the end of Grade students will be able to:	☐ move to illustrate phrase, repetition, contrast, AB, ABA and rondo patterns, introductions, interludes and endings (codas), as appropriate to the psychomotor development of the students.

Singing

By the end of Grade 5, students will be able to:	☐ The student will be able to use sol–fa skills in reading music and sight singing.
	☐ The student will be able to sing three- and four-part rounds and two-part soprano, alto (S.A.) songs.
	☐ The student will be able to extend vocal development to include phrasing, enunciation and expression.

Playing Instruments

By the end of Grade 5, students will be able to:	☐ demonstrate skills on as many as possible of the following instruments:
	-Ukuleles — learn basic chords and rhythms to accompany many songs. Proceed to plucking melody notes.
	-Handbells — basic ringing techniques.

Reading and Writing

By the end of Grade 5, students will be able to:	☐ The student will be able to develop ability to read parts while singing; e.g., soprano, alto.
	☐ The student will be able to recognize syncopated rhythms; e.g., ♪ ♩ ♪
	☐ The student will be able to recognize the following chord progressions: I, IV, V and V7.
	☐ The student will be able to recognize ties, slurs and accidentals (♯ , ♭ , ♮ — sharp, flat, natural).

	□ The student will be able to review terms in the literature that refer to dynamics; e.g., diminuendo.
Creating	
By the end of Grade 5, the student will be able to:	□ The student will be able to add original descants to songs
	□ The student will be able to use a variety of scales to create new melodies.

Attitudes

Enjoyment
□ An enjoyment of music, that is neither trivial nor transient, should permeate the entire music program so that a lasting delight in music is created. If there is no enjoyment in the music program, all the other values will be lost.
Positive Attitudes
□ Positive attitudes toward music are fostered by success in singing, playing instruments, listening, moving, reading (and writing) and creating music.

Visual Arts

_____

Section	Concepts
Reflection	
ANALYSIS: Students will study and analyze the individual character of natural objects or forms.	□ Natural forms tell something about the way they were made.
	□ Natural forms can be examined for less visible characteristics.
	□ The conditions under which something is viewed affects what is seen; e.g., natural screens like snow and rain, or lenses such as telescopic, microscopic and coloured glass.
	□ A form can be examined analytically to see how the whole is composed of its parts.
	□ A form can be examined synthetically to see how the parts make up the whole.
	□ Natural forms reveal many different structures; e.g., skeletal, spiral, orbital, radial, floating, grid, fan, arch, concentric, faceted.
ASSESSMENT: Students will impose standards on designed objects and invent improved versions.	□ Shapes evolve and change over time.
	□ Designed objects can be evaluated on the basis of function and attractiveness.
	□ Criteria are necessary for the evaluation of designed objects.
	□ Improved designs can be conceived for any object.
APPRECIATION: Students will interpret artworks for their symbolic meaning.	□ Artistic style affects the emotional impact of an artwork.
	□ An artwork can be analyzed for the meaning of its visible components and their interrelationships.
	□ Artworks contain symbolic representations of a subject or theme.
	□ Artworks can be appreciated at many different levels, literal and symbolic.
	□ An art critic helps us to understand works of art.
Depiction	
MAIN FORMS AND	□ The direction of shapes determines the static or dynamic quality of the work.

PROPORTION: Students will modify forms by abstraction, distortion and other transformations.	□ Shapes can be enhanced with complexities, embedded or extended forms.
	□ The metamorphosis and transformation of shapes can be depicted, one shape becomes another; e.g., a cloud becomes an animal; or one shape changes within itself; e.g., pupa to butterfly.
	□ Forms can reveal their functions.
	□ Shapes can be abstracted or reduced to their essence.
	□ Shapes can be distorted for special reasons.
	□ Sighting techniques can be used to analyze the proportions of things.
	□ Receding planes and foreshortened forms create depth in a picture plane.
	□ Gridding can be used for systematically capturing or distorting the proportions of things.
ACTIONS AND VIEWPOINTS: Students will refine methods and techniques for more effortless image making.	□ Different drawing techniques; e.g., seeing basic shapes, noticing the direction of forms, plotting the position of extremities, are useful to depict actions.
	□ Using a finder or viewing frame helps to see an action within a format.
	□ Pushing out a shape from the inside to the edges allows a flexible means of catching the position.
	□ Size interchange affects the apparent position of something.
	□ Surface reflections, shading and shadows affect the viewpoints.
QUALITIES AND DETAILS: Students will employ surface qualities	□ Colour harmonies affect the mood and feeling of the viewer.
	□ Tonal interchanges enhance a work.
	□ Distinguishing characteristics of things can be portrayed

for specific effects	vividly or subtly.
	□ The character of marks is influenced by drawing or painting tools and methods.

