

Grade 6 Ontario Curriculum Tracking Template – Grade 6 Language

GRADE 6 - Language

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

GRADE 6 | ORAL COMMUNICATION

Needs Improvement Satisfactory Good Excellent

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

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SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 6, students will:

Purpose

1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks (e.g., to identify the perspective in an oral presentation; to identify the strategies and devices used to enhance the impact of a speech; to describe stated and implied ideas in the lyrics of a song)

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Active Listening Strategies

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups (e.g., ask questions to deepen understanding and make connections to the ideas of others; summarize or paraphrase information and ideas to focus or clarify understanding; use vocal prompts in dialogues or conversations to express empathy, interest, and personal regard: That's really interesting. You must have been excited.)

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Comprehension Strategies

1.3 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 (e.g., use self-questioning to monitor understanding; visualize different elements of an oral text; use note-taking strategies to record important ideas, key words, questions, and predictions)

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Demonstrating Understanding

1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways (e.g., summarize and explain information and ideas from an oral text, citing important details; ask questions to confirm inferences and value judgements during discussions after listening)

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Making Inferences/Interpreting Texts

1.5 interpret oral texts by using stated and implied ideas from the texts

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Extending Understanding

1.6 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 (e.g., use dialogue or drama to explore similarities and differences between ideas in oral texts and their own ideas)

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Analysing Texts

1.7 analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information (e.g., compare their own response to an oral text with a partner's response, citing details from the text to support their own view; explain what makes a war veteran's Remembrance Day speech effective)

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Point of View

1.8 identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives (e.g., ask questions about the values that are stated and implied by the perspective taken and those that are ignored; use role play or drama to express alternative views)

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Presentation Strategies

1.9 identify a variety of presentation strategies used in oral texts and analyse their effect on the audience (e.g., the unexpected use of humour or of changes in pace)

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2. Speaking to Communicate

By the end of Grade 6, students will:

Purpose

2.1 identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form (e.g., to clarify thinking through dialogue; to explore different points of view through drama and role playing; to present information to a group)

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Interactive Strategies

2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions (e.g., acknowledge different points of view; paraphrase to clarify meaning; adjust the level of formality to suit the audience and purpose for speaking)

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Clarity and Coherence

2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information (e.g., present an argument in favour of one point of view on an issue, with an opening statement, sequence of points with supporting evidence, and summary/conclusion)

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Appropriate Language

2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience (e.g., use similes, personification, and comparative adjectives and adverbs to achieve a desired effect)

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Vocal Skills and Strategies

2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning (e.g., create different-sounding "voices" for the characters in a dramatization of a story)

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Non-Verbal Cues

2.6 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 (e.g., count off on their fingers as they present each point in an argument)

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Visual Aids

2.7 use a variety of appropriate visual aids, (e.g., video images, maps, posters, charts, costumes) to support or enhance oral presentations (e.g., wear a costume to help portray the speaker in a monologue; create a slide show to accompany a report)

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3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 6, students will:

Metacognition

3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills

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Interconnected Skills

3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

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GRADE 6 | READING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

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SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of Grade 6, students will:

Variety of Texts

1.1 read a wide variety of texts from diverse cultures, including literary texts (e.g., short stories, poetry, myths, legends, fantasies, novels, plays), graphic texts (e.g., graphic novels, advertisements, atlases, graphic organizers, charts and tables), and informational texts (e.g., biographies, textbooks, and other non-fiction materials; articles and reports; print and online editorials, various electronic texts, webquest texts)

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Purpose

1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., online and print sources to compare different approaches to the same topic; webquest texts for information on a historical topic; graphic organizers, charts, and tables for specific information; a novel or a nonfiction book on a favourite topic for personal enjoyment)

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Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts (e.g., activate prior knowledge on a topic through brainstorming and developing concept maps; use visualization and comparisons with images from other media to clarify details of characters, scenes, or concepts in a text; make predictions about a text based on knowledge of similar texts; reread or read on to confirm or clarify understanding)

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Demonstrating Understanding

1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (e.g., general idea and related facts in chapters, reports, tables and charts, concept maps, online and print magazine articles, editorials, brochures or pamphlets, websites; main theme and important details in short stories, poems, plays, legends)

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Making Inferences/Interpreting Texts

1.5 develop interpretations about texts using stated and implied ideas to support their interpretations

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Extending Understanding

1.6 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

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Analysing Texts

1.7 analyse increasingly complex texts and explain how the different elements in them contribute to meaning (e.g., narrative: contribution of characters, setting, and plot to the theme; persuasive argument: the role of the summing-up paragraph in highlighting the most compelling points in the argument)

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Responding to and Evaluating Texts

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1.8 make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views

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Point of View

1.9 identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives (e.g., ask questions to identify any biases that are stated or implied in the view presented)

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2. Understanding Form and Style

By the end of Grade 6, students will:

Text Forms

2.1 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 (e.g., the use of imaginary/supernatural characters tells the reader not to interpret the story literally), graphic texts such as an advertisement (e.g., colour and layout are used to emphasize the appeal and importance of the product), and informational texts such as an editorial (e.g., the formal, logical structure of thesis, development, and summary/conclusion helps create an authoritative impression)

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Text Patterns

2.2 identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts (e.g., order of importance in a persuasive letter or news report, a grid and coordinates in a map, columns and rows in a table, time order in a biography)

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Text Features

2.3 identify a variety of text features and explain how they help readers understand texts (e.g., indexes, headings/subheadings, captions and labels, and drop-down menus help the reader locate key words, phrases, or ideas when skimming or scanning a text before reading)

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Elements of Style

2.4 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 (e.g., hyperbole provides drama and emphasis in a persuasive article; a complex sentence allows the author to combine ideas for succinctness and improved flow)

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3. Reading With Fluency

By the end of Grade 6, students will:

Reading Familiar Words

3.1 automatically read and understand most words in a range of reading contexts (e.g., words from oral vocabulary and grade-level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts and resource materials in the curriculum subject areas)

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Reading Unfamiliar Words

3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

:semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); r

:syntactic (language structure) cues (e.g., word order, language patterns, punctuation); i

:graphophonic (phonological and graphic) cues (e.g., words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words) t

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Reading Fluently

3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (e.g., read a radio drama or radio editorial in role with suitable emphasis and phrasing)

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4. Reflecting on Reading Skills and Strategies

By the end of Grade 6, students will:

Metacognition

4.1 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 reader's notebook, how they can use these and other strategies to improve as readers

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Interconnected Skills

4.2 explain, in conversation with the teacher and/or peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., using a particular form when writing enhances understanding when reading texts of a similar form)

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GRADE 6 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

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SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of Grade 6, students will:

Purpose and Audience

1.1 identify the topic, purpose, and audience for a variety of writing forms (e.g., an original poem, with an invented structure or based on a model such as a haiku, about a topic of personal interest, to share with the class; a persuasive letter asking the school principal to look at a specific issue from a new point of view; a description of the procedure for constructing a three-dimensional model, to share with Grade 3 students; a script on a topic of current interest for a mock television broadcast for a general audience)

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Developing Ideas

1.2 generate ideas about a potential topic and identify those most appropriate for the purpose

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Research

1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (e.g., identify the steps required to gather information; interview people with knowledge of the topic; identify and use graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve)

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Classifying Ideas

1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas (e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a fishbone chart, a T-chart, or an "Agree/Disagree" chart)

