

Specific Curriculum Outcomes Framework

Grade 6

Table of Contents

Introduction	iii
Communication and Information Technology	1
Core French	6
English Language Arts	8
Health	10
Mathematics	12
Music	14
Physical Education	15
Science	19
Social Studies	24
Visual Arts	26

Introduction

This learning outcomes framework comprises a series of specific curriculum outcome statements describing what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences in their public school education. Through an ongoing process, the Department of Education and Early Childhood Development is developing a learning outcomes framework for each area of the public school program.

This document provides an overview of the learning outcomes framework organized by grade level and subject area. It is intended to serve as a brief survey of expected learning outcomes and as a tool to assist teachers in program planning. The connections among learning outcomes reflect natural affinities among subject areas and facilitate the design of a balanced, integrated program.

In designing appropriate learning experiences that enable students to achieve the expected learning outcomes, teachers and administrators are expected to refer to foundation documents and related curriculum guides. In planning the appropriate use of information technologies as tools for learning and teaching, teachers and administrators should also refer to the *Journey On* documents, located on the Department of Education and Early Childhood Development website http://www.edu.pe.ca/journeyon/

Foundation documents provide the framework for general and key-stage curriculum outcomes, outline the focus and key features of the curriculum, and describe contexts for learning and teaching. Curriculum guides elaborate on specific curriculum outcomes and describe other aspects of curriculum, such as program design and components, instructional and assessment strategies, and resources.

General curriculum outcomes are statements which identify what students are expected to know and be able to do upon completion of study in a curriculum area. Key-stage curriculum outcomes are statements which identify what students are expected to know and be able to do by the end of Grades 3, 6, 9, and 12 as a result of their cumulative learning experiences in a curriculum area. Specific curriculum outcomes are statements which identify what students are expected to know and be able to do at a particular grade level.

The following overview of the learning outcomes framework notes general curriculum outcomes and specific curriculum outcomes.

Elementary Program Components

Elementary schools must include, for all children in each year's program for kindergarten through Grades 1-6, health, language arts, mathematics, music, physical education, social studies, science, and visual arts. The elementary program does not include technology education as a subject area; however, the general and key-stage curriculum outcomes for technology education included in this booklet provide a framework for teachers of kindergarten through Grades 1-6 to use in integrating technology education within learning experiences across the curriculum.

Communication and Information Technology

General Technology Specific C Outcomes Symptom Symptom

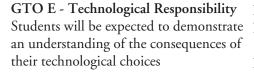
GTO A - Technology Problem Solving Students will be expected to design, develop, evaluate, and articulate technological solutions

GTO B - Technology Systems Students will be expected to operate and manage technological systems

GTO C - History and Evolution of B1.4 (I) Technology B1.5 (I) Students will be expected to demonstrate an understanding of the history and evolution of technology and of its social and B1.6 (G)

cultural implications

GTO D - Technology and Careers Students will be expected to demonstrate an understanding of current and evolving B1.9 (A) careers and of the influence of technology on the nature of work



CODES USED IN CONTINUUM

(A) AWARENESS LEVEL

The student is exposed to the technology as it is being used by others

(G) GUIDED LEVEL

The student begins to use the technology with the help of others

(I) INDEPENDENT LEVEL

The student uses technology without assistance

Specific Curriculum Outcomes

Computer System

Students will be expected to

- A1.1 (G) make use of help features to independently find solutions to problems
- B1.1 (I) login, open, and close a program; open, save, and manage technological solutions close a file with a mouse
- B1.2 (I) demonstrate proper use of login numbers and names, set-up and change passwords, and be aware of the implications of multiple logins
- B1.3 (I) begin to work with more than one file open at once (multi-task)
- B1.4 (I) differentiate between "Save" and "Save as"
 B1.5 (I) be able to identify the common Windows com
 - be able to identify the common Windows components of a given software screen (menu bar, button bar, cursor, insertion point)
 - 1.6 (G) have an understanding of file management (drives and folders, rename, select, move, copy, paste, delete, display format, backup, etc.)

B1.7 (G) understand how to display file properties

- understand the difference between software and hardware identify system specifications and be aware of compatibility issues between the hardware and the software (processor speed and type, RAM, hard drive size, optical drive, connection types, video card, sound card, monitor, network cards)
- B1.10 (I) understand how and when to re-boot (warm boot vs cold boot)
 B1.12 (G) demonstrate proper use of network printing, choosing printer,
 recognizing process and purpose of print queues
- B1.13 (A) identify computer viruses, how they are transmitted, and how anti-virus software is used to protect or clean a computer B1.14 (A) identify SPAM, pop-up ads, spyware, and other invasive
- B1.14 (A) identify SPAM, pop-up ads, spyware, and other invasive software coding
 B1.15 (I) modify and utilize pages/templates
- B1.16 (A) import and export files to other formats (.html, .pdf)

C1.1 (I) identify technologies that are found in everyday life

Social, Ethical, and Health

- A2.1 (G) identify aspects of an ergonomic workstation (lighting, monitor angle, work placement, keyboard height, seat height, posture, etc.)
- B2.1 (G) demonstrate proper touch keyboarding techniques (i.e., home row, quick key strokes, proper reaches)
- C2.1 (A) examine current Canadian law governing the use of technology
- D2.1 (A) determine the technological requirements for specific career goals
- E2.1 (I) respect equipment and other students' work
- E2.2 (I) work cooperatively at work station
- E2.3 (I) adhere to *Acceptable Use Agreement* for work stations/network/

