

The Ontario Curriculum

Grade 6

checklist format

compiled by: [The Canadian Homeschooler](#)
using the 2019 Ontario Curriculum Guidelines



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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 Ontario, the full curriculum outline is freely available through the Ministry of Education's website (<http://www.edu.gov.on.ca/eng/curriculum/>), 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 Core French in Ontario.

If you are interested in knowing what it required for Immersion French at this level, please check the curriculum listed on the Ministry website:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>

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 Ministry of Education's website for the most up-to-date information.

Happy learning!



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

Math

Number Sense & Numeration

Section	Specific Expectations
<i>Quantity Relationships</i>	
<p>By the end of Grade 6, students will:</p> <p>- read, represent, compare and order whole numbers to 1 000 000, decimal numbers to thousandths, proper and improper fractions, and mixed numbers.</p>	<input type="checkbox"/> Represent, compare, and order whole numbers and decimal numbers from 0.001 to 1 000 000, using a variety of tools
	<input type="checkbox"/> Demonstrate an understanding of place value in whole numbers and decimal numbers from 0.001 to 1 000 000, using a variety of tools and strategies
	<input type="checkbox"/> Read and print in words whole numbers to one hundred thousand, using meaningful contexts
	<input type="checkbox"/> Represent, compare, and order fractional amounts with unlike denominators, including proper and improper fractions and mixed numbers, using a variety of tools and using standard notation
	<input type="checkbox"/> Estimate quantities using benchmarks of 10%, 25%, 50%, 75%, and 100%
	<input type="checkbox"/> Solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 1 000 000
	<input type="checkbox"/> Identify composite numbers and prime numbers and explain the relationship between them
<i>Operational Sense</i>	
<p>By the end of Grade 6, students will:</p> <p>-solve problems involving multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to thousandths, using a variety of strategies</p>	<input type="checkbox"/> Use a variety of mental math strategies to solve problems involving the addition, subtraction, and multiplication of whole numbers,
	<input type="checkbox"/> Solve problems involving the multiplication and division of whole numbers (four digit by two-digit), using a variety of tools
	<input type="checkbox"/> Add and subtract decimal numbers to thousandths, using concrete materials, estimation, and algorithms
	<input type="checkbox"/> Multiply and divide decimal numbers to tenths by whole numbers, using concrete materials, estimation, algorithms, and calculators
	<input type="checkbox"/> Multiply whole numbers by 0.1, 0.01, and 0.001 using mental strategies

	<ul style="list-style-type: none"> □ Multiply and divide decimal numbers by 10, 100, 1000, and 10 000, using mental strategies
	<ul style="list-style-type: none"> □ Use estimation when solving problems involving the addition, subtraction, and multiplication of whole numbers and decimals, to help judge the reasonableness of a solution
	<ul style="list-style-type: none"> □ Explain the need for a standard order of performing operations, by investigating the impact that changing the order has when performing a series of operations
<i>Proportional Relationships</i>	
By the end of Grade 6, students will:	<ul style="list-style-type: none"> □ Represent ratios found in real-life contexts, using concrete materials, drawings, and standard fractional notation
-demonstrate an understanding of relationship involving percent, ratio, and unit rate.	<ul style="list-style-type: none"> □ Determine and explain, through investigation using concrete materials, drawings, and calculators, the relationships among fractions, decimal numbers, and percents.
	<ul style="list-style-type: none"> □ Represent relationships using unit rates

Measurement

Section	Specific Expectations
<i>Attributes, Units & Measurement Sense</i>	
By the end of Grade 6, students will:	<ul style="list-style-type: none"> □ Demonstrate an understanding of the relationship between estimated and precise measurements, and determine and justify when each kind is appropriate
-estimate, measure, and record quantities, using the metric measuring system	<ul style="list-style-type: none"> □ Estimate, measure, and record length, area, mass, capacity, and volume, using the metric measuring system
<i>Measurement Relationships</i>	
By the end of Grade 6, students will:	<ul style="list-style-type: none"> □ Select and justify the most appropriate metric unit to measure length or distance in a given real-life situation
- determine the relationships among units and measurable attributes, including the area of a parallelogram, the area of a triangle, and the volume of a triangular prism	<ul style="list-style-type: none"> □ Solve problems requiring conversion from larger to smaller metric units
	<ul style="list-style-type: none"> □ Construct a rectangle, a square, a triangle, and a parallelogram, using a variety of tools
	<ul style="list-style-type: none"> □ Determine, through investigation using a variety of tools and strategies, the relationships between the area of a rectangle and the areas of parallelograms and triangles by decomposing and composing

	<input type="checkbox"/> Solve problems requiring the estimation and calculation of triangles and the areas of parallelograms
	<input type="checkbox"/> Determine, using concrete materials, the relationship between units used to measure area, and apply the relationship to solve problems that involve conversions from square metres to square centimetres
	<input type="checkbox"/> Determine, through investigation using a variety of tools and strategies, the relationship between the height, the area of the base, and the volume of a triangular prism, and generalize to develop the formula
	<input type="checkbox"/> Determine, through investigation using a variety of tools and strategies, the surface area and volume of triangular and rectangular prisms
	<input type="checkbox"/> Solve problems involving the estimation and calculation of the surface area and volume of triangular and rectangular prisms

Geometry & Spatial Sense

Section	Specific Expectations
<i>Geometric Properties</i>	
By the end of Grade 6, students will: - classify and construct polygons and angles	<input type="checkbox"/> Sort and classify quadrilaterals by geometric properties related to symmetry, angles, and sides, through investigation using a variety of tools and strategies
	<input type="checkbox"/> Sort polygons according to the number of lines of symmetry and the order of rotational symmetry, through investigation using a variety of tools
	<input type="checkbox"/> Identify and classify acute, right, obtuse, and straight angles measure and construct angles up to 180° using a protractor, and classify them as acute, right, obtuse, or straight angles
	<input type="checkbox"/> Construct polygons using a variety of tools, given angle and side measurements
<i>Geometric Relationships</i>	
By the end of Grade 6, students will: -sketch three-dimensional figures, and construct three-dimensional figures from drawings	<input type="checkbox"/> Build three-dimensional models using connecting cubes, given isometric sketches or different views
	<input type="checkbox"/> Isometric perspectives and different views of three-dimensional figures built with interlocking cubes.