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Organizing Ideas

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies (e.g., making outlines, writing notes, filling in a ranking grid) and organizational patterns (e.g., order of importance)

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Review

1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary (e.g., review information critically with a friend using a concept map, checklist, or flowchart)

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2. Using Knowledge of Form and Style in Writing

By the end of Grade 6, students will:

Form

2.1 write longer and more complex texts using a wide range of forms (e.g., an "autobiography" in the role of a historical or contemporary person, based on research; a journalist's report on a real or imagined event for a newspaper or a television news broadcast; an explanation of the principles of flight; an argument in support of one point of view on a current global issue affecting Canadians; a made-up legend or fantasy, based on themes from their reading, to entertain younger children)

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Voice

2.2 establish a distinctive voice in their writing appropriate to the subject and audience (e.g., use punctuation, dialogue, and vivid language to create a particular mood or tone)

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Word Choice

2.3 use some vivid and/or figurative language and innovative expressions to enhance interest (e.g., strong verbs; concrete, specific nouns; unusual adjectives; unexpected word order)

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Sentence Fluency

2.4 create complex sentences by combining phrases, clauses, and/or simple sentences (e.g., combine several simple sentences - "Nora left the house. She was heading for the market. She didn't want to be late." - to create a complex sentence - "Not wanting to be late, Nora left the house and headed for the market.")

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Point of View

2.5 identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate (e.g., revise writing focusing on the use of inclusive language, such as police officer instead of policeman)

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Preparing for Revision

2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on supporting details and precise language (e.g., identify one main idea that is poorly supported; identify three sentences that would be clarified by adding an adjective or adverb)

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Revision

2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., use arrows or make notes to identify text that needs to be moved; use sticky notes to indicate insertions; use underlining to focus on overworked words; add or substitute words and phrases that would make their writing more vivid; use figurative language such as similes and personification and rhetorical devices such as exaggeration to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory)

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Producing Drafts

2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)

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3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 6, students will:

Spelling Familiar Words

3.1 spell familiar words correctly (e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent- reading texts; words used regularly in instruction across the curriculum)

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Spelling Unfamiliar Words

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling (e.g., orally emphasize hard-to-hear sounds in difficult, complex words: Feb-ru-ar-y; leave unknown letters/letter clusters blank to solve after having spelled the familiar parts of a word; visualize a known word that is like the "problem" word; apply rules for forming plurals to unfamiliar words)

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Vocabulary

3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (e.g., locate entry words, multiple meanings, pronunciation guides, charts of spellings of sounds, inflected forms, suffixes and prefixes, primary and secondary stresses, different pronunciations, idioms, and homographs in online and print dictionaries; use thematic dictionaries such as a word game dictionary or a homonym dictionary; use a thesaurus to explore alternative word choices)

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Punctuation

3.4 use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, 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

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Grammar

3.5 use parts of speech correctly 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

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Proofreading

3.6 proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task)

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Publishing

3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (e.g., use legible printing and cursive writing; include photographs or magazine pictures and a map in a travel brochure; include an index to help the reader find specific information in a report; supply a table of contents)

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Producing Finished Works

3.8 produce pieces of published work to meet identified criteria based on the expectations (e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation)

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4. Reflecting on Writing Skills and Strategies

By the end of Grade 6, students will:

Metacognition

4.1 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

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Interconnected Skills

4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

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Portfolio

4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices

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GRADE 6 | MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

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SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 6, students will:

Purpose and Audience

1.1 explain how a variety of media texts address their intended purpose and audience (e.g., T-shirts intended for supporters of particular institutions, groups, or causes are decorated with related images, logos, colours, and slogans; CD and DVD covers designed to appeal to young children have colourful images of their favourite characters; advertisements geared to parents of infants are broadcast during the daytime whereas those geared to single adults run during late-night programming)

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Making Inferences/Interpreting Messages

1.2 interpret media texts, using overt and implied messages as evidence for their interpretations (e.g., explain why the advertisements used in a particular magazine are appropriate for that magazine, identifying the messages that would appeal to the magazine's audience; explain how advertisements for healthy food and those for fast food differ)

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Responding to and Evaluating Texts

1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (e.g., evaluate the coverage of the same news item in a newspaper article, a segment of a news program, a website, and/or a blog; evaluate the effectiveness with which themes are developed, supported, and illustrated in a movie or music video)

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Audience Responses

1.4 explain why different audiences (e.g., boys, girls, adults, seniors, various cultural groups) might have different responses to media texts (e.g., movies, songs, websites, video games, items of clothing)

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Point of View

1.5 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 (e.g., identify biases in two different media texts that focus on the same topic or event; evaluate the portrayal of Aboriginal people in the media)

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Production Perspectives

1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded (e.g., political parties create advertisements to win voter support, using funds raised by their members and supporters; producers develop television dramas to entertain and make money by selling their products to television conglomerates, which then broadcast the programs to make money by selling advertising spots in the programs' time slots)

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2. Understanding Media Forms, Conventions, and Techniques

Grade 6 Ontario Curriculum Tracking Template – Grade 6 Language

By the end of Grade 6, students will:

Form

2.1 describe in detail the main elements of some media forms (e.g., drama scripts: cast of characters, description of setting, acts, scenes, stage directions; television quiz shows: host/hostess, contestants, prizes; magazines: cover images and text, table of contents, regular columns, feature articles, advertisements)

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Conventions and Techniques

2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience (e.g., movie conventions: in old-fashioned westerns, white and black cowboy hats were used to identify "good" and "bad" characters; movie techniques: freeze-frame images, slow motion, theme music in movies are used to communicate information non-verbally, emphasize or prolong important or appealing scenes, and maintain interest by keeping the viewer wondering "what next?")

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3. Creating Media Texts

By the end of Grade 6, students will:

Purpose and Audience

3.1 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 (e.g., a review of a television program, film, piece of art, or artistic performance to encourage children or adults to see it)

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Form

3.2 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 (e.g., a mock television, radio, or newspaper announcement to inform students about a school-related issue)

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Conventions and Techniques

3.3 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 (e.g., a scene for a television drama adapted from a novel or play: the camera can focus on one character, object, or gesture at a time, allowing different kinds of emphasis; camera angles and distances can vary to create different effects and perspectives; scenes can be edited to change the pace of the action; background music can be used to enhance the mood)

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Producing Media Texts

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3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques \

4. Reflecting on Media Literacy

Skills and Strategies

By the end of Grade 6, students will:

Metacognition

4.1 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

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Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

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Grade 6 Ontario Curriculum Tracking Template – Grade 6 Math