Composition

EMPHASIS: Students will create emphasis through the use of structural devices and strategies.	□ Viewfinders are useful devices to determine the best format for what will be portrayed, and the centre of interest.
	□ The important area in a composition can be enhanced by radial, conical and framing structures.
	□ Rhythmic features can lead the eye to the dominant area in a composition.
	□ Arrangements of forms into shapes and patterns can tighten a design, direct attention and hold interest in a composition.
	□ Labelling (title and signature) demands artistic sensitivity as to placement, size, shape and medium.
UNITY: Students will create unity by integrating the parts of a composition into the whole.	□ Implied line produces tensions and connections to achieve unity.
	□ Foreground to background movement keeps the interest within a composition.
	□ Transitions of colour, texture or tone relate the parts of a composition to a unified whole.
	□ Attention should be given to well-distributed negative space, as well as to the balance of positive forms.
	□ Interesting negative space complements and binds the positive areas into an harmonious whole.
	□ Pervasive colour, texture or tone can unify a composition, as from an overall wash of paint, a glaze, a textural additive, a surface treatment, or the like.
CRAFTSMANSHIP: Students will perfect images through economical use of material and efficiency of effort.	□ Minimal actions and limited media result in stronger forms, as in Chinese painting, cartoons or Inuit sculptures.
	□ Skill in getting the most from the least.

Expression

PURPOSE 1:	□ Everyday activities can be documented visually.
	□ Special events, such as field trips, visits and festive occasions

Students will record or document activities, people and discoveries.	can be recorded visually.
	□ Family groups and people relationships can be recorded visually.
	□ Knowledge gained from study or experimentation can be recorded visually.
	□ National and international events can be recorded visually.
PURPOSE 2: Students will illustrate or tell a story.	□ A narrative can be retold or interpreted visually.
	□ An original story can be created visually.
	□ Material from any subject discipline can be illustrated visually.
PURPOSE 3: Students will decorate items personally created.	□ Details, patterns or textures can be added to two-dimensional works.
	□ Details, patterns or textures can be added to the surface of three-dimensional works.
PURPOSE 4: Students will express a feeling or a message.	□ Feelings and moods can be interpreted visually.
	□ Specific messages, beliefs and interests can be interpreted visually, or symbolized.
PURPOSE 5: Students will create an original composition, object or space based on supplied motivation.	□ Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.
SUBJECT MATTER: Students will develop themes, with an emphasis on personal concerns, based on:	□ Plants and animals □ Environments and places □ Manufactured or human-made things □ Fantasy □ People
MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting,	*Drawing*
	□ Continue to explore ways of using drawing materials.
	□ Use drawing tools to make a variety of lines extending beyond previous levels into illusion.
	□ Use drawing tools to make a variety of shapes and structures extending beyond previous levels to exploring and enclosing

printmaking, sculpture, fabric arts, photography and technographic arts.	forms, active and passive forms, concave, convex forms, concentric and branching structures.
	☐ Use models to make drawings with increasing accuracy.
	☐ Use drawing to add details, textures, create patterns or suggest volume including hatching and cross-hatching, shading, dotting.
	☐ Make gesture drawings or scribble drawings to show action or movement.
	☐ Use distortion of line and shape in drawing for special design effects, cartoons or caricatures.
	☐ Make serial drawings to simulate movement.
	☐ Abstract or simplify a form.
	☐ Indicate perspective in drawings.
	Painting
	☐ Continue to strive for more sophistication in brush skills by using techniques learned in earlier years.
	☐ Continue to paint, using experimental methods including without a brush.
	☐ Continue working with tempera paint or tempera paint thickened with additives, such as liquid laundry starch, fabric softener, wallpaper paste and water colour, and be introduced to acrylic.
	☐ Mix and use colour tones to achieve perspective.
	☐ Use analogous colours, colours close to each other on the colour wheel, to harmonize the colours of the composition.
	☐ Continue to use paint in combination with other media and techniques.
	☐ Use washes under and over painted images to indicate colour value from light to dark, and simulate depth of field.
	☐ Create impasto effects.
	Printmaking
	☐ Further explore print-making materials and their uses and effects.
	☐ Make prints by using incised (carved or indented)