General Technology Outcomes

Specific Curriculum Outcomes

Students will be expected to

- E2.4 (G) use electronic communication etiquette
- E2.5 (A) adhere to rules of freeware, shareware, and commercial ware
- E2.6 (G) adhere to copyright and privacy laws, give credit to sources of information (MLA, APA)
- E2.7 (G) identify ethical issues involved with Internet content, awareness of inappropriate use of technology
- E2.8 (I) demonstrate caution before sending personal information over the Internet
- E2.9 (A) follow publishing etiquette (suitable language, no discrimination, etc.) adhere to the guidelines for school web pages as outlined by PEI Department of Education and Early Childhood Development

Internet

Students will be expected to

- A3.1 (G) demonstrate awareness of the Internet as a source of information
- A3.2 (G) use various tools (search engines and directories) and strategies necessary to carry out research
- A3.3 (G) obtain/download material (test, graphics, files) from the Internet
- B3.1 (G) use the various browser navigation tools (back, forward, history)
- B3.2 (G) manage bookmarks/favourites
- B3.3 (G) distinguish among various file formats (file extensions), required plugins, file compression/decompression utilities
- C3.1 (G) discuss ways in which the Internet is evolving
- E3.1 (G) critically evaluate information and its source based on pre-determined criteria

Concept Maps

Students will be expected to

- A4.1 (G) use brainstorming techniques to generate ideas
- A4.2 (I) create a web (i.e., literary, concept, character, word, Venn Diagrams, and timelines)
- A4.3 (I) categorize ideas graphically
- A4.4 (I) create links between ideas; re-link or delete links between ideas
- B4.1 (G) add fonts, graphics, sound, and colours to enhance ideas
- A4.5 (I) elaborate on ideas (i.e., adding notes, annotations, etc.)
- B4.2 (G) create hyperlinks to files, web sites, or multimedia content

Graphics

- A5.1 (G) create illustrations or graphics by using the various drawing tools
- A5.2 (A) apply principles of design
- B5.1 (G) demonstrate various object editing features (i.e., select, unselect, resize, crop, area fill, add colour and pattern, size adjustment using the mouse or scale, various erasing techniques, object orientation, change font and text size, colour or appearance, create text blocks, change text wrap selection and other text manipulation functions)

General Technology Outcomes

Specific Curriculum Outcomes

Students will be expected to

- B5.2 (G) carry out various object manipulations (i.e., object alignment, creation of graphics in layers, grouping/ungrouping components of an image)
- B5.3 (A) use other graphic creation tools (i.e., clone brush, colour replacements, effects and filters, hexidecimal (RGB and CMYK colour values)

Spreadsheets

Students will be expected to

- A6.1 (G) plan/design a spreadsheet to organize and tabulate data from various sources to make a schedule, tally/score sheet, solve a mathematical word problem
- A6.2 (A) correct errors, modify, or delete data in a cell
- A6.4 (G) use different types of graphs/charts (line, pie, bar) to visually represent data; label graph components (legend, title, *x-y* axis, colour, fill pattern)
- B6.1 (G) identify spreadsheet components and terminology (rows and columns, cell addresses, data entry bar)
- B6.2 (A) identify different types of cell data (text, numeric, function, date)
- B6.3 (I) enter data into simple pre-existing spreadsheets, auto fill data, data entry bar, sort data
- B6.4 (G) edit spreadsheet layout (insert and delete rows or columns, select a range of cells, alter column widths and row heights, lock row and column headings, lock and unlock cell(s), create fixed titles)
- B6.5 (A) enter formulas to perform calculations across columns, rows, cells, move/copy data or formulas from one area to another
- B6.6 (G) format numbers (decimal places, currency, etc.), format text (font, colour, size)

Word Processing

- A7.2 (I) identify examples of desktop publishing (i.e., newspaper, catalogue, ads, brochure)
- B7.1 (I) use a grade level appropriate word processor to create and edit written work
- B7.2 (I) locate characters on a keyboard and identify functions of word processing (i.e., cursor, insertion point, enter key, space bar, upper case, backspace, shortcut key)
- B7.3 (I) use editing tools to revise work (i.e., spell check, thesaurus, find, and replace)
- B7.4 (I) change font, size, colour, style (i.e., bold italics, underline, insert special characters, drop capitals)
- B7.5 (G) format text (i.e., justification, line spacing, outlines and bullets, text wrap)
- B7.6 (G) format documents (i.e., using margins, tab rulers, indents, page centre, border, watermark)
- B7.7 (I) insert a graphic and manipulate (i.e., resize, add borders and fill, create text art)
- B7.8 (G) insert and format tables and text boxes (i.e., lines, fill, columns, rows, borders, alignment)

General Technology Outcomes

Specific Curriculum Outcomes

Students will be expected to

- B7.9 (A) format multi-page documents with headers, footers, page numbers, page breaks and keep text together function, change page orientation/size (i.e., text presentation features)
- B7.10 (A) insert automated features (i.e., date and file stamp)

Multimedia

Students will be expected to

- A8.1 (G) apply planning strategies, (storyboards, scripts, graphic organizing, brainstorming)
- A8.2 (G) create an age/grade appropriate slide show presentation that may contain one or more of the following objects (text, graphics, images, animations, audio and video)
- A8.3 (A) describe situations where streaming video and audio is appropriate
- A8.5 (G) select an appropriate medium to convey message (be conscious of file size, formats, and storage location)
- B8.1 (I) navigate multimedia resources such as slide shows, on-line resources or CD ROM interactive educational activities
- B8.2 (A) use multimedia creation and editing tools (screen captures, scanner, sound recording, digital image editing software: still and video)
- B8.3 (A) convert file formats for a particular application (.jpg, .gif, .bmp, .mp3, .wav, .avi, .mpeg, .mov, etc.)