<i>Location and Movement</i>	
<p>By the end of Grade 6, students will:</p> <p>-describe location in the first quadrant of a coordinate system, and rotate two-dimensional shapes</p>	<input type="checkbox"/> Explain how a coordinate system represents location, and plot points in the first quadrant of a Cartesian coordinate plane
	<input type="checkbox"/> Identify, perform, and describe, through investigation using a variety of tools, rotations of 180° and clockwise and counterclockwise rotations of 90° , with the centre of rotation inside or outside the shape;
	<input type="checkbox"/> Create and analyse designs made by reflecting, translating, and/or rotating a shape, or shapes, by 90° or 180°

Patterning & Algebra

Section	Specific Expectations
<i>Patterns & Relationships</i>	
<p>By the end of Grade 6, students will:</p> <p>-describe and represent relationships in growing and shrinking patterns (where the terms are whole numbers), and investigate repeating patterns involving rotations</p>	<input type="checkbox"/> Identify geometric patterns, through investigation using concrete materials or drawings, and represent them numerically
	<input type="checkbox"/> Make tables of values for growing patterns, given pattern rules in words then list the ordered pairs and plot the points in the first quadrant, using a variety of tools
	<input type="checkbox"/> Determine the term number of a given term in a growing pattern that is represented by a pattern rule in words, a table of values, or a graph
	<input type="checkbox"/> Describe pattern rules (in words) that generate patterns by adding or subtracting a constant, or multiplying or dividing by a constant, to get the next term, then distinguish such pattern rules from pattern rules, given in words, that describe the general term by referring to the term number
	<input type="checkbox"/> Determine a term, given its term number, by extending growing and shrinking patterns that are generated by adding or subtracting a constant, or multiplying or dividing by a constant, to get the next term
	<input type="checkbox"/> Extend and create repeating patterns that result from rotations, through investigation using a variety of tools

<i>Variables, Expressions, and Equations</i>	
By the end of Grade 6, students will: - use variables in simple algebraic expressions and equations to describe relationships	<input type="checkbox"/> Demonstrate an understanding of different ways in which variables are used
	<input type="checkbox"/> Identify, through investigation, the quantities in an equation that vary and those that remain constant
	<input type="checkbox"/> Solve problems that use two or three symbols or letters as variables to represent different unknown quantities
	<input type="checkbox"/> Determine the solution to a simple equation with one variable, through investigation using a variety of tools and strategies

Data Management & Probability

Section	Specific Expectations
<i>Collection and Organization of Data</i>	
By the end of Grade 6, students will: - collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including continuous line graphs;	<input type="checkbox"/> Collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements
	<input type="checkbox"/> Collect and organize discrete or continuous primary data and secondary data and display the data in charts, tables, and graphs (including continuous line graphs) that have appropriate titles, labels and scales that suit the range and distribution of the data, using a variety of tools
	<input type="checkbox"/> Select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph
	<input type="checkbox"/> Determine, through investigation, how well a set of data represents a population, on the basis of the method that was used to collect the data
<i>Data Relationships</i>	
By the end of Grade 6, students will: -read, describe, and interpret data, and explain relationships between sets of data	<input type="checkbox"/> Read, interpret, and draw conclusions from primary data and from secondary data, presented in graphs, tables, and graphs (including continuous line graphs)
	<input type="checkbox"/> Compare, through investigation, different graphical representations of the same data
	<input type="checkbox"/> Explain how different scales used on graphs can influence conclusions drawn from the data

	<ul style="list-style-type: none"> □ Demonstrate an understanding of mean, and use the mean to compare two sets of related data, with and without the use of technology
	<ul style="list-style-type: none"> □ Demonstrate, through investigation, an understanding of how data from charts, tables, and graphs can be used to make inferences and convincing arguments
<i>Probability</i>	
By the end of Grade 6, students will:	<ul style="list-style-type: none"> □ Express theoretical probability as a ratio of the number of favourable outcomes to the total number of possible outcomes, where all outcomes are equally likely
- determine the theoretical probability of an outcome in a probability experiment, and use it to predict the frequency of the outcome	<ul style="list-style-type: none"> □ Represent the probability of an event using a value from the range of 0 (never happens or impossible) to 1 (always happens or certain)
	<ul style="list-style-type: none"> □ Predict the frequency of an outcome of a simple probability experiment or game, by calculating and using the theoretical probability of that outcome

Language Arts

Oral Communication

Section	Specific Expectations
<i>Listening to Understand</i>	
<p>By the end of Grade 6, students will:</p> <p>-listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<input type="checkbox"/> Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
	<input type="checkbox"/> Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
	<input type="checkbox"/> Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts
	<input type="checkbox"/> Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways
	<input type="checkbox"/> Interpret oral texts by using stated and implied ideas from the texts
	<input type="checkbox"/> Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
	<input type="checkbox"/> Analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information
	<input type="checkbox"/> Identify the point of view presented in oral texts determine whether they agree with the point of view, and suggest other possible perspectives
	<input type="checkbox"/> Identify a range of presentation strategies used in oral text and analyse their effect on the audience
<i>Speaking to Communicate</i>	
<p>By the end of Grade 6, students will:</p>	<input type="checkbox"/> Identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form
	<input type="checkbox"/> Demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions

<p>- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<ul style="list-style-type: none"> □ Communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information
	<ul style="list-style-type: none"> □ Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience
	<ul style="list-style-type: none"> □ Identify a range of vocal effects, including tone, pace, pitch, volume, and variety of sound effects, and use them appropriately and with sensitivity to cultural differences, to help communicate their meaning
	<ul style="list-style-type: none"> □ Identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
	<ul style="list-style-type: none"> □ Use a variety of appropriate visual aids to support or enhance oral presentations
<p><i>Reflecting on Oral Communication Skills and Strategies</i></p>	
<p>By the end of Grade 6, students will:</p> <p>-reflect on and identify their strengths as listeners and speakers, areas of improvement and the strategies they found most helpful in oral communication situations</p>	<ul style="list-style-type: none"> □ Identify, in conversation with the teacher and peers, what strategies they found helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills
	<ul style="list-style-type: none"> □ Identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.