	surfaces—wood, soap, wax, erasers, plaster of Paris, clay, styrofoam.
	☐ Use prepared brayers or rollers to make a pattern.
	☐ Apply printing techniques to composition, including block-out techniques, combination of types of printing, and use of more than one colour.
	☐ Continue to make two- and three-dimensional assemblages from found materials, reaching for more sophistication than at previous levels.
Sculpture	
	☐ Continue clay modelling, going beyond previous levels to include more advanced slab techniques; e.g., cutting, welding to make cylindrical shapes, draping over objects; use of armatures, coil pots; coloured slip; application of stains.
	☐ Continue exploring paper sculpture techniques.
	☐ Advance wood construction from previous grades to include such techniques as pegging, using screws, finer shaping by sanding, filing, drilling, chiselling, carving and experimenting with the texture of wood.
	☐ Continue casting of plaster and advance to casting blocks of plaster of Paris mixed with a material such as vermiculite, zonolite or coffee grounds for the purpose of carving (subtractive sculpture).
	☐ Advance wire sculpture to include tying, coiling, wrapping, soldering in combination with other materials
Fabric Arts	
	☐ Decorate fabric with more complex stitching techniques than previous levels, including variations of cross-stitch, feather stitch, chain stitch, daisy stitch.
	☐ Continue to advance weaving techniques to include more sophisticated looms and weaving in combination with other techniques, such as knotting.
	☐ Continue to advance batik techniques to include two or more dyes.
	☐ Continue to use collage, braiding and tie-dyeing techniques from previous grades, if applicable.
	☐ Continue to use appliqué as a designing or decorating device,

Take advantage of the visual art implications of any available technological device and explore the potential of emerging technologies. Included at this level, and advancing from previous grades:	and extend to quilting in selected areas.
	□ Use stitchery methods of one's own invention.
	Photography and Technographic Arts
	□ simple camera used for specific purposes such as close-ups, medium shots, long shots of same subject matter; various viewpoints, action, composition
	□ overhead projector for experimenting and composing with shape, line or colour including the use of fluid media (water, oil, food colouring), coloured acetates
	□ computer and computer software package and input devices, such as light pen, the mouse and tablets, to explore, design, compose, animate and program to make geometric shapes and designs
	□ copying devices for making compositions that involve paste-ups, distortions, reductions, block-outs
	□ laserdisc visuals interfaced with the computer for study and motivation purposes
	□ 8 mm movie camera for documentation, sequencing, capturing movement, animation
	□ lighting sources such as spotlights, flashlights, overhead projector light, disco lights for experimenting with effects
	□ video camera to compose
	□ slides for recording and sharing; handmade for understanding composition and pattern
	□ filmstrips handmade for documentation, sequencing and storytelling
	□ emerging new technologies, as available and applicable
	□ pinhole camera construction

Employ technological media techniques, practices and capabilities to promote art understanding, and create designs and compositions. Included at this level and advancing from previous grades:	☐ developing film
	☐ drawing directly on film or scratching for animation
	☐ selecting and synchronizing music and/or sound effects for a set of slides, short film, videotape
	☐ making or capturing visuals that carry a story and/or accompany a script
	☐ handmade slides

Health & Physical Education

Wellness Choices

Section	Specific Expectations
Personal Health	
By the end of Grade 6, students will:	□ evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection
	□ determine the health risks associated with the sharing of personal care items; e.g., articles of clothing, food/drinks, brushes, lip gloss
	□ identify and describe the stages and factors that can affect human development from conception through birth
	□ examine how health habits/behaviours influence body image and feelings of self-worth
	□ analyze personal eating behaviours—food and fluids—in a variety of settings; e.g., home, school, restaurants
	□ examine and evaluate the risk factors associated with exposure to blood-borne diseases—HIV, AIDS, hepatitis B/C; e.g., sharing needles, body piercing, tattooing, helping someone who is bleeding, being sexually active
Safety and Responsibility	
By the end of Grade 6, students will:	□ identify and communicate values and beliefs that affect healthy choices

Section	Specific Expectations
	□ analyze how laws, regulations and rules contribute to health and safety practices
	□ evaluate the impact of personal behaviour on the safety of self and others
	□ demonstrate responsibility for, and skills related to, the safety of self and others; e.g., baby-sitting, staying home alone, demonstrating Heimlich manoeuvre/ abdominal thrust techniques

