

British Columbia Prescribed Learning Outcomes (grade 6)

~ met by 4REAL School

SUBJECTS	GRADE 6 LEARNING OUTCOMES
Language Arts	<ul style="list-style-type: none"> <input type="checkbox"/> Use speaking and listening to interact with others for the purposes of; contributing to group success, discussing and comparing ideas and opinions (e.g., debating), improving and deepening comprehension, discussing concerns and resolving problems, completing a variety of tasks <input type="checkbox"/> Use use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by using prior knowledge and/or other sources of evidence staying on topic in focused discussions presenting in a clear, focused, organized, and effective manner, explaining and effectively supporting a viewpoint <input type="checkbox"/> Select and use strategies when interacting with others, including accessing prior knowledge making and sharing connections, asking questions for clarification and understanding, taking turns as speaker and listener, paraphrasing to clarify meaning <input type="checkbox"/> Select and use strategies when expressing and presenting ideas, information, and feelings, including, setting a purpose, accessing prior knowledge, generating ideas, making and sharing connections, asking questions to clarify and confirm meaning, organizing information, practising delivery, self-monitoring and self-correcting in response to feedback <input type="checkbox"/> Use speaking and listening to improve and extend thinking, by, questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative viewpoints, summarizing and synthesizing, problem solving <input type="checkbox"/> Respond to selections they read or view, by expressing opinions and making judgments supported by explanations and evidence explaining connections (text-to-self, text-to-text, and text-to-world), identifying personally meaningful selections, passages, and images <input type="checkbox"/> Read and view to improve and extend thinking, by analysing texts and developing explanations, comparing various viewpoints, summarizing and synthesizing to create new ideas <input type="checkbox"/> Create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas relevant to the topic, featuring development of ideas by making connections to personal feelings, experiences, opinions, and information an expressive and individualistic voice, an organization in which key ideas are evident <input type="checkbox"/> View and demonstrate comprehension of visual texts (e.g., signs, cartoons, illustrations, newspapers, diagrams, posters, videos, advertising) <input type="checkbox"/> Demonstrate comprehension of visual texts with specialized features with specialized features (e.g., visual components of media such as magazines, newspapers, web sites, reference books, graphic novels, broadcast media, videos, advertising and promotional materials.)

	<input type="checkbox"/> Use writing and representing to extend thinking, by developing explanations, analysing the relationships in ideas and information, exploring new ideas (e.g., making generalizations, speculating about alternative viewpoints)
--	--

SUBJECTS	GRADE 6 LEARNING OUTCOMES
Social Studies	<input type="checkbox"/> Apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, and identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues, interpret graphs, tables, aerial photos, and various types of maps, deliver a formal presentation, <input type="checkbox"/> Implement a plan of action to address a selected local or global problem or issue. <input type="checkbox"/> Assess diverse concepts of Canadian identity, compare Canadian society with the society of another country, relate a society’s artistic expression to its culture <input type="checkbox"/> Compare the federal government in Canada with national governments of other countries, describe key characteristics of the justice system in Canada <input type="checkbox"/> Compare individual and collective rights and responsibilities in Canada with those in other countries <input type="checkbox"/> Describe the role of Canada in the world <input type="checkbox"/> Describe the importance of trade for BC and Canada <input type="checkbox"/> Analyse the significance of communications technologies in Canada <input type="checkbox"/> Evaluate effects of technology on lifestyles and environments <input type="checkbox"/> Compare Canada’s economy, technology, and quality of life with those in one or more selected countries <input type="checkbox"/> Assess the relationship between cultures and their environments <input type="checkbox"/> Describe factors that affect settlement patterns and population distribution in selected countries
Health & Career Education	<input type="checkbox"/> Identify influences on goal setting and decision making, including family, peer, and media influences <input type="checkbox"/> Relate personal attributes to various types of work <input type="checkbox"/> Describe transferable skills that are developed through school and recreational activities (e.g., teamwork, organization, creativity) <input type="checkbox"/> Describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of being physically active, healthy eating practices, an emotionally healthy lifestyle <input type="checkbox"/> Assess the influence that peers have on individuals’ attitudes and behavior <input type="checkbox"/> Demonstrate an understanding of the harmful effects of stereotyping and discrimination <input type="checkbox"/> Identify strategies for preventing and responding to discrimination, stereotyping, and bullying <input type="checkbox"/> Apply appropriate strategies for responding to discrimination, stereotyping, and bullying

SUBJECTS	GRADE 6 LEARNING OUTCOMES
Social Responsibility Performance Standards	<p>Contributing to the Classroom & School Community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kind, friendly, and inclusive without prompting; finds opportunities to help and include others <input type="checkbox"/> Shows a sense of community <input type="checkbox"/> Works cooperatively and effectively with a variety of classmates and in a variety of roles and situations <input type="checkbox"/> Encouraging and supportive; makes others feel good about their contributions <input type="checkbox"/> Listens responsively; ensures that everyone has a chance to contribute <p>Solving Problems in Peaceful Ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can identify and clarify problems or issues that have some complexity and ambiguity <input type="checkbox"/> Takes responsibility for solving interpersonal problems independent of adults; may show some persistence in difficult situations; shows good judgment about when to get help <input type="checkbox"/> Often shows sensitivity and tries to consider others' feelings and needs <input type="checkbox"/> Open-minded; nonjudgmental <input type="checkbox"/> Able to explain other perspectives, values, and choices fairly <input type="checkbox"/> Anticipates consequences; may include long-term consequences <input type="checkbox"/> reflections show honesty and insight <p>Valuing Diversity & Defending Human Rights</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently fair and respectful; may try to help others modify behaviour <input type="checkbox"/> Accepts differences; works and interacts easily with those who are different in some way <input type="checkbox"/> Describes the positive contributions and effects of diversity <input type="checkbox"/> Can identify and explain the negative consequences of some forms of stereotyping (e.g., gender, culture, age, region, language, socioeconomic) <input type="checkbox"/> Recognizes and can describe basic human rights <input type="checkbox"/> Often takes a stand when perceiving injustice; may show a sense of moral outrage and want action taken <p>Exercising Democratic Rights & Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shows a strong sense of community; often suggests positive actions to be taken <input type="checkbox"/> Shows a sense of altruism; can elaborate some ways to make the world a better place