Reading

Section	Specific Expectations
<i>Reading for Meaning</i>	
<p>By the end of Grade 6, students will:</p> <p>-read and demonstrate an understanding of a variety of literary, graphic, and informational text, using a range of strategies to construct meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1464 401">☐ Read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts <li data-bbox="561 415 1464 495">☐ Identify a variety of purposes for reading and choose reading materials appropriate for those purposes <li data-bbox="561 510 1464 590">☐ Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts <li data-bbox="561 604 1464 722">☐ Demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details <li data-bbox="561 737 1464 816">☐ Develop interpretations about texts using stated and implied ideas to support their interpretations <li data-bbox="561 831 1464 978">☐ Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights; to other familiar texts, and to the world around them <li data-bbox="561 993 1464 1073">☐ Analyse increasingly complex texts and explain how the different elements in them contribute to the meaning <li data-bbox="561 1087 1464 1205">☐ Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions <li data-bbox="561 1220 1464 1337">☐ Identify the point of view presented in a text, determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives
<i>Understanding Form and Style</i>	
<p>By the end of Grade 6, students will:</p> <p>- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 1407 1464 1524">☐ Analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a myth <li data-bbox="561 1539 1464 1656">☐ Identify a variety of organizational patterns in a range of texts and explain how the patterns help readers understand the texts <li data-bbox="561 1671 1464 1751">☐ Identify a variety of text features and explain how they help readers understand texts

	<ul style="list-style-type: none"> □ Identify various elements of style, including voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences - and explain how they help communicate meaning
<i>Reading with Fluency</i>	
By the end of Grade 6, students will:	<ul style="list-style-type: none"> □ Automatically read and understand most words in common use
-use knowledge of words and cueing systems to read fluently	<ul style="list-style-type: none"> □ Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> □ semantic (meaning) cues □ syntactic (language structure) cues □ graphophonic (phonological and graphic) cues
	<ul style="list-style-type: none"> □ Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose
<i>Reflecting on Reading Skills and Strategies</i>	
By the end of Grade 6, students will:	<ul style="list-style-type: none"> □ Identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a readers' notebook, how they can use these and other strategies to improve as readers
-reflect on and identify their strengths as readers, areas of improvement and the strategies they found most helpful before, during, and after reading	<ul style="list-style-type: none"> □ Explain, in conversations with peers and/or the teacher or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Writing

Section	Specific Expectations
<i>Developing and Organizing Content</i>	
<p>By the end of Grade 6, students will:</p> <p>-generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<ul style="list-style-type: none"> <li data-bbox="561 323 1370 394">☐ Identify the topic, purpose, and audience for a variety of writing forms <li data-bbox="561 415 1451 487">☐ Generate ideas about a potential topic and identify those most appropriate for the purpose <li data-bbox="561 508 1463 579">☐ Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic sources <li data-bbox="561 600 1419 714">☐ Sort and classify ideas and information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas <li data-bbox="561 735 1463 882">☐ Identify and order main ideas and supporting details and group them into units that could be used to develop structured, multi-paragraph piece of writing, using a variety of strategies and organizational patterns <li data-bbox="561 903 1377 1016">☐ Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary
<i>Using Knowledge of Form and Style in Writing</i>	
<p>By the end of Grade 6, students will:</p> <p>- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<ul style="list-style-type: none"> <li data-bbox="561 1089 1409 1161">☐ Write longer and more complex texts using a wide range of forms <li data-bbox="561 1182 1451 1253">☐ Establish a distinctive voice in their writing appropriate to the subject and audience <li data-bbox="561 1274 1390 1346">☐ Use some vivid and/or figurative language and innovative expressions to enhance interest <li data-bbox="561 1367 1382 1438">☐ Create complex sentences by combining phrases, clauses, and/or simple sentences <li data-bbox="561 1459 1455 1606">☐ Identify their point of view and other possible points of view and determine, when appropriate, if their own view is balanced and supported by evidence, and adjust their thinking and expression if appropriate <li data-bbox="561 1627 1403 1740">☐ Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on supporting details and precise language <li data-bbox="561 1761 1442 1833">☐ Make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies

	<ul style="list-style-type: none"> □ Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions
<i>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</i>	
<p>By the end of Grade 6, students will:</p> <p>-use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<ul style="list-style-type: none"> □ Spell familiar words correctly
	<ul style="list-style-type: none"> □ Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
	<ul style="list-style-type: none"> □ Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose
	<ul style="list-style-type: none"> □ Use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets
	<ul style="list-style-type: none"> □ Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns (e.g., I, me) indefinite pronouns (e.g., someone, nobody); conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses
	<ul style="list-style-type: none"> □ Proofread and correct their writing using guidelines developed with peers and the teacher
	<ul style="list-style-type: none"> □ Use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
	<ul style="list-style-type: none"> □ Produce pieces of published work to meet identified criteria based on the expectations
<i>Reflecting on Writing Skills and Strategies</i>	
<p>By the end of Grade 6, students will:</p> <p>-reflect on and identify their strengths as writers, areas of improvement, and the strategies they found most helpful at different stages in the writing process</p>	<ul style="list-style-type: none"> □ Identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful and suggest further steps they can take to improve as writers
	<ul style="list-style-type: none"> □ Describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers
	<ul style="list-style-type: none"> □ Select pieces of writing they think reflect their growth and competence as writers and explain the reasons for their choices

