Overall Expectations of The Grade 6 Curriculum

Language

Reading

• read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, myths, articles) for different purposes;
• read aloud, showing understanding of the material and awareness of the audience;
• read independently, selecting appropriate reading strategies;
• explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
• decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;
• understand the vocabulary and language structures appropriate for this grade level;
• use conventions of written materials to help them understand and use the materials.

Writing

• communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
• use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions);
• organize information to convey a central idea, using well-linked paragraphs;
• use a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes;
• produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);
• produce media texts using writing and materials from other media (e.g., create a web page publicizing a cycling club);
• revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;
• proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;
• use and spell correctly the vocabulary appropriate for this grade level;
• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level.
Oral and Visual Communication

- make reports, describe and explain a course of action, and follow detailed instructions;
- ask and answer questions to obtain and clarify information;
- communicate a main idea about a topic and describe a sequence of events;
- express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- contribute and work constructively in groups;
- demonstrate the ability to concentrate by identifying main points and staying on topic;
- identify the main types of media works and the most characteristic techniques used in them;
- analyse media works;
- create a variety of media works;
- use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade

French

- participate in dialogues about familiar topics, and listen to and talk about short oral texts;
- read a variety of classroom and simple authentic materials, 150 to 200 words long, containing familiar and new vocabulary, and demonstrate understanding;
- communicate ideas and facts in writing for specific purposes;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.
Mathematics

Number Sense and Numeration

- represent, and explore the relationships between, decimals, percents, rates, and ratios using concrete materials and drawings;
- compare, order, and represent decimals, percents, rates, and ratios using concrete materials and drawings;
- develop proficiency in multiplying by tenths, hundredths, and thousandths, and in dividing by 100;
- understand and explain the characteristics of multiples and factors and of composite and prime numbers;
- compare and order, and represent the relationship between, fractions with unlike denominators using concrete materials and drawings;
- understand the significance of numbers in the greater world and evaluate the use of numbers in the media;
- select and perform computation techniques appropriate to specific problems involving unlike denominators in fractions and the multiplication and division of decimals, and determine whether the results are reasonable;
- solve and explain multi-step problems using the multiplication and division of decimals and percents;
- justify and verify the method chosen for calculations with whole numbers, fractions, decimals, and percents;
- use and verify estimation strategies (e.g., rounding) to determine the reasonableness of solutions to problems and justify the choice of strategy.

For the following operations, students will be proficient at pencil-and-paper calculations. For computations that are more complex, students may use calculators and/or estimation.

Addition: 4 three-digit numbers

Subtraction: a five-digit number subtract a four-digit number

Multiplication: a three-digit number by a two-digit number

Division: a four-digit number by a two-digit number
Measurement

- demonstrate an understanding of and ability to apply appropriate metric prefixes in measurement and estimation activities;
- identify relationships between and among measurement concepts (linear, square, cubic, temporal, monetary);
- solve problems related to the calculation and comparison of the perimeter and the area of regular polygons;
- estimate, measure, and record the mass of objects and the volume of prisms, and compare the measures.

Geometry and Spatial Sense

- identify, describe, compare, and classify geometric figures;
- draw and construct three-dimensional geometric figures from nets;
- identify congruent and similar figures;
- explore transformations of geometric figures;
- understand, apply, and analyse key concepts in transformational geometry using concrete materials and drawings;
- use mathematical language effectively to describe geometric concepts, reasoning, and investigations, and coordinate systems.

Patterning and Algebra

- recognize and discuss the mathematical relationships between and among patterns;
- identify, extend, and create patterns in a variety of contexts;
- analyse and discuss patterning rules;
- display pattern relationships graphically and numerically;
- apply patterning strategies to problem-solving situations.

Data Management and Probability

- systematically collect, organise, and analyse data;
- use computer applications to examine data in a variety of ways;
- construct graphic organizers using computer applications;
- interpret displays of data and present the information using mathematical terms;
- evaluate data and make conclusions from the analysis of data;
- use a knowledge of probability to pose and solve problems;
- examine the concepts of possibility and probability;
- compare experimental probability results with theoretical results.
Science and Technology

Life Systems: Diversity of Living Things
- demonstrate an understanding of ways in which classification systems are used to understand the diversity of living things and the interrelationships among living things;
- investigate classification systems and some of the processes of life common to all animals (e.g., growth, reproduction, movement, response, and adaptation);
- describe ways in which classification systems can be used in everyday life.

Matter and Materials: Properties of Air and Characteristics of Flight
- demonstrate an understanding of the properties of air (e.g., air and other gases have mass) and explain how these can be applied to the principles of flight;
- investigate the principles of flight and determine the effect of the properties of air on materials when designing and constructing flying devices;
- identify design features (of products or structures) that make use of the properties of air, and give examples of technological innovations that have helped inventors to create or improve flying devices.