Database

- A9.1 (I) use an existing database (CD-ROM, MicroCat, Dynex, Internet search engine) to find information (sign up for Provincial Library Card Abbycat)
- A9.2 (G) perform searches on a database file using logical and Boolean operators (understands commands, scope, filters, and conditions)
- A9.3 (G) design/plan a database to use as a method of organizing information
- A9.4 (G) create and modify a form (add graphics and error checking routines)
- A9.5 (G) use databases to analyse data and look for trends
- B9.1 (I) enter data into a pre-existing database, edit data, and use automated text
- B9.2 (G) create fields with variable field types (numeric, text, date) and properties (colour, width, font, etc.)
- B9.3 (G) restructure database (add/delete fields, change field width)
- B9.4 (G) sort records alphabetically, numerically, and by multiple fields
- B9.5 (G) create a report from the entire database or selected records
- E9.1 (G) examine functions and implications of database driven web sites (i.e., on-line purchasing, searching, and password secure items)

General Technology Outcomes

Specific Curriculum Outcomes

Telecommunications

Email:

Students will be expected to

B10.1 (I) send messages
B10.2 (I) open messages
B10.3 (G) manage mail/folders
B10.4 (G) manage address books
B10.5 (G) use distribution lists
B10.6 (G) send and open attachments
B10.7 (G) create signatures
B10.8 (A) apply filters and rules

E-Learning Collaborative Tools:

Students will be expected to

A10.1 (A) collaborate using software: (i.e., whiteboard, slideshow, application sharing, chat, messaging, send and receive files, photos, group file sharing, resource sharing [links], on-line content creation and sharing, assignment drop box, video and audio, discussion forums, journal)

Web Authoring

Students will be expected to

A11.1 (G) identify web page creation possibilities
A11.2 (A) create appropriate text and image file formats
B11.2 (A) create a basic web page (may include backgrounds, images, hyperlinks, tables)
B11.3 (A) indicate where file or page is hosted (server, web server, hosting service)
B11.6 (G) embed objects (audio, video, .pdgs, animation, Flash, Java Script Applet)

Core French

General Curriculum Outcomes

Communication

GCO 1: On the basis of their experience in the core French curriculum, students will be expected to communicate effectively in French, both orally and in writing and to interact appropriately in a variety of situations that relate to their needs and interests.

General language education

GCO 2: On the basis of their experience in the core French curriculum, students should be able to choose and implement strategies to facilitate their communication in French and improve their learning.

Key-Stage Curriculum Outcomes and Sample Specific Curriculum

(For a complete list of the specific curriculum outcomes, please refer to the Elementary Core French Curriculum Guide.)

Students should be able to

- 1.1 cope in a classroom where French is the language spoken (e.g., ask for clarification)
- share personal information by using partial sentences and/or by answering questions (e.g., personality traits)
- 1.3 identify and describe objects, animals, people, events, and places that are part of their environment (e.g., school personnel, means of transportation)
- 1.4 share their tastes, preferences, interests, and feelings (e.g., types of TV shows, web sites)
- 1.5 participate in a variety of interactive activities (e.g., survey)
- 1.6 ask simple questions (e.g., prepare an interview)
- 1.7 demonstrate an understanding of the main idea in a simple text (e.g., categorize information)
- 1.8 select relevant details in a simple text (e.g., follow given instructions)
- 1.9 respond personally to simple texts through song, drawing, drama
- 1.10 produce a variety of simple texts, often by following a model (e.g., song, word puzzle, newsletter)
- 2.1 use various clues to recongize and identify words, for example, words in the same family, prefixes, suffixes, cognates, and loanwords (e.g., synonyms)
- 2.2 use textual clues to anticipate and understand a text, for example, pictures, graphic respresentations, page layout, listening to key words, and context (e.g., use a map with a legend)
- 2.3 create connections between their prior knowledge and the text being studied (e.g., use knowledge of his/her mother tongue to guess new French words)
- 2.4 recognize the importance of their role in the learning process their responsibilities toward others, for example, by cooperation, interaction, reflecting on what is being taught, risk taking, etc. (e.g., work in co-operative groups)
- 2.5 use a variety of tools, for example, dictionaries and technology, to create texts (e.g., French-English dictionary)
- 2.6 produce an oral or written text by following a production model, for example, the writing process (e.g., create a magazine)

Culture

GCO 3: On the basis of their experience in the Core French curriculum, students should be able to demonstrate an appreciation and understanding of francophone cultures, while comparing them with their own culture, as well as an appreciation and understanding of Canada's culticultural reality.

Language

GCO 4: On the basis of their experience in the Core French curriculum, students should be able to recognize and use in context elements of the linguistic code, orally and in writing, to facilitate their communication in French.

Fields of experience

GCO 5: On the basis of their experience in the Core French curriculum, students should be able to participate in a variety of language experiences appropriate to their needs and interests.

Key-Stage Curriculum Outcomes and Sample Specific Curriculum

Students should be able to

- 3.1 identify and locate certain francophone communities locally, provincially, nationally, and internationally (e.g., La Louisiane, Chéticamp)
- 3.2 identify and describe certain realities of francophone cultures (e.g., traditional songs)
- 3.3 name some similarities and differences between their culture and francophone cultures (e.g., advertisements)
- identify several contemporary francophone personalities (e.g., Roch Voisine, famous athletes)
- demonstrate an awareness of Canada's cultural mosaic (e.g., ethnic artists and artisans)
- 3.6 demonstrate knowledge of authentic texts (e.g., name a few French magazines)
- 3.7 identify signs of bilingualism in our society (e.g., French TV channels)
- 4.1 recognize the linguistic elements relating to areas of experience and to their communication needs (e.g., Il/elle a mal de + partie du corps)
- 4.2 use the linguistic elements relating areas of experience and to their communication needs (e.g., Il faut, adverbes)

5.1 engage in language experiences in a variety of areas (e.g., nature, community, media, and technology)

English Language Arts

General Curriculum Outcomes

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

GCO 6: Students will be expected to respond personally to a range of texts.