Media Literacy

Section	Specific Expectations
<i>Understanding Media Texts</i>	
<p>By the end of Grade 6, students will:</p> <p>-demonstrate an understanding of a variety of media texts</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1414 394">☐ Explain how a variety of media texts address their intended purpose and audience <li data-bbox="561 415 1403 489">☐ Interpret media texts, using overt and implied messages as evidence for their interpretations <li data-bbox="561 510 1463 625">☐ Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts <li data-bbox="561 646 1430 720">☐ Explain why different audiences might respond differently to media texts <li data-bbox="561 741 1419 877">☐ Identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen view achieves a particular goal <li data-bbox="561 898 1463 972">☐ Identify who produces various media texts, the reason for their production, how they are produced, and how they are funded
<i>Understanding Media Forms, Conventions, and Techniques</i>	
<p>By the end of Grade 6, students will:</p> <p>- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 1050 1393 1087">☐ Describe in detail the main elements of some media forms <li data-bbox="561 1108 1451 1224">☐ Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning or engage the audience
<i>Creating Media Texts</i>	
<p>By the end of Grade 6, students will:</p> <p>-create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<ul style="list-style-type: none"> <li data-bbox="561 1449 1455 1564">☐ Describe in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose <li data-bbox="561 1585 1446 1701">☐ Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice <li data-bbox="561 1722 1425 1858">☐ Identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message

	<ul style="list-style-type: none"> □ Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions and techniques
<i>Reflecting on Media Literacy Skills and Strategies</i>	
<p>By the end of Grade 6, students will:</p> <p>-reflect on and identify their strengths as media interpreters and creators, areas of improvement, and the strategies they found most helpful in understanding and creating media texts</p>	<ul style="list-style-type: none"> □ Identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers
	<ul style="list-style-type: none"> □ Explain how their skills with listening, speaking, reading, and writing help them to make sense of and produce media texts

Science & Technology

Understanding Life Systems: Biodiversity

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 6, students will: -assess human impacts on biodiversity, and identify ways of preserving biodiversity	<input type="checkbox"/> Analyse a local issue related to biodiversity, taking different points of view into consideration, propose action that can be taken to preserve biodiversity, and act on the proposal
	<input type="checkbox"/> Assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 6, students will: -investigate the characteristics of living things, and classify diverse organisms according to specific characteristics	<input type="checkbox"/> Follow established safety procedures for outdoor activities and field work
	<input type="checkbox"/> Investigate the organisms found in a specific habitat and classify them according to a classification system
	<input type="checkbox"/> Use scientific inquiry/research skills to compare the characteristics of organisms within the plant or animal kingdoms
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>classification, biodiversity, natural community, interrelationships, vertebrate, invertebrate, stability, characteristics, and organism</i> , in oral and written communication
	<input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
By the end of Grade 6, students will: - demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans	<input type="checkbox"/> Identify and describe the distinguishing characteristics of different groups of plants and animals and use these characteristics to further classify various kinds of plants and animals
	<input type="checkbox"/> Demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them

	<input type="checkbox"/> Describe ways in which biodiversity within species is important for maintaining the resilience of those species
	<input type="checkbox"/> Describe ways in which biodiversity within and among communities is important for maintaining the resilience of these communities
	<input type="checkbox"/> Describe interrelationships within species between species, and between species and their environment, and explain how these interrelationships sustain biodiversity
	<input type="checkbox"/> Identify everyday products that come from a diversity of organisms
	<input type="checkbox"/> Explain how invasive species reduce biodiversity in local environments

Understanding Structures and Mechanisms: Flight

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 6, students will: -assess the societal and environmental impacts of flying devices that make use of properties of air	<input type="checkbox"/> Assess the benefits and costs of aviation technology for society and the environment, taking different social and economic perspectives into account
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 6, students will: -investigate ways in which flying devices make use of properties of air	<input type="checkbox"/> Follow established safety procedures for using tools and materials and operating flying devices
	<input type="checkbox"/> Use scientific inquiry/experimentation skills to investigate the properties of air
	<input type="checkbox"/> Investigate characteristics and adaptations that enable living things to fly
	<input type="checkbox"/> Use technological problem-solving skills to design, build, and test a flying device
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>aerodynamics, compress, flight, glide, propel, drag, thrust, and lift</i> , in oral and written communication
	<input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes

<i>Understanding Basic Concepts</i>	
By the end of Grade 6, students will: - explain ways in which properties of air can be applied to the principles of flight and flying devices	<input type="checkbox"/> Identify the properties of air that make flight possible
	<input type="checkbox"/> Identify common applications of the properties of air, such as its compressibility and insulating qualities
	<input type="checkbox"/> Identify and describe the four forces of flight – lift, weight, drag, and thrust
	<input type="checkbox"/> Describe, in qualitative terms, the relationships between the forces of lift, weight, thrust, and drag that are required for flight
	<input type="checkbox"/> Describe ways in which flying devices or living things use unbalanced forces to control their flight
	<input type="checkbox"/> Describe ways in which the four forces of flight can be altered

Understanding Matter and Energy: Electricity and Electrical Devices

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 6, students will: - evaluate the impact of the use of electricity on both the way we live and the environment	<input type="checkbox"/> assess the short- and long-term environmental effects of the different ways in which electricity is generated in Canada, including the effect of each method on natural resources and living things in the environment
	<input type="checkbox"/> assess opportunities for reducing electricity consumption at home or at school that could affect the use of non-renewable resources in a positive way or reduce the impact of electricity generation on the environment
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 6, students will: -investigate the characteristics of static and current electricity, and construct simple circuits	<input type="checkbox"/> Follow established safety procedures for working with electricity
	<input type="checkbox"/> Design and build series and parallel circuits, draw labelled diagrams identifying the components used in each, and describe the role of each component in the circuit
	<input type="checkbox"/> Use scientific inquiry/experimentation skills to investigate the characteristics of static electricity
	<input type="checkbox"/> Design, build, and test a device that produces electricity
	<input type="checkbox"/> Use technological problem-solving skills to design, build, and test a device that transforms electrical energy into another form of energy in order to perform a function