Relationship Choices

Section	Specific Expectations
Understanding and Expressing Feelings	
By the end of Grade 6, students will:	□ recognize that individuals can choose their own emotional reactions to events and thoughts
	□ establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings
	□ develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity
	□ identify, analyze and develop strategies to overcome barriers to communication

Interactions	
By the end of Grade 6, students will:	☐ develop and demonstrate strategies to build and enhance relationships in the family; e.g., being honest, expressing empathy
	☐ develop strategies to maintain and enhance appropriate cross-age relationships; e.g., within the family, school and community
	☐ apply a variety of strategies for resolving conflict; e.g., practise treating differences of opinion as opportunities to explore alternatives
Group Roles and Processes	
By the end of Grade 6, students will:	☐ analyze the influence of groups, cliques and alliances on self and others; e.g., at home, in school, in the community
	☐ make decisions cooperatively; e.g., apply a consensus-building process in group decision making

Life Learning Choices

Section	Specific Expectations
Learning Strategies	
By the end of Grade 6, students will:	☐ expand strategies for effective personal management; e.g., develop and implement a personal budget, assess the power of positive thinking
	☐ identify personal skills, and skill areas, for development in the future
	☐ analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered
	☐ identify and develop strategies to

	overcome possible challenges related to goal fulfillment; e.g., self- monitoring strategies, backup plans
Life Roles and Career Development	
By the end of Grade 6, students will:	□ relate knowledge, skills and attitudes of a successful student to those of successful workers
	□ analyze and apply effective age-appropriate strategies to manage change; e.g., predict, plan and prepare for transition to next school level
Volunteerism	
By the end of Grade 6, students will:	□ identify the volunteer accomplishments of the community, and communicate information and appreciation
	□ analyze and assess the impact of volunteerism in the school and community

Activity

General Outcome	Specific Expectations
By the end of Grade 6, students will: acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor	*Basic Skills—Locomotor*
	□ select, perform and refine more challenging locomotor sequences
	□ consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
	Basic Skills—Non Locomotor
	☐ select, perform and refine more challenging nonlocomotor sequences
	□ consistently and confidently perform nonlocomotor skills by

pursuits.	using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
	Basic Skills—Manipulative: Receiving, Retaining, Sending
	☐ select, perform and refine more challenging ways to receive, retain and send an object with increasing accuracy
	☐ consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship
	Application of Basic Skills in an Alternative Environment
	☐ select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking
	Application of Basic Skills in Dance
	☐ demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others
	☐ demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli
	Application of Basic Skills in Games
	☐ demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone
	☐ demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games
	Application of Basic Skills in Types of Gymnastics
	☐ select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics

	Application of Basic Skills in individual activities
	☐ demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics

Benefits Health

General Outcome	Specific Expectations
By the end of Grade 6, students will: -understand, experience and appreciate the health benefits that result from physical activity.	*Functional Fitness*
	☐ explain the relationship between nutritional habits and performance in physical activity
	☐ demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity
	☐ explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to personal fitness level
	Body Image
	☐ acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
	Well-being
	☐ identify and plan for personal positive benefits from specific physical activity
	☐ describe and chart individual fitness changes as a result of engaging in physical activity
	☐ understand the connection between physical activity, stress management and relaxation

Cooperation

General Outcome	Specific Expectations
By the end of Grade 6, students will: -interact positively with others.	*Communication*
	☐ identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences
	Fair Play
	☐ identify and demonstrate etiquette and fair play

Leadership	
	☐ identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education
Teamwork	
	☐ describe and demonstrate practices that contribute to teamwork
	☐ identify and demonstrate positive behaviours that show respect for self and others

Do it Daily … for Life!

General Outcome	Specific Expectations
By the end of Grade 6, students will: -assume responsibility to lead an active way of life.	*Effort*
	☐ demonstrate enjoyment of participation through extended effort in physical activity
	☐ identify and demonstrate strategies that encourage participation and continued motivation
	Safety
	☐ identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions
	☐ participate in, and demonstrate the benefits of, safe warm-up and cool-down activities
	☐ select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating
	Goal Setting/Personal Challenge
	☐ set and modify goals to improve personal performance based on interests and abilities
	☐ analyze and create different ways to achieve an activity goal that is personally challenging
	Active Living in the Community