Specific Curriculum Outcomes

- 1.1 contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others
- 1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.3 defend and/or support their opinions with evidence
- 1.4 listen critically to others' ideas or opinions and points of view
- 2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion
- 2.2 use word choice and emphasis, making a conscious attempt to produce a desired effect
- 2.3 give and follow instructions and respond to a variety of questions and instructions
- engage in, respond to, and evaluate a variety of oral presentations and other texts
- 3.1 listen attentively and demonstrate awareness of the needs, rights, and feelings of others
- 3.2 detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language
- 3.3 make a conscious attempt to consider the needs and expectations of their audience
- 4.1 select, independently, texts appropriate to their range of interests and learning needs
- 4.2 read widely and experience a variety of children's literature with an emphasis on genre and authors
- 4.3 use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information
- 4.4 use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning
- 4.5 reflect on and discuss their own processes and strategies in reading and viewing
- 5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts
 - demonstrate understanding of the purpose of classification systems and basic reference materials
 - use a range of reference texts and a database or an electronic search to facilitate the selection process
- 6.1 explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts

Specific Curriculum Outcomes

Students will be expected to

7.3

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

- 6.2 reflect on and give reasons for their interpretations of an increasing variety of texts
- 7.1 recognize that facts can be presented to suit an author's purpose and point of view
 - consider information from alternative perspectives
- 7.2 identify the conventions and structure of a variety of print and media texts and genres
 - make connections with the purpose of each text or genre respond critically to texts by
 - applying a growing range of strategies to analyse and evaluate texts
 - demonstrating a growing awareness that all texts reflect a purpose and a perspective
 - recognizing when language is being used to manipulate, persuade, or control them
 - detecting prejudice, stereotyping, and bias

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

- 8.1 use a range of strategies in writing and other ways of representing to
 - frame questions and design investigations to answer their questions
 - find topics of personal importance
 - record, develop, and reflect on ideas
 - compare their own thoughts and beliefs to those of others
 - describe feelings, reactions, values, and attitudes
 - record and reflect on experiences and their responses to them
 - formulate goals for learning
- practise and apply strategies for monitoring learning
- 8.2 select appropriate note-making strategies from a growing repertoire
- 8.3 make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.

- 9.1 create written and media texts using an increasing variety of forms
 - demonstrate understanding that particular forms require the use of specific features, structures, and patterns
- 9.2 address the demands of an increasing variety of purposes and audiences
 - make informed choices of form, style, and content for specific audiences and purposes
- 9.3 invite responses to early drafts of their writing/media productions
 - use audience reaction to help shape subsequent drafts
 - reflect on their final drafts from a reader's/viewer's/listener's point of view

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

- 10.1 select from a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations
- 10.2 use the conventions of written language in final products
- 10.3 use technology with increasing proficiency to create, revise, edit, and publish texts
- 10.4 demonstrate commitment to shaping pieces of writing and other representations
- select, organize, and combine relevant information, from three to five sources

Health

General Curriculum Outcomes

Wellness Choices

Relationship Choices

healthy interactions.

GCO: Students will develop effective interpersonal skills that demonstrate

responsibility, respect, and caring

in order to establish and maintain

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Specific Curriculum Outcomes

Personal Health

Students will be expected to

- W-6.1 evaluate the need for balance and variety in daily activities that promote personal health
- W-6.2 determine the health risks associated with the sharing of personal care items
- W-6.3 examine how health habits/behaviours influence body image and feelings of self-worth
- W-6.4 analyse personal eating behaviours food and fluids in a variety of settings

Safety and Responsibility

Students will be expected to

- W-6.5 identify and communicate values and beliefs that affect healthy choices
- W-6.6 analyse how laws, regulations, and rules contribute to health and safety practices
- W-6.7 evaluate the impact of personal behaviour on the safety of self and others
- W-6.8 demonstrate responsibility for, and skills related to, the safety of self and others

Sexual Health

Students will be expected to

- W-6.9 describe physical, emotional, and social changes that occur during puberty
- W-6.10 identify the basic components of the human reproductive systems and describe the basic functions of the various components

Understanding and Expressing Feelings

Students will be expected to

- R-6.1 recognize that individuals can choose their own emotional reactions to events and thoughts
- R-6.2 establish personal guidelines for expressing feelings
- R-6.3 develop personal strategies for dealing with stress and change
- R-6.4 identify, analyse, and develop strategies to overcome barriers to communication

Interactions

- R-6.5 develop and demonstrate strategies to build and enhance relationships in the family
- R-6.6 develop strategies to maintain and enhance appropriate cross-age relationships
- R-6.7 apply a variety of strategies for resolving conflict

Specific Curriculum Outcomes

Group Roles and Processes

Students will be expected to

- R-6.5 analyse the influence of groups and cliques on self and others
- R-6.6 make decisions co-operatively

Life Learning Choices Lea

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Learning Strategies

Students will be expected to

- L-6.1 develop strategies for effective personal money management
- L-6.2 identify personal skills and skill areas for development in the future
- L-6.3 analyse influences on decision making
- L-6.4 identify and develop strategies to overcome possible challenges related to goal fulfilment

Life Goals and Career Development

Students will be expected to

- L-6.5 relate knowledge, skills, and attitudes of a successful student to those of successful workers
- L-6.6 analyse and apply effective age-appropriate strategies to manage change

Volunteerism

- L-6.7 identify the volunteer accomplishments of the community, and communicate information and appreciation
- L-6.8 analyse and assess the impact of volunteerism in the school and community

Mathematics

General Curriculum Outcomes

Number (N)

GCO: Develop number sense.