GRADE 6 - Mathematics

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

| | Needs Improvement | Satisfactory | Good | Excellent |
|--|-------------------|--------------|------|-----------|
| Grade 1: Number Sense and Numeration | | | | |
| – represent, compare, and order whole numbers and decimal numbers from 0.001 to 1 000 000, using a variety of tools (e.g., number lines with appropriate increments, base ten materials for decimals); | | | | |
| – 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 (e.g. use base ten materials to represent the relationship between 1, 0.1, 0.01, and 0.001) (Sample problem: How many thousands cubes would be needed to make a base ten block for 1 000 000?); | | | | |
| – read and print in words whole numbers to one hundred thousand, using meaningful contexts (e.g., the Internet, reference books); | | | | |
| – represent, compare, and order fractional amounts with unlike denominators, including proper and improper fractions and mixed numbers, using a variety of tools (e.g., fraction circles, Cuisenaire rods, drawings, number lines, calculators) and using standard fractional notation (Sample problem: Use fraction strips to show that $1\frac{1}{2}$ is greater than $\frac{5}{4}$); | | | | |
| – estimate quantities using benchmarks of 10%, 25%, 50%, 75%, and 100% (e.g., the container is about 75% full; approximately 50% of our students walk to school); | | | | |
| – solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 1 000 000 (Sample problem: How would you determine if a person could live to be 1 000 000 hours old? Show your work.); | | | | |
| – identify composite numbers and prime numbers, and explain the relationship between them (i.e., any composite number can be factored into prime factors) (e.g., $42 = 2 \times 3 \times 7$). | | | | |
| Operational Sense | | | | |
| By the end of Grade 6, students will: | | | | |
| – use a variety of mental strategies to solve addition, subtraction, multiplication, and division problems involving whole numbers (e.g., use the commutative property: $4 \times 16 \times 5 = 4 \times 5 \times 16$, which gives $20 \times 16 = 320$; use the distributive property: $(500 + 15) \div 5 = 500 \div 5 + 15 \div 5$, which gives $100 + 3 = 103$); | | | | |
| – solve problems involving the multiplication and division of whole numbers (fourdigit by two-digit), using a variety of tools (e.g., concrete materials, drawings, calculators) and strategies (e.g., estimation, algorithms); | | | | |
| – add and subtract decimal numbers to thousandths, using concrete materials, estimation, algorithms, and calculators; | | | | |
| – multiply and divide decimal numbers to tenths by whole numbers, using concrete materials, estimation, algorithms, and calculators (e.g., calculate 4×1.4 using base ten materials; calculate $5.6 \div 4$ using base ten materials); | | | | |
| – multiply whole numbers by 0.1, 0.01, and 0.001 using mental strategies (e.g., use a calculator to look for patterns and generalize to develop a rule); | | | | |
| – multiply and divide decimal numbers by 10, 100, 1000, and 10 000 using mental strategies (e.g., “To convert 0.6 m ² to square centimetres, I calculated in my head $0.6 \times 10\ 000$ and got 6000 cm ² .”) (Sample problem: Use a calculator to help you generalize a rule for multiplying numbers by 10 000.); | | | | |
| – use estimation when solving problems involving the addition and subtraction of whole numbers and decimals, to help judge the reasonableness of a solution (Sample problem: Mori used a calculator to add 7.45 and 2.39. The calculator display showed 31.35. Explain why this result is not reasonable, and suggest where you think Mori made his mistake.); | | | | |

Grade 6 Ontario Curriculum Tracking Template – Grade 6 Math

– explain the need for a standard order for performing operations, by investigating the impact that changing the order has when performing a series of operations (Sample problem: Calculate and compare the answers to $3 + 2 \times 5$ using a basic four function calculator and using a scientific calculator.).

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Proportional Relationships

By the end of Grade 6, students will:

- represent ratios found in real-life contexts, using concrete materials, drawings, and standard fractional notation (Sample problem: In a classroom of 28 students, 12 are female. What is the ratio of male students to female students?);
- determine and explain, through investigation using concrete materials, drawings, and calculators, the relationships among fractions (i.e., with denominators of 2, 4, 5, 10, 20, 25, 50, and 100), decimal numbers, and percents (e.g., use a 10 x 10 grid to show that $1/4 = 0.25$ or 25%);
- represent relationships using unit rates (Sample problem: If 5 batteries cost \$4.75, what is the cost of 1 battery?).

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Grade 6: Measurement

Overall Expectations

By the end of Grade 6, students will:

- estimate, measure, and record quantities, using the metric measurement system;
- 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.

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Specific Expectations

Attributes, Units, and Measurement Sense

By the end of Grade 6, students will:

- demonstrate an understanding of the relationship between estimated and precise measurements, and determine and justify when each kind is appropriate
- estimate, measure, and record length, area, mass, capacity, and volume, using the metric measurement system.

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Measurement Relationships

By the end of Grade 6, students will:

- select and justify the appropriate metric unit (i.e., millimetre, centimetre, decimetre, metre, decametre, kilometre) to measure length or distance in a given real-life situation (Sample problem: Select and justify the unit that should be used to measure the perimeter of the school.);
- solve problems requiring conversion from larger to smaller metric units (e.g., metres to centimetres, kilograms to grams, litres to millilitres) (Sample problem: How many grams are in one serving if 1.5 kg will serve six people?);
- demonstrate an understanding of the use of non-standard units of the same size (e.g., straws, index cards) for measuring

- determine, through investigation using a variety of tools (e.g., pattern blocks, Power Polygons, dynamic geometry software, grid paper) and strategies (e.g., paper folding, cutting, and rearranging), the relationship between the area of a rectangle and the areas of parallelograms and triangles, by decomposing (e.g., cutting up a parallelogram into a rectangle and two congruent triangles) and composing (e.g., combining two congruent triangles to form a parallelogram) (Sample problem: Decompose a rectangle and rearrange the parts to compose a parallelogram with the same area. Decompose a parallelogram into two congruent triangles, and compare the area of one of the triangles with the area of the parallelogram.);
- develop the formulas for the area of a parallelogram (i.e., Area of parallelogram = base x height) and the area of a triangle [i.e., Area of triangle = (base x height) ÷ 2], using the area relationships among rectangles, parallelograms, and triangles (Sample problem: Use dynamic geometry software
- estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units
- solve problems involving the estimation and calculation of the areas of triangles and the areas of parallelograms (Sample problem: Calculate the areas of parallelograms that share the same base and the same height, including the special case where the parallelogram is a rectangle.);

- determine, using concrete materials, the relationship between units used to measure area (i.e., square centimetre, square metre), and apply the relationship to solve problems that involve conversions from square metres to square centimetres (Sample problem: Describe the multiplicative relationship between the number of square centimetres and the number of square metres that represent an area. Use this relationship to determine how many square centimetres fit into half a square metre.);

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Grade 6 Ontario Curriculum Tracking Template – Grade 6 Math

– determine, through investigation using a variety of tools and strategies (e.g., decomposing rectangular prisms into triangular prisms; stacking congruent triangular layers of concrete materials to form a triangular prism), the relationship between the height, the area of the base, and the volume of a triangular prism, and generalize to develop the formula (i.e., Volume =

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area of base x height) (Sample problem: Create triangular prisms by splitting rectangular prisms in half. For each prism, record the area of the base, the height, and the volume on a chart. Identify relationships.);

– determine, through investigation using a variety of tools (e.g., nets, concrete materials, dynamic geometry software, Polydrons) and strategies, the surface area of rectangular and triangular prisms;

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– solve problems involving the estimation and calculation of the surface area and volume of triangular and rectangular prisms (Sample problem: How many

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square centimetres of wrapping paper are required to wrap a box that is 10 cm long, 8 cm wide, and 12 cm high?).

Grade 6: Geometry and Spatial Sense

Overall Expectations

By the end of Grade 6, students will:

- classify and construct polygons and angles;
- sketch three-dimensional figures, and construct three-dimensional figures from drawings;
- describe location in the first quadrant of a coordinate system, and rotate two-dimensional shapes.

