

## GRADE 6 CURRICULUM CONNECTIONS

<b>Language Arts &amp; Literature</b>		
<b>Organizing Idea</b>	<b>Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.</b>	
<b>Guiding Question</b>	<b>What relationships can be made between skillful oration and communication content, style and delivery?</b>	
<b>Learning Outcome</b>	<b>Students connect the quality and efficacy of oral communication to oral language skills.</b>	
	<b>Skills &amp; Procedures</b>	
	Reflect on how oral communication processes or protocols can enhance the quality of personal relationships.	9
	Examine communication processes and protocols that contribute to the transmission or preservation of knowledge.	1,9
	Develop and deliver presentations for specific purposes and audiences.	8
<b>Organizing Idea</b>	<b>Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.</b>	
<b>Guiding Question</b>	<b>How does context influence vocabulary and the intentionality of communication?</b>	
<b>Learning Outcome</b>	<b>Students evaluate how vocabulary enhances communication and provides clarity.</b>	
	<b>Skills &amp; Procedures</b>	
	Study the origin and meaning of First Nations, Métis, and Inuit words in local environments.	1,2,3,4,5,6,7,8
<b>Organizing Idea</b>	<b>Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.</b>	
<b>Guiding Question</b>	<b>How do comprehension strategies enhance interpretations of texts?</b>	
<b>Learning Outcome</b>	<b>Students interpret and respond to texts through application of comprehension strategies.</b>	
	<b>Skills &amp; Procedures</b>	
	Respond to texts by summarizing main ideas and providing supporting evidence from the texts.	2,3,6
	Make connections between new ideas and information in texts and known ideas and information.	6,8
	Connect perspectives reflected in texts to personal experiences.	4
<b>Organizing Idea</b>	<b>Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.</b>	
<b>Guiding Question</b>	<b>How is precise writing influenced by ongoing craft and process development?</b>	
<b>Learning Outcome</b>	<b>Students create texts that reflect personal voice and style through creative and critical thinking processes.</b>	
	<b>Skills &amp; Procedures</b>	
	Create written texts for a variety of audiences and purposes.	2,8
	Edit writing for spelling, punctuation, and grammar.	2,8
	Publish selected writing, incorporating graphics, captions, charts, or other text features to express individuality.	2,5,7,8
	Write to inform, explain, describe, or report for a variety of purposes and audiences.	2,6,8
	Narrow research questions to determine a clear, well-defined topic.	6
	Support the main idea or topic with relevant facts, details, examples, and explanations from multiple sources.	6
	Access and use information ethically.	6

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<b>Physical Education and Wellness</b>		
<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.</b>	
<b>Guiding Question</b>	<b>How can perspectives influence healthy relationships?</b>	
<b>Learning Outcome</b>	<b>Students consider and describe a variety of perspectives that support the development of healthy relationships.</b>	
	<b>Skills &amp; Procedures</b>	
	Demonstrate positive social behaviours to develop and maintain healthy relationships.	2,3,4,5,6,7,8,9
	Examine how empathy toward others with different perspectives supports healthy relationships.	4

<b>Science</b>		
<b>General Learner Expectations</b>	<b>5-4 Demonstrate positive ways for the study of science and for the application of science in responsible ways.</b>	
<b>Specific Learner Expectations</b>	<i>Students will show growth in acquiring and applying the following traits:</i>	
	respect for living things and environments, and commitment for their care.	2,3,5,7

<b>Art</b>		
<b>EXPRESSION</b>		
<b>Component 3</b>	<b>APPRECIATION: Students will interpret artworks for their symbolic meaning.</b>	
<b>Concepts</b>		
	B. An artwork can be analyzed for the meaning of its visible components and their interrelationships	8
	C. Artworks contain symbolic representations of a subject or theme.	8
	D. Artworks can be appreciated at many different level, literal and symbolic.	8
<b>Component 10 (ii)</b>	<b>SUBJECT MATER: Students will develop themes, with an emphasis on global awareness, based on:</b>	
<b>Concepts</b>		
	A. Plants and animals	8
	B. Environment and places	8