Specific Curriculum Outcomes

Students will be expected to

- N1 Demonstrate an understanding of place value for numbers:
 - greater than one million;
 - less than one thousandth.
- N2 Solve problems involving large numbers, using technology.
- N3 Demonstrate an understanding of factors and multiples by:
 - determining multiples and factors of numbers less than 100;
 - identifying prime and composite numbers;
 - solving problems involving muliples.
- N4 Relate improper fractions to mixed numbers.
- N5 Demonstrate an understanding of ratio, concretely, pictorially and symbolically.
- N6 Demonstrae an understanding of percent (limited to whole numbers) concretely, pictorially, and symbolically.
- N7 Demonstrate an understanding of integers, concretely, pictorially, and symbolically.
- N8 Demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors).
- N9 Explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers).

Patterns and Relations (PR)

GCO: Use patterns to describe the world and solve problems.

- PR1 Demonstrate an understanding of the relationships within tables of values to solve problems.
- PR2 Represent and describe patterns and relationships using graphs and tables.
- PR3 Represent generalizations arising from number relationships using equations with letter variables.
- PR4 Demonstrate and explain the meaning of preservation of equality concretely, pictorially, and symbolically.

Shape and Space (SS)

GCO: Use direct and indirect measure to solve problems.

- SS1 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.
- SS2 Demonstrate that the sum of interior angles is:
 - 180° in a triangle;
 - 360° in a quadrilateral.
- SS3 Develop and apply a formula for determining the:
 - perimeter of polygons;
 - area of rectangles;
 - volume of right rectangular prisms.

Specific Curriculum Outcomes

Students will be expected to

- SS4 Construct and compare triangles, including:
 - scalene;
 - isosceles;
 - equilateral;
 - right;
 - obtuse;
 - acute

in different orientations.

- SS5 Describe and compare the sides and angles of regular and irregular polygons.
- SS6 Perform a combination of translation(s), rotation(s) and/or reflection(s) on a single 2-D shape, with and without technology, and draw and describe the image.
- SS7 Perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations.
- SS8 Identify and plot points in the first quadrant of a Cartesian plane using whole number ordered pairs.
- SS9 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 (SP)

GCO: Collect, display, and analyse data to solve problems.

- SP1 Create, label, and interpret line graphs to draw conclusions.
- SP2 Select, justify, and use appropriate methods of collecting data, including:
 - questionnaires;
 - experiments;
 - databases;
 - electronic media.
- SP3 Graph collected data and analyse the graph to solve problems.
- SP4 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.

Music

General Curriculum Outcomes

GCO 2: Students will be expected to develop an appreciation of the importance of music in daily life and respect the role that music plays in their heritage and culture.

Specific Curriculum Outcomes

- 6.2.1 continue to examine and value how music is a source of enjoyment and personal well-being
- 6.2.2 continue to compare and discuss different and similar roles of music locally, nationally, and globally
- 6.2.3 continue to compare and reflect on (changes in) their thoughts and feelings with those of others about the role and influence of music in their daily lives including ways in which it is used in mass media and popular culture
- 6.2.4 continue to demonstrate respect and appreciation for environmental, historical, and social factors that influence music of diverse cultures
- 6.2.5 discuss a variety of musical events that give meaning to Canadian culture and historical issues
- 6.2.6 demonstrate and articulate their understanding and appreciation of contemporary career choices for musicians as well as explain or present how music is utilized in other artistic and work environments

Physical Education

Please note: The three goals, Active Living, Skilful Movement, and Relationships will be referred throughout this section as GCO 1, GCO 2, and GCO 3.

GCO 1: Active Living

Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.

General Curriculum Outcomes

GCO₁

GCO 2: Skilful Movement

Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.

GCO 3: Relationships

Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activites.

Specific Curriculum Outcomes

Active Living

Students will be expected to

6.1 Cardiovascular Fitness

Create and implement a personal health-related fitness plan targeting the health-related fitness component of cardio-vascular endurance that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity

Cross-curricular link Health: Wellness Choices - W-6.1

6.2 Body Composition

Demonstrate an understanding of the impact of inactivity on body composition and how to make healthy choices for a balanced self, including regular participation in movement activity, that effectively and safely affect (maintain, increase, decrease) body fat composition

Cross-curricular link Health: Wellness Choices - W-6.1

GCO 1, GCO 2

Active Living, Skilful Movement

Students will be expected to

6.3 Muscle Fitness

Apply self-selected strategies for effectively and safely improving muscular endurance and flexibility, and apply, with guidance, an understanding of how to effectively and safely improve muscular strength

GCO 1, GCO 2, GCO 3

Active Living, Skilful Movement, Relationships

Students will be expected to

6.4 Skill-Related Fitness

Demonstrate, through participation in movement activities, an understanding of the skill-related components of fitness (power, agility, speed, reaction time, balance, and co-ordination) and how they connect with the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition) in the development of each other

GCO 2

GCO₁

GCO 2

GCO 2, GCO 3

Specific Curriculum Outcomes

Skilful Movement

Students will be expected to

6.5 Complex Skills

Demonstrate a progression towards control in complex movement skills that combine locomotor (travelling) skills, non-locomotor (non-travelling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, receiving and sending the double balls in double ball)

Active Living

Students will be expected to

6.6 Manipulative Skills

Express and apply, with guidance, performance cues (visual contact, point of release or contact, absorption) to enhance manipulative (moving objects) skills

to the utilization level of skill when punting

Skilful Movement

Students will be expected to

6.7 Biomechanics

Explore, apply, and communicate the biomechanical concepts and principles of force production, force absorption, and resistance as a means to enhance independence in learning motor skills involving locomotor (travelling), non-locomotor (non-travelling), and manipulative (moving objects) skills

Curriculum Note:

Concepts of Force, Friction, Simple Machines, Levers, and Pulleys are taught in Grade 5 Science.