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Specific Expectations

Geometric Properties

By the end of Grade 6, students will:

– sort polygons according to the number of lines of symmetry and the order of rotational symmetry, through investigation using a variety of tools (e.g., tracing paper, dynamic geometry software, Mira);

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– measure and construct angles up to 180° using a protractor, and classify them as acute, right, obtuse, or straight angles;

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– construct polygons using a variety of tools, given angle and side measurements

Geometric Relationships

By the end of Grade 6, students will:

– build three-dimensional models using connecting cubes, given isometric sketches or different views (i.e., top, side, front) of the structure (Sample problem: Given the top, side, and front views of a structure, build it using the smallest number of cubes possible.);

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– sketch, using a variety of tools (e.g., isometric dot paper, dynamic geometry software), isometric perspectives and different views (i.e., top, side, front) of three-dimensional figures built with interlocking cubes.

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Location and Movement

By the end of Grade 6, students will:

– explain how a coordinate system represents location, and plot points in the first quadrant of a Cartesian coordinate plane;

– identify, perform, and describe, through investigation using a variety of tools (e.g., grid paper, tissue paper, protractor, computer technology), rotations of 180° and clockwise and counterclockwise rotations of 90°, with the centre of rotation inside or outside the shape;

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– create and analyse designs made by reflecting, translating, and/or rotating a shape, or shapes, by 90° or 180° (Sample problem: Identify rotations of 90° or 180° that map congruent shapes, in a given design, onto each other.).

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Grade 6: Patterning and Algebra

Overall Expectations

By the end of Grade 6, students will:

- describe and represent relationships in growing and shrinking patterns (where the terms are whole numbers), and investigate repeating patterns involving rotations;

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- use variables in simple algebraic expressions and equations to describe relationships.

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Specific Expectations

Patterns and Relationships

By the end of Grade 6, students will:

– identify geometric patterns, through investigation using concrete materials or drawings, and represent them numerically;

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Grade 6 Ontario Curriculum Tracking Template – Grade 6 Math

– make tables of values for growing patterns, given pattern rules in words (e.g., start with 3, then double each term and add 1 to get the next term), then list the ordered pairs (with the first coordinate representing the term number and the second coordinate representing the term) and plot the points in the first quadrant, using a variety of tools (e.g., graph paper, calculators, dynamic statistical software);

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– 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 (Sample problem: For the pattern rule “start with 1 and add 3 to each term to get the next term”, use graphing to find the term number when the term is 19.);

– 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 (e.g., for 1, 3, 5, 7, 9, ..., the pattern rule is “start with 1 and add 2 to each term 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 (e.g., for 2, 4, 6, 8, ..., the pattern rule for the general term is “double the term number”);

Overall Expectations

By the end of Grade 6, students will:

- describe and represent relationships in growing and shrinking patterns (where the terms are whole numbers), and investigate repeating patterns involving rotations;

- use variables in simple algebraic expressions and equations to describe relationships.

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– 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 (Sample problem: For the pattern 5000, 4750, 4500, 4250, 4000, 3750, ..., find the 15th term. Explain your reasoning.);

– extend and create repeating patterns that result from rotations, through investigation using a variety of tools (e.g., pattern blocks, dynamic geometry software, geoboards, dot paper).

Variables, Expressions, and Equations

By the end of Grade 6, students will:

– demonstrate an understanding of different ways in which variables are used (e.g., variable as an unknown quantity; variable as a changing quantity);

– identify, through investigation, the quantities in an equation that vary and those that remain constant (e.g., in the formula for the area of a triangle, $A = (b \times h)/2$, the number 2 is a constant, whereas b and h can vary and may change the value of A);

– solve problems that use two or three symbols or letters as variables to represent different unknown quantities (Sample problem: If $n + l = 15$ and $n + l + s = 19$, what value does the s represent?);

– determine the solution to a simple equation with one variable, through investigation using a variety of tools and strategies (e.g., modelling with concrete materials, using guess and check with and without the aid of a calculator) (Sample problem: Use the method of your choice to determine

the value of the variable in the equation $2 \times n + 3 = 11$. Is there more than one possible solution? Explain your reasoning.).

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Grade 6: Data Management and Probability

Overall Expectations

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;

- read, describe, and interpret data, and explain relationships between sets of data;

- determine the theoretical probability of an outcome in a probability experiment, and use it to predict the frequency of the outcome.

Specific Expectations

Collection and Organization of Data

By the end of Grade 6, students will:

– collect data by conducting a survey (e.g., use an Internet survey tool) or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements;

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Grade 6 Ontario Curriculum Tracking Template – Grade 6 Math

– collect and organize discrete or continuous primary data and secondary data (e.g., electronic data from websites such as E-Stat or Census At Schools) and display the data in charts, tables, and graphs (including continuous line graphs) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales (e.g., with appropriate increments) that suit the range and distribution of the data, using a variety of tools (e.g., graph paper, spreadsheets, dynamic statistical software);

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– select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph (i.e., from types of graphs already studied, such as pictographs, horizontal or vertical bar graphs, stem-and-leaf plots, double bar graphs, broken-line graphs, and continuous line graphs);

– 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 (Sample problem: Would the results of a survey of primary students about their favourite television shows represent the favourite shows of students in the entire school? Why or why not?).

Data Relationships

By the end of Grade 6, students will:

– read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., sports data in the newspaper, data from the Internet about movies), presented in charts, tables, and graphs (including continuous line graphs);

compare, through investigation, different graphical representations of the same data

explain how different scales used on graphs can influence conclusions drawn from the data;

demonstrate an understanding of mean (e.g., mean differs from median and mode because it is a value that “balances” a set of data – like the centre point or fulcrum in a lever), and use the mean to compare two sets of related data, with and without the use of technology

demonstrate, through investigation, an understanding of how data from charts, tables, and graphs can be used to make inferences and convincing arguments (e.g., describe examples found in newspapers and magazines).

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Probability

By the end of Grade 6, students will:

– 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 (e.g., the theoretical probability of rolling an odd number on a six-sided number cube is $\frac{3}{6}$ because, of six equally likely outcomes, only three are favourable – that is, the odd numbers 1, 3, 5);

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– represent the probability of an event (i.e., the likelihood that the event will occur), using a value from the range of 0 (never happens or impossible) to 1 (always happens or certain);

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– predict the frequency of an outcome of a simple probability experiment or game, by calculating and using the theoretical probability of that outcome (e.g., “The theoretical probability of spinning red is $\frac{1}{4}$ since there are four different-coloured areas that are equal. If I spin my spinner 100 times, I predict that red should come up about 25 times.”)

Grade 6 Ontario Curriculum Tracking Template – Grade 6 Science & Tech

3.4 describe ways in which biodiversity within and among communities is important for maintaining the resilience of these communities (e.g., having a variety of species of wheat allows for some part of the crop to survive adverse conditions)

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3.5 describe interrelationships within species (e.g., wolves travel in packs to defend their territory, raise their cubs, and hunt large prey), between species (e.g., the brightly-coloured anemone fish protects its eggs by laying them among the poisonous tentacles of the sea anemone, and in return the fish's bright colours attract prey for the anemone to eat; birds and bees take sustenance from plants and carry pollen between plants), and between species and their environment (e.g., algae and water lilies compete for sunlight in a pond), and explain how these interrelationships sustain biodiversity

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3.6 identify everyday products that come from a diversity of organisms (e.g., traditional pain relievers are derived from the bark of the white willow tree; tofu is made from soybeans; silk is made from silkworm cocoons; nutritional supplements, shampoos, toothpastes, and deodorants contain pollen collected by bees)

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3.7 explain how invasive species (e.g., zebra mussel, Asian longhorned beetle, purple loosestrife) reduce biodiversity in local environments

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GRADE 6 | UNDERSTANDING STRUCTURES AND MECHANISMS

FLIGHT

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. assess the societal and environmental impacts of flying devices that make use of properties of air;
2. investigate ways in which flying devices make use of properties of air;
3. explain ways in which properties of air can be applied to the principles of flight and flying devices.