Energy and Control: Electricity
- demonstrate understanding that electrical energy can be transformed into other forms of energy;
- design and construct a variety of electrical circuits and investigate ways in which electrical energy is transformed into other forms of energy;
- identify uses of electricity in the home and community and evaluate the impact of these uses on both our quality of life and the environment.

Structures and Mechanisms: Motion
- demonstrate an understanding of different kinds of motion (linear, rotational, reciprocating, oscillating);
- design and make mechanical devices, and investigate how mechanisms change one type of motion into another and transfer energy from one form to another;
- identify modifications to improve the design and method of production of systems that have mechanisms that move in different ways.

Earth and Space Systems: Space
- demonstrate an understanding of the patterns of change observable on earth as a result of the movement of the different bodies in the solar system (e.g., solar and lunar eclipses, tides, phases of the moon, position of the constellations) and of the physical characteristics of the different components of the solar system;
• investigate, using models and simulations, the relationship between the sun, earth, and moon, the patterns of change observable on earth that result from the movement of these bodies, and the physical characteristics of the different components of the solar system (e.g., the sun and planets, inner planets and outer planets);

• describe technological and scientific advances that enable humans to study space, and explain how these advances have affected the quality of life on earth.

**Social Studies**

**Heritage and Citizenship: Aboriginal Peoples and European Explorers**

**Overview**

The study of Heritage and Citizenship in Grade 6 focuses on the distinct cultures, both past and present, of Aboriginal peoples in Canada, and on the early European explorers. Students describe the role of the environment in shaping Aboriginal cultures. They examine the interactions between Aboriginal peoples and European explorers at the time of their first contact, and they learn how the early explorers contributed to the development of Canada. They also study the origins of concerns related to Aboriginal peoples and determine their present social, political, and economic conditions.

• identify ways in which the environment molded Canadian Aboriginal cultures;

• identify early explorers and describe their impact on the development of Canada;

• demonstrate an understanding of the social, political, and economic issues facing Aboriginal peoples in Canada today.

**Canada and World Connections: Canada and Its Trading Partners**

**Overview**

In studying the relationship between Canada and its trading partners, students in Grade 6 identify the United States as Canada’s major trading partner. They investigate how the United States affects Canada through trade, media, immigration, culture, technology, tourism, history, and geography. They also describe Canada’s connections to at least one other trading partner, through an in-depth investigation of a country from one of the following regions: Europe, Pacific Rim, Central America, or South America.

• describe the ways in which Canada is connected to the rest of the world through trade;

• identify current distinguishing features (e.g., physical, political, economic, social) of the United States, and of at least one other trading partner from another region of the world;

• describe Canada’s connection to the United States and at least one country from another region of the world.
The Arts

Music
- demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music;
- sing and play instruments with expression and proper technique (e.g., with correct breathing, posture, embouchure);
- use correctly the musical terminology associated with the specific expectations for this grade;
- read and perform from musical notation;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g., through language, visual arts, drama, creative movement).

Drama and Dance
- demonstrate an understanding of the principles involved in the structuring of works in drama and dance;
- interpret and communicate the meaning of novels, scripts, legends, fables, and other material drawn from a range of sources and cultures, using a variety of drama and dance techniques (e.g., “reader’s theatre”), and evaluate the effectiveness of the techniques;
- evaluate, orally and in writing, their own and others’ work in drama and dance (e.g., performances, multimedia presentations);
- create dance pieces, using a variety of techniques;
- solve problems presented through drama and dance in different ways, and evaluate the effectiveness of each solution;
- create different interpretations of their work in drama and dance, using available technology.

Visual Arts
- produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques;
- identify the elements of design (colour, line, shape, form, space, texture) and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;
- explain their interpretation of a variety of art works, supporting it with examples of how the elements and some of the principles of design are used in the work;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.
Health and Physical Education

Healthy Living
- explain how body image and self-esteem influence eating practices;
- identify the major parts of the reproductive system and their functions and relate them to puberty;
- use basic prevention and treatment skills (e.g., basic first aid) to help themselves and others;
- identify the influences (e.g., the media, peers, family) affecting the use of cannabis and other drugs, as well as the effects and legalities of as well as healthy alternatives to, cannabis and other drugs.

Fundamental Movement Skills
- perform movement skills in the kind of combinations that are required in a variety of modified games, gymnastics, dance, and outdoor pursuits: locomotion/traveling (e.g., running, jumping, and hopping in combination, as performed in basketball or in a triple jump), manipulation (e.g., stepping sideways to get in position to bump or volley a ball, as performed in volleyball), and stability (e.g., running and jumping and landing, as in long jump);
- demonstrate the principles of movement while refining movement skills (e.g., combining body shapes and movements with changes in direction as in a dance or gymnastics routine).

Active Participation
- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., rope skipping to music);
- apply living skills, including interpersonal skills, in physical activities (e.g., games, gymnastics, dance, outdoor pursuits) and describe the benefits of using these skills in a variety of physical activities;
- follow safety procedures related to physical activity, equipment, and facilities, and begin to take responsibility for their own safety.