Skilful Movement, Relationships

Students will be expected to

6.8 Movement Concepts

Analyse and apply, with guidance, movement concepts to support skill development while participating in

- target games (e.g., effort qualities in backswing wrist action on out-turn in curling)
- invasion/territorial games (e.g., offensive pace to an "open space")

6.9 Decision Making

Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in

- target games (e.g., bowling, curling, golf, bocce ball, archery)
- invasion/territorial games (e.g., basketball, touch football, soccer, team handball, soft lacrosse, floor hockey, ultimate frisbee)
- low-organizational, inventive, and co-operative games (e.g., capture the flag, four goal game)

Specific Curriculum Outcomes

Students will be expected to

GCO 1, GCO 2, GCO 3

Active Living, Skilful Movement, Relationships

Students will be expected to

- 6.10 Alternate Environment and Body Management
 Apply controlled use of selected movement skills and variations
 (i.e., locomotor, non-locomotor, and manipulative skills) as well as
 safe and environmentally friendly behaviours while participating in
 a variety of
 - alternate environment activities (e.g., skating, crosscountry skiing, downhill skiing, snowshoeing, roping, cycling, hiking, kayaking, aquatics, tobogganing, orienteering)
 - body management activities, including dance and educational gymnastics, as well as others (e.g., pilates, wrestling, skipping, track and field, yoga, aerobics)

GCO 1, GCO 3

Active Living, Relationships

Students will be expected to

6.11 Volunteerism and Leadership

Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a co-operatively planned class activity that focusses on engaging others and enhancing their level of participation in movement activity

Curriculum Note:

There are two outcomes in the Grade 6 Health curriculum that address volunteerism. You may decide to collaborate with the health teacher for this outcome.

6.12 Influences

Analyse the attributes (e.g., height, natural speed of movement, rhythmical sense) and limitations (e.g., physical development, motor disabilities, visual impairments) of self and others as sources of information for making decisions related to participation of self and others in movement activity as well as for possible career choices

(Prince Edward Island Physical Education Safety Guidelines document)

6.13 Safety and Rules

Analyse and apply safety guidelines and rules that apply to the target games, invasion/territorial games, and alternate environment activities to develop an appreciation of their impact on self and others

GCO₃

Specific Curriculum Outcomes

Students will be expected to

Relationships

Students will be expected to

6.14 Relationship Skills

While participating in movement activities, apply a personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self-control, involvement, self-responsibility, and caring for others to support personal growth in making positive connections to others

Cross-curricular link Health: Relationship Choices Outcomes

6.15 History & Culture

Examine, evaluate, and represent the historical and present impact of our World neighbours on the development of movement activity options as a means of supporting the wellbeing of self and others

Science

General Curriculum Outcomes

STSE/Knowledge

GCO 1: Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. (STSE)

GCO 3: Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge.

Skills

GCO 2: Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

Attitudes

GCO 4: Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

Specific Curriculum Outcomes

Life Science: Diversity of Life

The Role of a Common Classification Scheme for Living Things Students will be expected to

- identify different ways to classify living things in their local habitat (204-6)
- classify living things in the local habitat and create a chart or diagram that shows the method of classifying (206-1)
- present a selected classification scheme to others (207-2)
- describe how classifications may vary and suggest possible explanations for variations (104-5)
- identify communication problems that arise from the differences in classification schemes for living things and describe the role of a common classification system (206-9, 300-15)

The Animal Kingdom: Vertebrates and Invertebrates Students will be expected to

- classify animals as vertebrates or invertebrates (104-8, 300-16)
- compare the characteristics of mammals, birds, reptiles, amphibians, and fish (300-17)
- record observations while investigating common arthropods (205-7)
- compare characteristics of common arthropods (300-18)
- classify invertebrates as arthropods or "other invertebrates" (206-1)

Microorganisms

Students will be expected to

- identify and use appropriate equipment to examine and describe a variety of microorganisms (204-8, 300-19)
- describe how microorganisms meet their basic needs, including obtaining food, water, and air, and moving around (302-12)
- provide examples of how science and technology have been involved in identifying and controlling the growth of microorganisms (107-6)
- describe products and techniques that can be used at home to protect against unwanted microorganism growth (107-1)

Adaptions and Natural Selection

- propose questions about the relationship between the structural features of organisms and their environment, and use a variety of sources to gather information about this relationship (204-1, 205-8)
- compare the adaptations of closely related animals living in different parts of the world, and discuss reasons for any differences (310-15)

Specific Curriculum Outcomes

Students will be expected to

- describe reasons why various animals are endangered, and describe efforts to study their population size and ensure their continued existence (105-1, 107-6)
- identify changes in animals over time, using fossils (301-16)
- identify the theory of natural selection as one that has developed based on the gradual accumulation of evidence (105-5)
- identify paleontologists as people who study fossils, and describe examples of improvements to some of their techniques and tools that have resulted in a better understanding of fossil discoveries (106-3, 107-11)

Physical Science: Electricity

Electrical Safety

Students will be expected to

- use tools and apparatus such as batteries, bulbs, and wires in a manner that ensures personal safety and the safety of others (205-9)
- identify and explain the dangers of electricity at work or at play (303-31)
- describe examples of how our knowledge of the hazards of electrical shock has led to the development of electrical safety features (106-4)

Investigating Static Electricity

Students will be expected to

- record observations while exploring and solving static electricity challenges (205-7)
- suggest possible explanations for variations in the results of investigations involving static electricity (104-5, 206-3)
- use the terms attraction, repulsion, electrons, positive charge, and negative charge in meaningful contexts while exploring static electricity (204-4)