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SPECIFIC EXPECTATIONS

1. Relating Science and Technology to Society and the Environment

By the end of Grade 6, students will:

- 1.1 assess the benefits and costs of aviation technology for society and the environment, taking different social and economic perspectives into account (e.g., the perspectives of farmers, airline workers, doctors, home owners, tour operators)

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2. Developing Investigation and Communication Skills

By the end of Grade 6, students will:

- 2.1 follow established safety procedures for using tools and materials and operating flying devices (e.g., aim flying devices away from each other when launching them; fly kites and airplanes a safe distance from overhead hydro wires)
- 2.2 use scientific inquiry/experimentation skills (see page 12) to investigate the properties of air (e.g., air takes up space, has mass, can be compressed)
- 2.3 investigate characteristics and adaptations that enable living things to fly (e.g., a bat's wings are made up of long, thin bones covered with a very light membrane that forms an airfoil surface; insects can twist and turn their wings, which helps them to hover in the air or even fly backwards; some seeds, such as the keys of a maple tree or dandelion seeds, have parachutes or wings like a glider that allow them to be carried by the wind)
- 2.4 use technological problem-solving skills (see page 16) to design, build, and test a flying device (e.g., a kite, a paper airplane, a hot air balloon)

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Sample guiding questions: How does your device use the principles of flight? What were some challenges in getting your device off the ground? How might you change your device to make it fly better?

- 2.5 use appropriate science and technology vocabulary, including aerodynamics, compress, flight, glide, propel, drag, thrust, and lift, in oral and written communication

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- 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., using technological conventions, make a drawing of the flying device they constructed)

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3. Understanding Basic Concepts

By the end of Grade 6, students will:

- 3.1 identify the properties of air that make flight possible (e.g., air takes up space, has mass, expands, can exert a force when compressed)

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- 3.2 identify common applications of the properties of air, such as its compressibility and insulating qualities (e.g., home insulation, tires, sleeping bags, layered clothing)

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Grade 6 Ontario Curriculum Tracking Template – Grade 6 Science & Tech

3.3 identify and describe the four forces of flight (lift, weight, drag, and thrust)

3.4 describe, in qualitative terms, the relationships between the forces of lift, weight, thrust, and drag that are required for flight (e.g., lift must be greater than weight for a plane to take off; thrust must be greater than drag for a plane to take off; lift must be less than weight for a plane to land; thrust must be less than drag for a plane to land)

3.5 describe ways in which flying devices or living things use unbalanced forces to control their flight (e.g., a plane can be steered up or down by tilting the elevators on the tail; when a bird flaps its wings, the wings develop lift as well as forward and upward force, thus causing it to take off)

3.6 describe ways in which the four forces of flight can be altered (e.g., increasing the angle of attack increases the lift; lightweight materials help to keep the overall mass of the plane down, so that it can fly with smaller lift force; jet engines can vary the amount of thrust, which enables the plane to move forward; using the flaps on airplane wings changes the amount of drag, which reduces the speed of the plane)

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GRADE 6 | UNDERSTANDING MATTER AND ENERGY

ELECTRICITY AND ELECTRICAL DEVICES

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. evaluate the impact of the use of electricity on both the way we live and the environment;
2. investigate the characteristics of static and current electricity, and construct simple circuits;
3. demonstrate an understanding of the principles of electrical energy and its transformation into and from other forms of energy.

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SPECIFIC EXPECTATIONS

1. Relating Science and Technology to Society and the Environment

By the end of Grade 6, students will:

- 1.1 assess the short- and long-term environmental effects of the different ways in which electricity is generated in Canada (e.g., hydro, thermal, nuclear, wind, solar), including the effect of each method on natural resources and living things in the environment
- 1.2 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

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2. Developing Investigation and Communication Skills

By the end of Grade 6, students will:

- 2.1 follow established safety procedures for working with electricity (e.g., ensure hands are completely dry when working with electricity; be aware of electrical hazards at home, at school, and in the community)
- 2.2 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
- 2.3 use scientific inquiry/experimentation skills (see page 12) to investigate the characteristics of static electricity
- 2.4 design, build, and test a device that produces electricity (e.g., a battery built from a lemon or potato; a wind turbine)
- 2.5 use technological problem-solving skills (see page 16) to design, build, and test a device that transforms electrical energy into another form of energy in order to perform a function (e.g., a device that makes a sound, that moves, that lights up)
- 2.6 use appropriate science and technology vocabulary, including current, battery, circuit, transform, static, electrostatic, and energy, in oral and written communication
- 2.7 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., using scientific and technological conventions, create a labelled diagram showing the component parts of the device they created to transform electrical energy into another form of energy and perform a function)

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3. Understanding Basic Concepts

By the end of Grade 6, students will:

- 3.1 distinguish between current and static electricity
- 3.2 use the principles of static electricity to explain common electrostatic phenomena (e.g., the attraction of hairs to a comb that has been rubbed on a piece of wool; the attraction of small pieces of paper to a plastic ruler that has been rubbed with a rag; the attraction of pieces of clothing to each other when they come out of a clothes dryer)
- 3.3 identify materials that are good conductors of electricity (e.g., copper, gold, silver, aluminum, water [when it has a high mineral content]) and good insulators (e.g., glass, plastic, rubber, ceramics)

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Grade 6 Ontario Curriculum Tracking Template – Grade 6 Science & Tech

3.4 describe how various forms of energy can be transformed into electrical energy (e.g., batteries use chemical energy; hydroelectric plants use water power; nuclear generating stations use nuclear energy; wind turbines use wind power; solar panels use energy from the sun; wave power stations use energy from ocean waves)

3.5 identify ways in which electrical energy is transformed into other forms of energy (e.g., electrical energy is transformed into heat energy in a toaster, light and sound energy in a television, mechanical energy in a blender)

3.6 explain the functions of the components of a simple electrical circuit (e.g., a battery is the power source; a length of wire is the conductor that carries the electrical current to the load; a light bulb or motor is the load)

3.7 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 (e.g., some strings of patio lights are in series circuits ?when one light burns out, the whole string goes out; parallel circuits are used for wiring lighting and electrical outlets in your house ?when one light burns out, the others keep burning) T

3.8 describe ways in which the use of electricity by society, including the amount of electrical energy used, has changed over time (e.g., drying clothes in a dryer instead of using a clothesline; playing video games instead of playing board games; using electric lights instead of candles)

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GRADE 6 | UNDERSTANDING EARTH AND SPACE SYSTEMS

SPACE

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. assess the impact of space exploration on society and the environment;
2. investigate characteristics of the systems of which the earth is a part and the relationship between the earth, the sun, and the moon;

3. 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.