	<ul style="list-style-type: none"> □ Use appropriate science and technology vocabulary, including <i>current, battery, circuit, transform, static, electrostatic, and energy</i>, in oral and written communication
	<ul style="list-style-type: none"> □ Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 6, students will:</p> <p>- demonstrate an understanding of the principles of electrical energy and its transformation into and from other forms of energy</p>	<ul style="list-style-type: none"> □ Distinguish between current and static electricity
	<ul style="list-style-type: none"> □ Use the principles of static electricity to explain common electrostatic phenomena
	<ul style="list-style-type: none"> □ Identify materials that are good conductors of electricity and good insulators
	<ul style="list-style-type: none"> □ Describe how various forms of energy can be transformed into electrical energy
	<ul style="list-style-type: none"> □ Identify ways in which electrical energy is transformed into other forms of energy
	<ul style="list-style-type: none"> □ Explain the functions of the components of a simple electrical circuit
	<ul style="list-style-type: none"> □ Describe series circuits (components connected in a daisy chain) and parallel circuits (components connected side by side like the rungs of a ladder), and identify where each is used
	<ul style="list-style-type: none"> □ Describe ways in which the use of electricity by society, including the amount of electrical energy used, has changed over time

Understanding Earth and Space Systems: Space

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
<p>By the end of Grade 6, students will:</p> <p>-assess the impact of space exploration on society and the environment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assess the contributions of Canadians to the exploration and scientific understanding of space <input type="checkbox"/> Evaluate the social and environmental costs and benefits of space exploration, taking different points of view into account
<i>Developing Investigation and Communication Skills</i>	
<p>By the end of Grade 6, students will:</p> <p>-investigate characteristics of the systems of which the earth is a part and the relationship between the earth, the sun, and the moon</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Follow established safety procedures for handling tools and materials and observing the sun <input type="checkbox"/> Use technological problem-solving skills to design, build, and test devices for investigating the motions of different bodies in the solar system <input type="checkbox"/> Use scientific inquiry/research skills to investigate scientific and technological advances that allow humans to adapt to life in space <input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>axis, tilt, rotation, revolution, planets, moons, comets, and asteroids</i>, in oral and written communication <input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 6, students will:</p> <p>- demonstrate an understanding of components of the systems of which the earth is a part, and explain the phenomena that result from the movement of different bodies in space</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify components of the solar system, including the sun, the earth, and other planets, natural satellites, comets, asteroids, and meteoroids, and describe their physical characteristics in qualitative terms <input type="checkbox"/> Identify the bodies in space that emit light and those that reflect light <input type="checkbox"/> Explain how humans meet their basic biological needs in space <input type="checkbox"/> Identify the technological tools and devices needed for space exploration <input type="checkbox"/> Describe the effects of the relative positions and motions of the earth, moon, and sun

Social Studies

Heritage and Citizenship: Communities in Canada, Past and Present

Section	Specific Expectations
<i>Application: : Diversity, Inclusiveness, and Canadian Identities</i>	
<p>By the end of Grade 6, students will:</p> <p>- : assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions</p>	<p><input type="checkbox"/> Explain how various features, including built, physical, and social features of communities, can contribute to identities in and images of a territory and/or country</p>
	<p><input type="checkbox"/> Analyse some of the contributions that various First Nations, Métis, and Inuit communities and individuals have made to Canada</p>
	<p><input type="checkbox"/> Explain how various groups have contributed to the goal of inclusiveness in Canada, and assess the extent to which Canada has achieved the goal of being an inclusive society</p>
<i>Inquiry: The Perspectives of Diverse Communities</i>	
<p>By the end of Grade 6, students will:</p> <p>- use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada</p>	<p><input type="checkbox"/> Formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada</p>
	<p><input type="checkbox"/> Gather and organize information from a variety of primary and secondary sources using various technologies that present different perspectives on the historical and/or contemporary experience of two or more communities in Canada</p>
	<p><input type="checkbox"/> Analyse and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities in Canada</p>
	<p><input type="checkbox"/> Interpret and analyse information and evidence relevant to their investigations, using a variety of tools</p>
	<p><input type="checkbox"/> Evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada</p>
	<p><input type="checkbox"/> communicate the results of their inquiries, using appropriate vocabulary</p>

<i>Understanding Context: The Development of Communities in Canada</i>	
By the end of Grade 6, students will: - demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada	<input type="checkbox"/> Identify the main reasons why different peoples came to Canada
	<input type="checkbox"/> Describe some key economic, political, cultural, and social aspects of life in settler communities in Canada
	<input type="checkbox"/> Identify various types of communities that have contributed to the development of Canada
	<input type="checkbox"/> Describe significant events or developments in the history of two or more communities in Canada and how these events affected the communities' development and/or identity
	<input type="checkbox"/> Describe interactions between communities in Canada, including between newcomers and groups that were already in the country
	<input type="checkbox"/> Identify key differences, including social, cultural, and/or economic differences, between two or more historical and/or contemporary communities in Canada
	<input type="checkbox"/> Describe significant changes within their own community in Canada
	<input type="checkbox"/> Identify and describe fundamental elements of Canadian identity

People and Environments: Canada's Interactions With the Global Community

Section	Specific Expectations
<i>Application: Canada and International Cooperation</i>	
By the end of Grade 6, students will: - explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena	<input type="checkbox"/> Explain why Canada participates in specific international accords and organizations and assess the influence of some significant accords and/or organizations in which Canada participates
	<input type="checkbox"/> Analyse responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance
	<input type="checkbox"/> Explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed

<i>Inquiry: Responses to Global Issues</i>	
<p>By the end of Grade 6, students will:</p> <p>- use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues</p>	<input type="checkbox"/> Formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues
	<input type="checkbox"/> Gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies
	<input type="checkbox"/> Analyse and construct different types of maps, both print and digital, as part of their investigations into global issues, their impact, and responses to them
	<input type="checkbox"/> Interpret and analyse information and data relevant to their investigations, using a variety of tools
	<input type="checkbox"/> Evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues
	<input type="checkbox"/> Communicate the results of their inquiries, using appropriate vocabulary
<i>Understanding Context: Canada's Global Interactions</i>	
<p>By the end of Grade 6, students will:</p> <p>- describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement</p>	<input type="checkbox"/> Identify some of the major ways in which the Canadian government interacts with other nations of the world
	<input type="checkbox"/> Describe Canada's participation in different international accords, organizations, and/or programs
	<input type="checkbox"/> Describe several groups or organizations through which Canada and Canadians are involved in global issues
	<input type="checkbox"/> Describe the responses of the Canadian government and some NGOs to different disasters and emergencies around the world
	<input type="checkbox"/> Identify some significant political, social, and economic interactions between Canada and other regions of the world, and describe some ways in which they affect these regions
	<input type="checkbox"/> Identify and locate on a map countries and regions with which Canada has a significant interrelationship, and use longitude and latitude to locate cities in these countries/regions
	<input type="checkbox"/> Identify countries/regions with which Canada has a significant economic relationship

	<input type="checkbox"/> Describe significant economic effects on Canada and Canadians of interactions between Canada and other regions of the world
	<input type="checkbox"/> Describe some ways in which Canada's interactions with other regions of the world have affected the environment

The Arts

Dance

Fundamental Concepts for Grade 6

Elements of Dance

- *body*: : body awareness, use of body parts, body shapes, locomotor & non-locomotor movements, body bases, symmetry versus asymmetry, geometric versus organic shape, curved versus angular shape
- *space*: pathways, directions, positive versus negative space, proximity of dancers to one another, various group formations
- *time*: : tempo, rhythm, pause, stillness, with music, without music, duration, acceleration/deceleration
- *energy*: effort, force, quality
- *relationship*: dancers to props/objects, meet/part, follow/lead, emotional connection between dancers, groupings

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 6, students will: -apply the creative process to the composition of short dance pieces, using the elements of dance to communicate feelings and ideas	<input type="checkbox"/> Incorporate the use of props and materials into dance pieces they create
	<input type="checkbox"/> Use dance as a language to interpret and depict central themes in literature
	<input type="checkbox"/> Use guided improvisation in a variety of ways as a starting point for choreography
	<input type="checkbox"/> Combine the elements of dance in different ways to communicate a variety of ideas
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 6, students will: - apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences	<input type="checkbox"/> Construct personal interpretations of dance pieces that depict stories, issues, and themes, and explain their interpretations, using dance terminology
	<input type="checkbox"/> Analyse, using dance vocabulary, how the elements of dance are used in their own and others' dance pieces and explain how they help communicate messages and ideas
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as choreographers and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 6, students will: -demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and/or historical contexts	<input type="checkbox"/> Describe, with teacher guidance, types of dances used among Aboriginal peoples in the past and the present that express aspects of their cultural identity
	<input type="checkbox"/> Identify and describe ways in which pop culture and the media influence our awareness, understanding, and appreciation of dance

Drama

Fundamental Concepts in Grade 6

Elements of Drama

- *role/character*: considering in depth the inner and outer life in developing a character; differentiating between authentic characters and stereotypes; using gestures and movement to convey character
- *relationships*: analysing and portraying how relationships influence character development/change
- *time and place*: establishing a clear setting; sustaining belief in the fictional setting
- *tension*: using sound, light, technology, and stage effects to heighten tension/suspense
- *focus and emphasis*: using drama conventions to reveal or communicate key emotions, motivations, perspectives, and ideas to the audience

Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 6, students will:</p> <p>-apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives</p>	<input type="checkbox"/> Engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places
	<input type="checkbox"/> Demonstrate an understanding of the element of role by selectively using some other elements of drama to build belief in a role and establish its dramatic context
	<input type="checkbox"/> Plan and shape the direction of drama or role play by introducing new perspectives and ideas, both in and out of role
	<input type="checkbox"/> Communicate thoughts, feelings and ideas to a specific audience using audio, visual, and/or technological aids to strengthen the impact on the viewer
<i>Reflecting, Responding, and Analysing</i>	
<p>By the end of Grade 6, students will:</p> <p>-apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences</p>	<input type="checkbox"/> Express personal responses and preferences and make connections to themes and issues presented in their own and others' drama works
	<input type="checkbox"/> Identify a favourite scene and give reasons for their preference, using correct drama terminology to describe how the elements of drama contribute to its effectiveness
	<input type="checkbox"/> Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers and audience members
<i>Exploring Forms and Cultural Contexts</i>	
<p>By the end of Grade 6, students will:</p> <p>- demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and/or historical contexts</p>	<input type="checkbox"/> Demonstrate an understanding of some drama and theatre themes and traditions from a variety of times, communities, and places
	<input type="checkbox"/> Identify and describe key contributions drama and theatre make to the community

Music

Fundamental Concepts for Grade 6

Elements of Music

- *duration*: : 9/8 metre and other compound metres; 5/4 metre; pick-up note(s); triplets; common Italian tempo marks and others encountered in the repertoire performed
- *pitch*: ledger lines above or below the staff; major, minor, and perfect intervals
- *dynamics and other expressive controls*: those encountered in repertoire
- *timbre*: : electronic sounds; Orff ensemble; other ensemble sonorities
- *texture/harmony*: layering of electronic sounds, chord progressions using I, IV, and V
- *form*: theme and variations; repeats

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 6, students will: -apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music	<input type="checkbox"/> Sing and/or play, in tune, from musical notation, unison music and music in two or more parts from a wide variety of cultures, styles, and historical periods
	<input type="checkbox"/> Apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect
	<input type="checkbox"/> Create musical compositions for specific purpose and audience
	<input type="checkbox"/> Use the tools and techniques of musicianship in musical performances
	<input type="checkbox"/> Demonstrate an understanding of standard and other types of musical notation through performance and composition
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 6, students will: - apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences	<input type="checkbox"/> Express detailed personal responses to musical performances in a variety of ways
	<input type="checkbox"/> Identify the elements of music in the repertoire they perform, listen to, and create, and describe how they are used
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 6, students will: -demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts	<input type="checkbox"/> Identify and describe ways in which awareness or appreciation of music is affected by culture and the media
	<input type="checkbox"/> Compare some aspects of the music of one culture and/or historical period with aspects of the music of another culture and/or historical period