	☐ examine factors that influence community decisions to support and promote physical activity
	☐ choose and actively participate in a new group or individual activity that encourages daily participation

French
_____

Given the following fields of experience and the subfields within each field:

1. My Health and Well-being
    -healthy eating
    -expression of feelings and emotions
    -feeling well/feeling ill
    -seasonal sports and physical activities

2. My Neighbourhood
    -neighbourhood buildings
    -people in the neighbourhood
    -neighbourhood plan
    -neighbourhood transportation

3. Alberta: My Province
    -location
    -landscapes
    -common wild animals
    -communities and their festivals
    -it's riches

4. The Environment
    -natural environments and habitats
    -dangers to the environment
    -endangered animals
    -protection of the environment

5. Le Carnaval de Québec
    -location and date
    -symbols and activities

6. Four Holidays and Celebrations:
    -greetings, symbols and colours associated with the four holidays and celebrations

7. And other areas of interest

….students will engage in various language activities, based on the context, the communicative task and the different information and communication technologies available, in order to meet the following specific expectations:

Communication

Section	Specific Expectations
Listening Comprehension	
☐ demonstrate understanding of key words and ideas contained in simple, concrete oral texts by:	
	☐ responding with physical actions
	☐ answering in English
	☐ using graphic representations
	☐ yes/no statements
	☐ simple identification at the word level or global expressions
Reading Comprehension	
☐ demonstrate understanding of key words and ideas in simple, concrete oral texts :	
	☐ by responding with physical actions
	☐ by underlining, highlighting, matching, drawing or using English
Oral Production	
	☐ express simple oral messages by using gestures, one word utterances, memorized global expressions or simple, concrete sentences based on available models and sometimes recombining known linguistic elements
Written Production	
	☐ express simple written messages by copying, labelling, substituting words or using simple concrete sentences based on available models and sometimes recombining known linguistic elements

Language

Section	Specific Expectations
Knowledge of Language Concepts	
	☐ associate the French sound with the letter or letter combination or diacritical mark(s) (e.g., é [e] versus è [ɛ], beau [o])

	□ state, orally in their own words, that "to conjugate a verb" means naming the different forms a verb takes according to the personal subject pronoun used
	□ state, orally in their own words, that a conjugation is a verb pattern
	□ state, orally in their own words, that the common format of a verb conjugation includes the infinitive and all of the personal subject pronouns with the corresponding form of the verb
	□ explain, orally in their own words, the –er verb conjugation pattern in the present tense
	□ state, orally in their own words, that in French the verb avoir is used in some expressions where the verb "to be" is used in English (e.g., J'ai faim. vs I am hungry.)
	□ state, orally in their own words, that the preposition used in conjunction with the means of transportation varies according to the type of transportation being used (e.g., à bicyclette, en autobus)
	□ state, orally in their own words, that in French the indefinite article is not used when identifying one's profession (e.g., M. Brown est dentiste.)
	□ recognize that the words du, de la, de l' or des are used to express "some" in English (e.g., Je mange du brocoli./Je bois de l'eau.)
	□ recognize that jouer à is used with certain sports and activities and that faire de is used with others

Knowledge of Vocabulary

□ demonstrate an understanding of vocabulary associated with:

	□ basic food items
	□ the food groups
	□ nutritious foods
	□ meals and meal times
	□ expressions of feelings and emotions
	□ expressions of physical state

	☐ expressions of health
	☐ common physical activities
	☐ seasonal sports and activities
	☐ neighbourhood buildings
	☐ trades and professions of people in the neighbourhood
	☐ a basic plan of the neighbourhood
	☐ common means of neighbourhood transportation
	☐ Alberta's geographical location
	☐ cardinal and intermediate points
	☐ Alberta's landscapes
	☐ Alberta's common wild animals
	☐ Alberta's communities and their festivals
	☐ Alberta's riches
	☐ the environment
	☐ natural environments and habitats
	☐ dangers to the environment
	☐ endangered animals
	☐ protection of the environment
	☐ le Carnaval de Québec
	☐ holiday greetings and wishes
	☐ common holiday symbols
	☐ numbers to 1 000 000
	☐ question words
	☐ expressions of personal preference
	☐ basic description

	□ quantity

Application of Vocabulary and Language Concepts

Use the following linguistic elements, mainly orally and sometimes in
written form, in modelled situations, to communicate a simple message:

	□ vocabulary and language concepts presented in grades 4 and 5
	□ the names of basic food items
	□ the names of the food groups
	□ the names of nutritious foods
	□ the names of meals and meal times
	□ expressions of feelings and emotions (e.g., Je suis triste./Je suis heureuse.)
	□ expressions of physical state (e.g., J'ai chaud/froid/soif/faim.)
	□ expressions of health (e.g., J'ai mal à la tête./Je suis en bonne santé.)
	□ the names of common physical activities (e.g., une promenade, des exercices d'aérobie)
	□ the names of seasonal sports (e.g., le soccer, le ski)
	□ expressions related to physical activities and seasonal sports (e.g., Je joue au baseball en été./Je fais du ski en hiver./Je saute à la corde.)
	□ the names of neighbourhood buildings (e.g., un restaurant, un centre commercial)
	□ the names of trades and professions of people in the neighbourhood (e.g., médecin, factrice)
	□ vocabulary related to a basic plan of a neighbourhood (e.g., une rue/un avenue)
	□ the names of common means of neighbourhood transportation (e.g., un autobus, un taxi, un camion)

	☐ vocabulary describing Alberta's location within Canada and in relation to its neighbours (e.g., dans l'ouest du Canada, au nord des États-Unis)
	☐ the names of cardinal and intermediate points (e.g., le sud, le nord-est)
	☐ vocabulary related to Alberta's landscapes (e.g., les montagnes Rocheuses, les prairies, les lacs)
	☐ names of wild animals common to Alberta (e.g., une antilope, un mouflon, un orignal)
	☐ Names and locations of major towns and cities (e.g., Edmonton se trouve au centre de la province./Brooks est dans le sud de l'Alberta.)
	☐ Names and locations of some Francophone communities (e.g., Falher est dans le nord de l'Alberta.)
	☐ names, symbols and major activities associated with an Alberta festival (e.g., La fête du village à Legal, Medicine Hat Stampede)
	☐ vocabulary related to Alberta's riches (e.g., les montagnes Rocheuses, ses animaux sauvages, les vastes espaces, son pétrole)
	☐ vocabulary related to the environment (e.g., l'écosystème, l'environnement)
	☐ vocabulary related to natural environments and habitats (e.g., le pré, les montagnes, les forêts)
	☐ vocabulary related to dangers to the environment (e.g., l'effet de serre, la pollution)
	☐ Vocabulary related to endangered animals (e.g., L'ours polaire est un animal en danger de disparition.)
	☐ vocabulary related to the protection of the environment (e.g., le recyclage, réutiliser les plastiques)
	☐ vocabulary associated with le Carnaval de Québec (e.g.,

	Bonhomme Carnaval, les sculptures de glace, défilé)
	☐ the names of traditional holidays
	☐ colours associated with these holidays (e.g., la fête du Canada – le rouge et le blanc)
	☐ symbols associated with these holidays (e.g., l'Action de grâces – le dindon)
	☐ holiday greetings and wishes (e.g., Bonne fête Canada!)
	☐ the expression il faut + infinitive (e.g., Il faut recycler.)
	☐ the question forms, Qu'est-ce qu'il y a…?/Quel(s)/Quelle(s)…?/Quand…?
	☐ expressions of personal preference (e.g., j'aime, je n'aime pas, je déteste, je préfère…)
	☐ the adverbs of quantity and intensity beaucoup, bien, peu, assez, trop, plus and moins (e.g., Je mange assez le matin./Je mange trop de chocolat à midi.)
	☐ selected forms of the verb se trouver (e.g., Alberta se trouve entre la Colombie-Britannique et la Saskatchewan./ Les montagnes Rocheuses
	☐ se trouvent dans l'ouest de l'Alberta.)
	☐ singular forms of the verb travailler
	☐ singular forms of the verb manger
	☐ singular forms of the verb préférer
	☐ singular forms of the verb protéger
	☐ singular forms of the verb aller
	☐ singular forms of the verb habiter
	☐ singular forms of the verb faire
	☐ singular forms of common –er verbs (e.g., jouer, danser, regarder)
	☐ all forms of the verb aimer

	□ all forms of the verb détester
	□ correct pronunciation of known words

Culture

□ identify, with teacher's assistance:	