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SPECIFIC EXPECTATIONS

1. Relating Science and Technology to Society and the Environment

By the end of Grade 6, students will:

1.1 assess the contributions of Canadians (e.g., astronauts Marc Garneau and Roberta Bondar; astronomers Richard Bond, David Levy, and Helen Hogg; Spar Aerospace Limited's development of the Canadarm; the University of British Columbia's development of the "Hubble" space telescope) to the exploration and scientific understanding of space

1.2 evaluate the social and environmental costs and benefits of space exploration, taking different points of view into account (e.g., the point of view of health care workers and workers in other agencies that compete with space programs for public money; astronauts and their families; the general public; scientists)

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2. Developing Investigation and Communication Skills

By the end of Grade 6, students will:

2.1 follow established safety procedures for handling tools and materials and observing the sun (e.g., use appropriate eye protection when testing a sundial)

2.2 use technological problem-solving skills (see page 16) to design, build, and test devices (e.g., a sundial, a model of the earth's rotation around the sun) for investigating the motions of different bodies in the solar system

2.3 use scientific inquiry/research skills (see page 15) to investigate scientific and technological advances that allow humans to adapt to life in space

2.4 use appropriate science and technology vocabulary, including axis, tilt, rotation, revolution, planets, moons, comets, and asteroids, in oral and written communication

2.5 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., use a graphic organizer to identify and order main ideas and supporting details for a report about how science and technology can help humans adapt to life in space)

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3. Understanding Basic Concepts

By the end of Grade 6, students will:

Grade 6 Ontario Curriculum Tracking Template – Grade 6 Science & Tech

3.1 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 (e.g., The earth's surface is very young; much of it is covered with water. The moon is the earth's only natural satellite. Comets are the largest objects in our solar system; their centres contain rock particles trapped in frozen liquid; their tails are made up of gas and dust.)

3.2 identify the bodies in space that emit light (e.g., stars) and those that reflect light (e.g., moons and planets)

3.3 explain how humans meet their basic biological needs in space (e.g., obtaining air, water, and food and managing bodily functions)

3.4 identify the technological tools and devices needed for space exploration (e.g., telescopes, spectroscopes, spacecraft, life-support systems)

3.5 describe the effects of the relative positions and motions of the earth, moon, and sun (e.g., use models or simulations to show solar and lunar eclipses, phases of the moon, tides)

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GRADE 6 - HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, PAST AND PRESENT

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

GRADE 6 - HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, PAST AND PRESENT

Needs Improvement Satisfactory Good Excellent

Overall Expectations

By the end of Grade 6, students will:

A1. Application: assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions (FOCUS ON: Cause and Consequence; Patterns and Trends)

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A2. Inquiry: use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada (FOCUS ON: Perspective)

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A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada (FOCUS ON: Significance; Continuity and Change)

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Specific Expectations

A1. Application: Diversity, Inclusiveness, and Canadian Identity - FOCUS ON: Cause and Consequence; Patterns and Trends

By the end of Grade 6, students will:

A1.1 explain how various features that characterize a community can contribute to the identity and image of a country

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A1.2 evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity

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A1.3 explain how various groups have contributed to the goal of inclusiveness in Canada

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A2. Inquiry: The Perspectives of Diverse Communities - FOCUS ON: Perspective

By the end of Grade 6, students will:

A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada

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A2.2 gather and organize information from a variety of primary and secondary sources using various technologies (e.g., photographs, letters and diaries, oral stories, maps, songs, paintings, newspaper reports, books written on the experiences of new settlers in a community, books written about a specific community, online databases and archival collections) that present different perspectives on the historical and/or contemporary experience of two or more communities in Canada

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A2.3 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

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A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools

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A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada

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A2.6 communicate the results of their inquiries, using appropriate vocabulary

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A3. Understanding Context: The Development of Communities in Canada - FOCUS ON: Significance; Continuity and Change

By the end of Grade 6, students will:

A3.1 identify the main reasons why different peoples came to Canada

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A3.2 describe some key economic, political, cultural, and social aspects of life in settler communities in Canada (e.g., with reference to land ownership; agricultural practices; work; religion; dress and diet; family life and the roles of men, women, and children; social and service clubs), and identify significant ways in which settlers' places of origin influenced their ways of life in Canada

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A3.3 identify various types of communities that have contributed to the development of Canada

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A3.4 describe significant events or developments in the history of two or more communities in Canada (e.g., First Nations: arrival of European explorers and settlers, the fur trade, the reserve system, the Indian Act, residential schools; French Canadians: expulsion of the Acadians, loss of the Battle of the Plains of Abraham; Japanese: forced relocation during World War II, the apology for this action from the federal government in 1988; Germans: religious freedom for Mennonitimmigrants, the renaming of Berlin, Ontario, to Kitchener during World War I) and how these events affected the communities' development and/or identity

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A3.5 describe interactions between communities in Canada, including between newcomers and groups that were already in the country

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A3.6 identify key differences, including social, cultural, and/or economic differences, between two or more historical and/or contemporary communities in Canada

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Grade 6 Ontario Curriculum Tracking Template – Grade 6 Heritage & Identity

A3.7 describe significant changes within their own community in Canada (e.g., their ethnic or religious community, their local community, their region)

A3.8 identify and describe fundamental elements of Canadian identity

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GRADE 6 - PEOPLE AND ENVIRONMENTS: CANADA’S INTERACTIONS WITH THE GLOBAL COMMUNITY

Student’s Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher

Tracking:

Needs Improvement Satisfactory Good Excellent

GRADE 6 - PEOPLE AND ENVIRONMENTS: CANADA’S INTERACTIONS WITH THE GLOBAL COMMUNITY

Overall Expectations

By the end of Grade 6, students will:

- B1. Application: 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 (FOCUS ON: Interrelationships; Perspective)
- B2. Inquiry: 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 (FOCUS ON: Cause and Consequence)
- B3. Understanding Context: describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement (FOCUS ON: Significance; Patterns and Trends)

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Specific Expectations

B1. Application: Canada and International Cooperation - FOCUS ON: Interrelationships; Perspective

By the end of Grade 6, students will:

- B1.1 explain why Canada participates in specific international accords and organizations
- B1.1 explain why Canada participates in specific international accords and organizations (e.g., the North American Free Trade Agreement [NAFTA]; Asia-Pacific Economic Cooperation [APEC]; the World Health Organization [WHO]; the North Atlantic Treaty Organization [NATO]; the United Nations [UN], including the Declaration on the Rights of Indigenous People and/or the Convention on the Rights of the Child), and assess the influence of some significant accords and/or organizations in which Canada participates
- B1.2 analyse responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance
- B1.3 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

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B2. Inquiry: Responses to Global Issues - FOCUS ON: Cause and Consequence

By the end of Grade 6, students will:

- B2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance (e.g., child labour, dwindling oil supplies, ownership of and access to fresh water, climate change, food shortages, refugees, or natural disasters), their impact on the global community, and responses to the issues
- B2.2 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
- B2.3 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
- B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools
- B2.5 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
- B2.6 communicate the results of their inquiries, using appropriate vocabulary

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B3. Understanding Context: Canada’s Global Interactions - FOCUS ON: Significance; Patterns and Trends

By the end of Grade 6, students will:

- B3.1 identify some of the major ways in which the Canadian government interacts with other nations of the world
- B3.2 describe Canada’s participation in different international accords, organizations, and/or programs
- B3.3 describe several groups or organizations through which Canada and Canadians are involved in global issues
- B3.4 describe the responses of the Canadian government and some NGOs to different disasters and emergencies around the world
- B3.5 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
- B3.6 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

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Grade 6 Ontario Curriculum Tracking Template – Grade 6 People & Environments