Circuit Pathways

- compare a variety of electrical pathways by constructing simple circuits, and illustrate the electrical circuits with drawings and appropriate symbols (303-23, 207-2)
- follow instructions for testing the conductivity of different solids and liquids, and draw conclusions as to which materials tested were insulators or conductors (205-3, 300-20)
- describe the role of switches in electrical circuits, and identify materials that can be used to make a switch (303-24, 204-8)
- compare characteristics of series and parallel circuits (303-25)
- compare the characteristics of static and current electricity (303-22)

Specific Curriculum Outcomes

Electromagnets and their Applications

Students will be expected to

- describe the relationship between electricity and magnetism when using an electromagnet (303-27)
- propose questions about the factors that affect the strength of electromagnets, state predictions, and hypotheses related to these factors, and carry out a fair test of these factors (204-1, 204-3, 205-1)
- describe how knowledge of electromagnets has led to the development of many electrical devices that use them (106-3)

Uses for Electricity

Students will be expected to

- demonstrate how electricity in circuits can produce light, heat, sound, motion, and magnetic effects (303-26)
- propose electrical circuitry problems to investigate, and plan a set of steps to solve them (204-1, 204-7)
- describe how knowledge of electricity has led to many new inventions that have changed the way we live, and describe ways in which we have become increasingly dependent on electricity over the years (107-9, 106-4)

Sources of Electricity

Students will be expected to

- describe how knowledge that magnets can produce electric current led to the invention of electrical generators (106-4)
- identify and investigate various methods of generating electricity (past, present, and future), and describe some ways in which these methods affect the environment (303-28, 105-3, 108-8)
- identify and explain sources of electricity as renewable or nonrenewable (303-29

Electrical Energy Consumption and Conservation

• identify and explain different factors that could lead to a decrease in electrical energy consumption in the home and at school and how this will help protect the environment (108-5, 303-30)

Physical Science: Flight

Drag

- rephrase questions about drag in a testable form and then carry out procedures and make and record observations to test the performance of a flying device (204-2, 205-5, 207-2)
- describe and demonstrate methods for altering drag in flying devices (301-18)
- describe how the results of similar and repeated investigations testing drag may vary and suggest possible explanations for variations (104-5)
- suggest improvements to the design of a flying device to improve its performance (206-6)

Specific Curriculum Outcomes

Students will be expected to

 provide examples of how technological research and design has resulted in many product designs that have reduced the amount of drag experienced (107-6)

Lift and Wing Shape

Students will be expected to

- describe the role of lift in overcoming gravity and enabling devices or living things to fly (303-32)
- plan and carry out a set of steps to investigate the effect of wing shape on lift, and select and use tools in building models of various wing shapes (204-7, 205-1, 205-2)
- demonstrate and describe how lift is affected by the shape of a surface (301-17)
- identify characteristics and adaptations that enable birds and insects to fly (300-21)
- describe how knowledge of how wing shape affects lift has led to the development of aerodynamically designed wings, and features on planes that allow wing shape to be altered during the flight (106-4)

Lift and Bernoulli's Principle

Students will be expected to

- identify situations which involve Bernoulli's principle (303-33)
- describe how aerodynamic research using wind tunnels and/or computers can contribute to new airplane designs (106-3)
- explain why using computer simulations and/or wind tunnels are appropriate processes for investigating wing and airplane designs (104-3)
- identify and use a variety of sources to investigate the use of wind tunnels in testing aircraft shapes (205-8)

Thrust and Propulsion

Students will be expected to

- describe and demonstrate the means of propulsion for flying devices (303-34)
- describe and justify the differences in design between aircraft and spacecraft (300-22)
- compare current and past air and space craft (105-3)
- describe some ways that flying devices have changed the way people work and live (107-9)
- provide examples of Canadians who have contributed to the science and technology of aircraft (107-12)

Earth and Space Science: Space

Space Exploration

Students will be expected to

 describe how astronauts are able to meet their basic needs in space (301-21)

Specific Curriculum Outcomes

Students will be expected to

- provide examples of Canadians who have contributed to the science and technology of space exploration (107-12)
- describe examples of improvements to the tools and techniques of exploring the solar system that have led to discoveries and scientific information (106-3)
- describe scientific/technological achievements in space science that are the result of contributions by people from around the world (107-15)
- identify examples of scientific questions and technological problems about space and space exploration that are currently being studied (105-1)

Relative Positions and Motion of the Earth, Moon, and Sun

Students will be expected to

- describe how peoples' conceptions of the Earth and its position in the solar system have been continually questioned and changed over time (105-6)
- demonstrate how Earth's rotation causes the day and night cycle and how Earth's revolution causes the yearly cycle of seasons (301-19)
- observe and explain how the relative positions of the Earth, the moon, and the sun are responsible for the moon phases, eclipses, and tides (301-20)

The Solar System

Students will be expected to

- select and use tools in building models of the solar system that show approximate relative sizes of the planets and sun, and the approximate relative orbits of the planets around the sun (205-2)
- describe the physical characteristics of components of the solar system (104-8, 300-23)
- identify and use a variety of sources and technologies to gather
 pertinent information about a planet, moon, asteroid, or comet, and
 display their findings using diagrams, pictures, and/or descriptions
 from recent explorations (105-1, 205-8, 207-2)
- evaluate the usefulness of different information sources when getting information about the components of the solar system (206-4, 204-6)

Stars and Constellations

- identify constellations from diagrams, pictures, and/or representations of the night sky (302-13)
- use electronic or print resources, and/or visit a planetarium to gather information on the visual characteristics and mythology of constellations (205-8)
- compare how different cultures have used the positions of stars for such things as the appropriate time to plant and harvest crops, navigate the oceans, and/or foretell significant events (107-3)

Social Studies

General Curriculum Outcomes

Citizenship, Power, and Governance

GCO: Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

Culture and Diversity

GCO: Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

Individuals, Societies, and Economic Decisions

GCO: Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

Interdependence

GCO: Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment — locally, nationally, and globally — and the implications for a sustainable future.