Visual Arts

Fundamental Concepts for Grade 6

Elements of Design

- *line*: lines that direct the viewer’s attention; lines that create the illusion of force or movement;; contour drawings of objects that are not easily recognizable
- *shape and form*: exaggerated proportions, motifs, fonts; geometric shapes and forms
- *space*: : centre of interest and one-point perspective; basic facial proportions; horizontal and vertical symmetry
- *colour*: the colour wheel; tertiary colours; colour for expressive purposes; colour for creating naturalistic images
- *texture*: textures created with a variety of tools, materials, and techniques
- *value*: shading that suggests volume; gradation

Principles of Design

- *balance*: arrangement of the elements of design to create the impression of equality in weight or importance; colour concepts to be used in creating balance

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 6, students will:	<ul style="list-style-type: none"> □ Create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view
-apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies	<ul style="list-style-type: none"> □ Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic □ Use elements of design in art works to communicate ideas, messages, and personal understandings □ Use a variety of materials, tools, and techniques to respond to design challenges: <ul style="list-style-type: none"> □ drawing □ mixed media □ painting □ printmaking □ sculpture □ technology
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 6, students will:	<ul style="list-style-type: none"> □ Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of art works and art experiences	<ul style="list-style-type: none"> □ Explain how the elements and principles of design are used to communicate meaning or understanding □ Demonstrate an understanding of how to read and interpret signs, symbols, and style in works of art □ Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art

Exploring Forms and Cultural Contexts

By the end of Grade 6, students will:
-demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts

- 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
- Demonstrate an understanding of key contributions and functions of visual and media arts in various contexts at both the local and the national levels

Health & Physical Education

Social-Emotional Learning Skills

Section	Specific Expectations
<p>By the end of Grade 6, students will:</p> <p>-participate actively and regularly in a wide variety of physical activities and demonstrate an understanding of the factors that encourage a lifelong participation in physical activity</p>	<p>Identification and Management of Emotions</p> <ul style="list-style-type: none"> □ Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others
	<p>Stress Management and Coping</p> <ul style="list-style-type: none"> □ Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience
	<p>Positive Motivation and Perseverance</p> <ul style="list-style-type: none"> □ Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope
	<p>Healthy Relationships</p> <ul style="list-style-type: none"> □ Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity
	<p>Self-Awareness and Sense of Identity</p> <ul style="list-style-type: none"> □ Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging
	<p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> □ Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making

Active Living

Section	Specific Expectations
<i>Active Participation</i>	
<p>By the end of Grade 6, students will:</p> <p>-participate actively and regularly in a wide variety of physical activities and demonstrate an understanding of the factors that encourage a lifelong participation in physical activity</p>	<ul style="list-style-type: none"> <li data-bbox="561 323 1450 436">□ Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part <li data-bbox="561 453 1450 604">□ Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games <li data-bbox="561 621 1450 735">□ Describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities
<i>Physical Fitness</i>	
<p>By the end of Grade 6, students will:</p> <p>- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living</p>	<ul style="list-style-type: none"> <li data-bbox="561 837 1463 982">□ Daily Physical Activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of 20 minutes each day <li data-bbox="561 999 1463 1077">□ Explain how participation in physical activities affects personal health-related fitness <li data-bbox="561 1094 1463 1171">□ Assess their level of health-related fitness as they participate in various physical activities <li data-bbox="561 1188 1463 1302">□ Develop and implement plans of action based on both their assessments of their health-related components of fitness and their interests, in order to achieve personal fitness goals
<i>Safety</i>	
<p>By the end of Grade 6, students will:</p> <p>-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities</p>	<ul style="list-style-type: none"> <li data-bbox="561 1377 1450 1488">□ Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity <li data-bbox="561 1505 1450 1583">□ Describe appropriate methods for treating minor injuries that may occur while participating in physical activity

Movement Competence: Skills, Concepts, and Strategies

Section	Specific Expectations
<i>Movement Skills and Concepts</i>	
<p>By the end of Grade 6, students will:</p> <p>- perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities</p>	<ul style="list-style-type: none"> <li data-bbox="561 306 1419 415">□ Perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance <li data-bbox="561 436 1446 583">□ Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment <li data-bbox="561 604 1430 678">□ Send and receive a variety of objects, adjusting for speed and distance, while applying basic principles of movement <li data-bbox="561 699 1458 808">□ Retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment
<i>Movement Strategies</i>	
<p>By the end of Grade 6, students will:</p> <p>- apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities</p>	<ul style="list-style-type: none"> <li data-bbox="561 884 1451 993">□ Demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities <li data-bbox="561 1014 1468 1161">□ Describe common features of specific categories of physical activities, and describe strategies that they found effective while participating in a variety of physical activities in different categories <li data-bbox="561 1182 1463 1255">□ Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities

Healthy Living

Section	Specific Expectations
<i>Understanding Health Concepts</i>	
<p>By the end of Grade 6, students will:</p> <p>-demonstrate an understanding of factors that contribute to healthy development</p>	<p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> □ Demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves <p>Substance Use, Addictions, and Related Behaviours</p> <ul style="list-style-type: none"> □ Describe the range of effects associated with using cannabis, other drugs, and intoxicating substances <p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> □ Demonstrate an understanding of the impacts of viewing sexually explicit media, including pornography <p>Mental Health Literacy</p> <ul style="list-style-type: none"> □ Identify people, resources, and services in the school and the community that can provide support when a person is dealing with mental health issues and choices or situations involving substance use and addictive behaviours, and describe how to access these supports □ Demonstrate an understanding of the interconnections between a person’s thoughts, emotions, and actions, and of the potential impact of positive and negative thinking on mental health
<i>Making Healthy Choices</i>	
<p>By the end of Grade 6, students will:</p> <p>- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> □ Apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating □ Apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink to develop personal guidelines for healthier eating <p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> □ Apply social-emotional learning skills to promote positive interaction and avoid or manage conflict in social situations, in person or online <p>Substance Use, Addictions, and Related Behaviours</p> <ul style="list-style-type: none"> □ Use decision-making strategies and skills and an understanding of factors influencing drug use to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis

	<p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> □ Describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence □ Make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of social-emotional skills
<p><i>Making Connections for Healthy Living</i></p>	
<p>By the end of Grade 6, students will:</p> <p>-demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> □ Explain how healthy eating and active living work together to improve a person’s general health and well-being and how the benefits of both can be promoted to others <p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> □ Recognize the responsibilities and risks associated with caring for themselves and others, and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations <p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> □ Assess the effects of stereotypes and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity, culture, mental health, and abilities on an individual’s self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing harmful assumptions and stereotypes that can lead to destructive social attitudes including homophobia and racism

Core French

Listening

Section	Specific Expectations
<i>Listening to Understand</i>	
By the end of Grade 6, students will: - determine meaning in a variety of oral French texts, using a range of listening strategies	<input type="checkbox"/> Identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts
	<input type="checkbox"/> Demonstrate an understanding of the purpose for listening in a variety of situations
	<input type="checkbox"/> Demonstrate an understanding of the intent and meaning of various oral French texts containing familiar and unfamiliar words and expressions and dealing with familiar, academic, and personally relevant topics, with support as appropriate
	<input type="checkbox"/> Express their personal opinions about the treatment and presentation of the messages in a variety of oral media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate
<i>Listening to Interact</i>	
By the end of Grade 6, students will: - interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences	<input type="checkbox"/> Identify and use interactive listening strategies to suit the situation while participating in a variety of social and academic interactions about familiar and personally relevant topics
	<input type="checkbox"/> Respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics
	<input type="checkbox"/> (a) describe strategies they found helpful before, during, and after listening; <input type="checkbox"/> (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills

<i>Intercultural Understanding</i>	
By the end of Grade 6, students will: -demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities	<input type="checkbox"/> Using information from oral French texts, identify French-speaking communities in eastern, western, and northern Canada; find out about aspects of their cultures, and make connections to personal experiences and their own and other communities
	<input type="checkbox"/> Using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities

Speaking

Section	Specific Expectations
<i>Speaking to Communicate</i>	
By the end of Grade 6, students will: - communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience	<input type="checkbox"/> Identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences
	<input type="checkbox"/> Using familiar words and expressions, produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of immediate personal relevance, with contextual, auditory, and visual support
	<input type="checkbox"/> Speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and increasingly spontaneous communications about familiar, academic, and personally relevant topics, using familiar words and expressions
	<input type="checkbox"/> Create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience
<i>Speaking to Interact</i>	
By the end of Grade 6, students will: - participate in spoken interactions in French for a variety of purposes and with diverse audiences;	<input type="checkbox"/> Demonstrate an understanding of appropriate speaking behaviour in a variety of situations
	<input type="checkbox"/> Engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics

	<ul style="list-style-type: none"> □ (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; □ (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills
<i>Intercultural Understanding</i>	
<p>By the end of Grade 6, students will:</p> <ul style="list-style-type: none"> - in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations. 	<ul style="list-style-type: none"> □ Communicate information orally about French-speaking communities in eastern, western, and northern Canada, including aspects of their cultures and their contributions to <i>la francophonie</i> and the world, and make connections to personal experiences and their own and other communities
	<ul style="list-style-type: none"> □ Identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions

Reading

Section	Specific Expectations
<i>Reading Comprehension</i>	
<p>By the end of Grade 6, students will:</p> <ul style="list-style-type: none"> - determine meaning in a variety of French texts, using a range of reading comprehension strategies 	<ul style="list-style-type: none"> □ Identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate
	<ul style="list-style-type: none"> □ Demonstrate an understanding of the intent and meaning of French texts about familiar, academic, and personally relevant topics, with contextual and visual support
	<ul style="list-style-type: none"> □ Read French texts containing familiar vocabulary and language structures, and dealing with familiar, personally relevant, and academic topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues
	<ul style="list-style-type: none"> □ Identify and use several different strategies to expand vocabulary through reading

	<ul style="list-style-type: none"> □ Express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate
<i>Purpose, Form, Style</i>	
By the end of Grade 6, students will:	<ul style="list-style-type: none"> □ Identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms
- identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;	<ul style="list-style-type: none"> □ Identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher
	<ul style="list-style-type: none"> □ (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; □ (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills
<i>Intercultural Understanding</i>	
By the end of Grade 6, students will:	<ul style="list-style-type: none"> □ Using information from a variety of French texts, identify French speaking communities in eastern, western, and northern Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities
- demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations & communities.	<ul style="list-style-type: none"> □ Using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities

Writing

Section	Specific Expectations
<i>Purpose, Audience, and Form</i>	
By the end of Grade 6, students will:	<ul style="list-style-type: none"> □ Determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create

<p>- write French texts for different purposes and audiences, using a variety of forms</p>	<ul style="list-style-type: none"> □ Write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form
	<ul style="list-style-type: none"> □ Confirm word meanings and review, refine, and vary word choices, using a variety of resources
	<ul style="list-style-type: none"> □ Use word choice and stylistic elements to establish a personal voice and a clear point of view
	<ul style="list-style-type: none"> □ Using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form
<p><i>The Writing Process</i></p>	
<p>By the end of Grade 6, students will:</p> <p>- use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively</p>	<ul style="list-style-type: none"> □ Generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate
	<ul style="list-style-type: none"> □ Plan generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate
	<ul style="list-style-type: none"> □ Edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate
	<ul style="list-style-type: none"> □ (1) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; □ (2) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills
<p><i>Intercultural Understanding</i></p>	
<p>By the end of Grade 6, students will:</p> <p>- in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>	<ul style="list-style-type: none"> □ In their written work, communicate information about French speaking communities in eastern, western, and northern Canada, including aspects of their cultures and their contributions to <i>la francophonie</i> and the world, and make connections to personal experiences and their own and other communities
	<ul style="list-style-type: none"> □ Identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in their written work