B3.7 identify countries/regions with which Canada has a significant economic relationship
B3.8 describe significant economic effects on Canada and Canadians of interactions between Canada and other regions of the world
B3.9 describe some ways in which Canada's interactions with other regions of the world have affected the environment

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GRADE 6 - Physical Health & Education

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

Needs Improvement Satisfactory Good Excellent

LIVING SKILLS

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

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SPECIFIC EXPECTATIONS

1. Living Skills

By the end of Grade 6, students will:

Personal Skills (PS)*

1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: identify which of the factors known to motivate participation in physical activity in most people are the strongest factors affecting their own motivation to be active; Movement Competence: assess their technique for catching throws of different speeds – are they remembering to move farther away when a ball is thrown hard and fast?; Healthy Living: reflect on how their body image affects their self-concept, and identify other factors, including acceptance by others, that influence their sense of themselves)

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1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: explain why properly fitted helmets and well-secured straps on wheelchairs allow them to participate in physical activities with greater confidence; Movement Competence: explain how adopting a positive attitude and a willingness to try new things helped them have more fun and make progress in learning a new skill or game; Healthy Living: describe how their management and organizational skills are applied when they are preparing to babysit a younger child)

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* The abbreviation(s) for the three categories of living skills – PS, IS, and CT – appear in square brackets at the end of expectations, in strands A–C, to which those skills are clearly connected. (See pp. 18–21 for a discussion of living skills.)

Interpersonal Skills (IS)*

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use encouraging words to support other students when being active; Movement Competence: communicate clearly when working together in small groups to create a movement sequence; Healthy Living: describe what verbal and non-verbal signals could be used to send messages to others about how you feel about them)

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1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (e.g., Active Living: promote fair play, share equipment, take turns, and follow rules when playing lead-up games; show respect for the decisions and calls of teammates when refereeing their own activities; Movement Competence: contribute ideas when working in a group to accomplish a collaborative task; Healthy Living: show awareness of how best to help others by asking questions and responding as directed by the person)

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Critical and Creative Thinking (CT)*

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: describe the steps that should be taken when responding to minor injuries; Movement Competence: plan a variety of offensive and defensive tactics that could be used in different situations in striking/fielding games; Healthy Living: describe what can be done to challenge stereotypes and assumptions, and to encourage respect for and acceptance of differences and inclusion of all people in social activities)

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A. ACTIVE LIVING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;

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A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

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A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

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SPECIFIC EXPECTATIONS

A1. Active Participation

By the end of Grade 6, students will:

Grade 6 Ontario Curriculum Tracking Template – Grade 6 Phys. Ed & Health

A1.1 actively participate in a wide variety of program activities (e.g., lead-up games, recreational activities, fitness activities, dance), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., being engaged and moving throughout the activity, using time effectively, being open to new activities, displaying fair play by taking turns and sharing, listening to others, not blaming or taking advantage of others) [PS, IS]

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A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate in activities in various sizes of groups and using various types of equipment, having a choice of activities, being able to take part in activities that are modified to suit their individual needs, being able to participate actively in a game or activity rather than having to sit it out, having a chance to take part in both team games and individual activities, experiencing pleasure in both the physical experiences and the aesthetic aspects of movement), as they participate in a wide variety of individual and small-group activities and lead-up games [PS]

Student: “By playing in groups of four instead of groups of eight, everyone gets lots of turns. Our group adjusted the boundaries to make it easier for everyone to play.”

A1.3 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 (e.g., influence of friends, enthusiasm for the outdoors, a preference for either team or individual activities, encouragement from others, increased time with friends, availability of a program, enjoyment of healthy competition, influence of media role models) [CT]

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A2. Physical Fitness

By the end of Grade 6, students will:

A2.1 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 twenty minutes each day (e.g., hiking, playing lead-up soccer, doing fitness circuits, doing aerobic routines, orienteering; walking to reduce heart rate after activity, holding stretches after running) [PS]

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A2.2 explain how participation in physical activities affects personal health-related fitness (e.g., muscular strength and endurance activities help tone and strengthen muscles, flexibility activities can help prevent injuries, cardiorespiratory activities can improve the immune system) [CT]

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A2.3 assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) as they participate in various physical activities (e.g., comparing how they feel before, during, and after an activity or simple fitness tasks), and monitor changes in their physical fitness over time (e.g., comparing their personal results and physical activity participation over a period of time, such as the beginning, middle, and end of the school term) [PS, CT]

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A2.4 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 (e.g., improving cardiorespiratory fitness by doing activities that increase the heart rate in order to be able to walk or run faster or wheel a specified distance; enhancing flexibility by holding a stretch for a designated amount of time) [PS, CT]

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A3. Safety

By the end of Grade 6, students will:

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., demonstrating personal responsibility; checking that equipment is in good working order; wearing an appropriate and properly fitting helmet when taking part in activities such as bike riding, downhill skiing, or skateboarding; helping someone adjust the straps on his/her wheelchair) [PS, IS]

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A3.2 describe appropriate methods for treating minor injuries that may occur while participating in physical activity (e.g., applying pressure and ice to reduce swelling, cleaning and bandaging minor cuts, applying pressure to reduce bleeding, treating injuries quickly so they do not become worse) [PS, CT]

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B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

B1. 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;

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B2. 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.

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SPECIFIC EXPECTATIONS

B1. Movement Skills and Concepts

By the end of Grade 6, students will:

B1.1 perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance (e.g., shift weight smoothly during hip hop dancing; perform twists and balances on a stability ball; with a partner, use resistance [pushing] and counter-tension [pulling] by shifting and adjusting their weight and position to create a stable partner balance; move smoothly from a downward dog pose in yoga to a standing pose) [PS, IS]

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B1.2 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 (e.g., wheel their wheelchair around objects and at different speeds in a fitness circuit; create a developmental gymnastics sequence with a partner that uses a range of movements and shows changes in speed, level, and formation) [PS, IS]

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B1.3 send and receive a variety of objects (e.g., rubber chickens, rings, beanbags, soft foam balls, discs, tennis balls, utility balls), adjusting for speed and distance, while applying basic principles of movement* (e.g., use different amounts of force to send an object to a teammate, depending on relative positions and type of object being thrown, batted, or kicked; send an object through a hoop, into a bucket, to a target on a wall, to a specific spot on the other side of a net, to a partner; bend knees, keeping arms out and head up in a ready position to prepare to receive an object; use the body to absorb an object that is sent with greater force; follow through in the direction of the target to improve aim and accuracy) [PS, IS]

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B1.4 retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment (e.g., run to catch a football, then carry it in a “down and out” pattern that first goes down the field, then turns abruptly right or left; stickhandle a felt disc slowly and then quickly while keeping their head up) [PS, IS]

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Grade 6 Ontario Curriculum Tracking Template – Grade 6 Phys. Ed & Health

B2. Movement Strategies

By the end of Grade 6, students will:

B2.1 demonstrate an understanding of the basic components of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities (e.g., lead-up games such as four-on-four rubber-chicken keep-away, basketball shooting games, and two-base softball; recreational activities such as mini-triathlons, hiking, skipping rope, and cooperative games; fitness activities such as t'ai chi, activities with exercise bands and exercise balls, and personal fitness challenges; dance activities such as cultural dance, jazz, and creative movement) [IS, CT]

* See page 26 for background information and a description of movement principles.