People, Place, and Environment

GCO: Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

Time, Continuity, and Change

GCO: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Specific Curriculum Outcomes

Conceptual Organizer: Prince Edward Island History

(The first half of Grade 6 social studies)

Unit One: Time

Students will be expected to

6.1.1 identify selected events of the Contemporary/European period on a time line

Unit Two: People

Students will be expected to

- 6.2.1 demonstrate an understanding that people from many parts of the world are part of P.E.I. history
- 6.2.2 research the historical contributions of one individual associated with P.E.I. history

Unit Three: Transportation

Students will be expected to

6.3.1 examine the development of transportation modes on the Island over time

Unit Four: Government

Students will be expected to

6.4.1 examine the impact of past political decisions on present day life on P.E.I.

Unit Five: Economy

Students will be expected to

6.5.1 demonstrate an understanding of the economic activities on P.E.I. over time

Unit Six: Lifestyles

Students will be expected to

6.6.1 identify changing lifestyles of people on P.E.I. over time

Unit Seven: Culture and Culmination

Students will be expected to

- 6.7.1 demonstrate an understanding of the influence of P.E.I. cultural traditions on present day P.E.I. lifestyle
- 6.7.2 demonstrate an understanding of a significant event of Island history

Conceptual Organizer: World Cultures

(The second half of Grade 6 social studies)

Unit One: An Introduction to Culture

- 6.1.1 demonstrate an understanding of the concept of culture and its role in their lives
- 6.1.2 identify major cultural regions of the world using various criteria
- 6.1.3 analyse the importance of cross-cultural understanding
- 6.1.4 demonstrate an understanding of factors that are creating a more global culture around the world

Specific Curriculum Outcomes

Students will be expected to

Unit Two: Some Elements of Culture

Students will be expected to

- 6.2.1 examine how traditions influence culture in a selected cultural region
- 6.2.2 describe how government influences culture in a selected country
- 6.2.3 explain how economic systems influence cultures

Unit Three: World Issues

Students will be expected to

- 6.3.1 examine the effects of the distribution of wealth around the world
- 6.3.2 examine selected examples of human rights issues around the world

Unit Four: Canada: Reflections on a Multicultural Mosaic Students will be expected to

6.4.1 illustrate an understanding of how cultures from around the world have contributed to the development of Canada's multicultural mosaic

Visual Arts

General Curriculum Outcomes

Strand One: Fundamental Concepts

Students will be expected to develop understanding of the following concpets through participation in a variety of hands-on, open-ended visual arts experiences.

Specific Curriculum Outcomes

Elements of Design

Students will be expected to

FC6.1 develop an understanding of all elements of design

- line: lines that direct the viewer's attention
- shape and form: exaggerated proportions, motifs, fonts
- space: centre of interest
- colour: tertiary colours
- texture: textures created with a variety of tools, materials, and techniques (e.g., gouged marks in a softoleum print)
- value: shading that suggests volume; gradation

Principles of Art and Design

Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Grade 6 will be on balance

- balance: arrangement of the elements of design to create the impression of equality in weight or importance

Strand Two: Fundamental Concepts

Students will be expected to apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.

Students will be expected to

drawing)

CP6.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view

(e.g., art work inspired by the motifs in other art forms [dance,

music] or by hopes and dreams)

CP6.2 demonstrate an understanding of composition, using selected principles of art and design to create narrative art works or art works on a theme or topic (e.g., use repetition, simplication, and exaggeration of proportion and shape to create a sense of rhythm in a graphite and pastel

CP6.3 use elements of art and design in art works to communicate ideas, messages, and understandings (e.g., a DVD cover design or movie poster that uses line, shape, space, colour, and value to communicate information about the content)

- CP6.4 Use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges
 - drawing: use charcoal to create a shaded drawing of the exaggerated details of a face, a figure, or natural objects
 - mixed media: create a collage that uses a limited colour palette by cutting, pasting, and layering to combine images, symbols, textured papers, and text about consumerism or cultural pride
 - painting: use a variety of paint techniques in a mural of landscape or cityscape incorporating stylistic elements from contemporary pop culture

Specific Curriculum Outcomes

Students will be expected to

- printmaking: cut and gouge a variety of lines and marks to enhance the background and negative spaces in a softoleum, linoleum, or block print that depicts an endangered animal species
- sculpture: create an assemblage on a topic or theme, using found objects that are painted or otherwise unified through colour, in the style of a sculpture by Louise Nevelson
- technology: create a digital photo montage that represents aspects of environmentalism

Strand Three: Reflecting, Responding, and Analysing

Students will be expected to apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.

- RR6.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey (e.g., describe Ted Harrison's use of line, colour, brushstrokes, and rhythm to create a feeling of movement and excitement)
- RR6.2 explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding

 (e.g., identify the point of view or gaze of the main subject, and explain how it is used to influence an intended audience of an art work or a media work)
- RR6.3 demonstrate an understanding of how to read and interpret signs, symbols, and style in art works (e.g., symbols on currency or in advertisements that have specific national or other connotations)
- RR6.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art (e.g., reflect on challenges and successes in the form of an artist's statement)

Strand Four: Exploring Forms and Cultural Contexts

Students will be expected to demonstrate an understanding of a variety of art forms, styles and techiques from the past and present, and their social and/or community contexts.

- EC6.1 identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places

 (e.g., art can represent ways in which people view their personal identity)
- EC6.2 demonstrate an understanding of key contributions and functions of visual and media arts in various contexts at both the local and the national levels (e.g., a wide variety of workers are employed by arts industries such as advertising, design, movie making, and broadcast media)