	□ the difference between the names and times of meals in Québec and in France
	□ the difference in the number of food groups in Canada (four) and in France (six)
	□ the names of two winter Francophone celebrations in Canada (e.g., le Festival du Voyageur à Saint-Boniface au Manitoba, le Carnaval de Québec au Québec)
	□ examples of French language names found on signs, in directories, in newspapers, etc., in the students' own neighbourhood or school
	□ neighbourhood (e.g., la Créperie Saint-Jacques, rue Sainte-Anne)
	□ two predominantly Francophone communities in Alberta and their locations (e.g., Beaumont est au sud d'Edmonton./Saint-Isidore est dans le nord de l'Alberta.)
	□ that the Canadian national anthem can be sung in English, in French and in a combination of both languages
	□ an historical fact about the Canadian national anthem

□ state, in French, that Canada has two official languages—French and English
□ recognize elements of Francophone cultures in the community (e.g., a French restaurant offering service in French; a police officer who can speak French and English)
□ recognize that subject area content can be learned in French
□ recognize that searches can be done on the Internet using French language search engines
□ Demonstrate awareness of the following cultural characteristics of the French language:

	□ the spacing in four- to six-digit numbers (e.g., 15 150)
	□ the spacing between sets of digits in seven-digit numbers (e.g., 1 000 000)
	□ the abbreviations for the cardinal and intermediate points (e.g., N./N.-O.)
	□ the abbreviations for the rue (r) and avenue (av.).

Language Learning Strategies

Section	Specific Expectations
Comprehension Strategies	
□ develop and use comprehension strategies to facilitate the understanding of an oral or written message	
Cognitive	□ guess the meaning of an unknown word or expression
	□ use visual clues (e.g., pictures, gestures, illustrations) and auditory clues (e.g., street noises, intonation, sighs)
	□ associate a gesture, a symbol or an illustration with a message identify cognates and word families
	□ activate prior knowledge and experiences
	□ predict what information a text may contain
	□ activate first language listening and reading skills
	□ represent meaning by using mental images, illustrations or graphic representations
	□ use repetition (e.g., listen again to a text or reread a text that is causing difficulty)
Socio-affective	□ participate willingly in French language learning experiences
	□ take the risk to listen to or read a new text in French

	□	ask questions, in the first language, to clarify or verify that a message has been understood
	□	tolerate ambiguity—accept that it is not necessary to understand every word in order to glean meaning
	□	collaborate with others to build confidence and exchange information
Metacognitive	□	focus attention on the activity to be carried out
	□	activate prediction skills based on previous knowledge and experience
	□	verify predictions
	□	focus attention on the required information
	□	focus attention on what is known and ignore what is unknown

Production Strategies

□ Develop and use production strategies to produce a simple oral or written message:

Cognitive	□	repeat a word, an expression, a pattern, a presentation, etc., silently or aloud
	□	use models to create a similar text
	□	use reference materials (e.g., vocabulary and expressions posted in the classroom)
	□	activate prior knowledge and experiences
	□	prepare a draft of the message
	□	find a different way of conveying a message (e.g., gestures, drawing, pointing to an example, using a different word or expression to approximate meaning)
Socio-affective	□	take the risk to say or write something in French
	□	ask questions to clarify understanding, meaning etc
	□	ask the speaker to repeat the message

	☐ ask the speaker to explain what was said
	☐ ask the speaker to speak more slowly
	☐ encourage classmates using expressions of approval or praise (e.g., Bravo!)
	☐ ask the speaker to spell out or draw the unknown word
	☐ indicate to the speaker that the message was not understood
	☐ use facial expressions or mime to get the message across
	☐ seek assistance from the teacher or a peer to clarify instructions, word
	☐ collaborate with others to brainstorm, resolve problems, rehearse and communicate messages
Metacognitive	☐ read instructions thoroughly before beginning a task
	☐ ask for clarification of a task before beginning
	☐ develop a plan, in English, to complete a class project (e.g., timeline for completing research, preparation, writing or a piece of artwork)
	☐ use checklists, written in English, to verify the work
	☐ reflect on and articulate, in English, what they have learned and can demonstrate in French
	☐ articulate their understanding of the grade-specific Knowledge of Language Concepts

☐ Develop and use memory strategies to learn, retain or recall vocabulary or grammatical structures:

Memory Strategies	☐ combine new learning vocabulary with previously learned vocabulary
	☐ practise a word, an expression or a grammatical pattern
	☐ repeat a new word or expression, silently or aloud
	☐ repeat a new word silently and associate it with an image
	☐ repeat a new word saying the letters or syllables that make

	up the word
	☐ use physical actions in conjunction with new vocabulary
	☐ create a rhyme or a song to help remember vocabulary, expressions or grammatical rules.