B2.2 describe common features of specific categories of physical activities* (e.g., individual, target, net/wall, striking/fielding, territory), and describe strategies that they found effective while participating in a variety of physical activities in different categories [CT]

B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (e.g., individual activities: find a comfortable pace when running, wheeling a wheelchair, or speed-walking; work with a partner to develop different ways of using an exercise ball to improve core strength; target activities: in a game like bocce, hit opponents' balls out of the way in order to make space for their own ball closer to the target; net/wall activities: assume a position of readiness to move to receive an object; practise sending the ball to specific parts of the opposite court; striking/fielding activities: throw the ball promptly to teammates after retrieving it to stop opponents from scoring; territory activities: defend territory by anticipating an opponent's actions; bounce a utility ball at different heights to keep it from an opponent in a keep-away game; throw a disc to a stationary partner, then move down the field to receive a return pass) [IS, CT]**

* See pages 27–29 for background information and a description of various categories of physical activities. ** The types of living skills associated with students' application of tactical solutions differ with the students' developmental stage. Critical and creative thinking skills and processes are involved in choosing or devising tactical solutions at any age. At the different stages of development, however, students are able to focus on applying critical and creative thinking to a greater or lesser degree. In Grades 1–3, students are also occupied with developing personal skills; in Grades 4–6, most students are ready to focus on interpersonal skills as they apply tactical solutions (e.g., giving encouraging feedback to others, asking clarifying questions when planning the next move with teammates); and in Grades 7 and 8, most are more prepared to focus their energy on the thinking skills involved.

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C. HEALTHY LIVING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

C1. demonstrate an understanding of factors that contribute to healthy development;
C2. 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;

C3. 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.

SPECIFIC EXPECTATIONS

C1. Understanding Health Concepts

By the end of Grade 6, students will:

Substance Use, Addictions, and Related Behaviours

C1.1 describe the range of effects associated with using cannabis and other illicit drugs (e.g., crack, cocaine, Ecstasy, crystal methamphetamine) and intoxicating substances (e.g., gas, glue, prescription medications)

C1.2 identify people and community resources (e.g., elders, family members, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities) that can provide support when dealing with choices or situations involving substance use and addictive behaviours

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C2. Making Healthy Choices

By the end of Grade 6, students will:

Healthy Eating

C2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices (e.g., allergies and sensitivities, likes and dislikes, dental health, food availability, media influences, cultural influences, influence of family and friends, school food and beverage policies, environmental impact, cost) to develop personal guidelines for healthier eating [CT]

C2.2 apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink (e.g., stage of development, growth spurts, level of physical activity, eating larger portions) to develop personal guidelines for healthier eating [PS]

Personal Safety and Injury Prevention

C2.3 apply personal skills and interpersonal skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations (e.g., classroom groups, groups of friends, sports teams, school clubs) [PS, IS]

Substance Use, Addictions, and Related Behaviours

C2.4 use decision-making strategies and skills and an understanding of factors influencing drug use (e.g., personal values, peer pressure, media influences, curiosity, legal restrictions, cultural teachings) to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis [CT]

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C3. Making Connections for Healthy Living

By the end of Grade 6, students will:

Healthy Eating

Grade 6 Ontario Curriculum Tracking Template – Grade 6 Phys. Ed & Health

C3.1 explain how healthy eating and active living work together to improve a person’s general health and well-being (e.g., both provide more energy and contribute to improved self-concept, greater resistance to disease, and better overall health; both help a person to maintain a weight that is healthy for them) and how the benefits of both can be promoted to others [CT]

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Personal Safety and Injury Prevention

C3.2 recognize the responsibilities and risks associated with caring for themselves and others (e.g., while babysitting, staying home alone, caring for pets, volunteering in the community, assisting someone with a disability, preparing meals, travelling to and from school and other locations), and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (e.g., safe practices for preparing food; responses to allergic reactions, fire, sports injuries, dental emergencies, hypothermia, bullying) [PS, IS]

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GROWTH AND DEVELOPMENT (1998) (Table content for page 163)

OVERALL EXPECTATION

By the end of Grade 6, students will:

- identify the major parts of the reproductive system and their functions and relate them to puberty.

SPECIFIC EXPECTATIONS

By the end of Grade 6, students will:

- relate the changes at puberty to the reproductive organs and their functions;
- apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships.

Grade 6 Ontario Curriculum Tracking Template – Grade 6 Arts

GRADE 6 - The Arts

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

Needs
Improvement Satisfactory Good Excellent

A. DANCE

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

A1. Creating and Presenting: apply the creative process (see pages 19–22) to the composition of short dance pieces, using the elements of dance to communicate feelings and ideas;

A2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;

A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

SPECIFIC EXPECTATIONS

A1. Creating and Presenting

By the end of Grade 6, students will:

A1.1 incorporate the use of props and materials (e.g., fabric, chairs, hats, hula hoops, balls, sticks) into dance pieces they create (e.g., use fabric as a shawl or an extension of an arm gesture or the movement of a ship's sail; use a stretchy fabric body bag to create abstract shapes; use an artefact like a garbage can to explore rhythm and body movement)

A1.2 use dance as a language to interpret and depict central themes in literature (e.g., develop a movement vocabulary that reinterprets themes such as good versus evil or humans versus nature; construct a dance that explores bravery in a legend or peace in a poem)

A1.3 use guided improvisation in a variety of ways as a starting point for choreography (e.g., use exercises such as mirroring, flocking, and body storming to create movement material for choreography)

A1.4 combine the elements of dance in different ways to communicate a variety of ideas (e.g., combine a low level and a wavy pathway to show evasion; use the sudden, quick, and indirect movements of a dynamic orchestra conductor and translate them into a whole body expression of the music)

A2. Reflecting, Responding, and Analysing

By the end of Grade 6, students will:

A2.1 construct personal interpretations of dance pieces that depict stories, issues, and themes, and explain their interpretations, using dance terminology (e.g., write an opinion paragraph on a recorded or live community dance performance [Red Sky]; write a response journal entry on a dance piece performed by peers about a social issue [emotional or physical bullying, friendship, safety, fairness, family, inclusion, equity])

A2.2 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 (e.g., pairing free-flowing movements with slow music suggests a dreamy mood; using low levels and quick, short movements suggests busyness; using symmetry and asymmetry conveys the idea of change or transformation)

A2.3 identify and give examples of their strengths and areas for growth as choreographers and audience members (e.g., determine how their preparations for a performance improved the performance and what they might do differently to strengthen future performances)

A3. Exploring Forms and Cultural Contexts

By the end of Grade 6, students will:

A3.1 describe, with teacher guidance, types of dances used among Aboriginal peoples in the past and the present that express aspects of their cultural identity (e.g., dances to express prayers and/or gratitude; initiation dances to mark rites of passage; shamans' dances to assist in physical or spiritual healing; contemporary powwow dances for cultural affirmation and/or revitalization)

A3.2 identify and describe ways in which pop culture and the media influence our awareness, understanding, and appreciation of dance (e.g., by making us aware of different kinds of dance and diverse uses of dance in society; by providing male role models in dance and helping us view dance as a way to have a healthy, active lifestyle)

B. DRAMA

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

B1. Creating and Presenting: apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;

B2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

SPECIFIC EXPECTATIONS

B1. Creating and Presenting

By the end of Grade 6, students will:

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Grade 6 Ontario Curriculum Tracking Template – Grade 6 Arts

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| <p>B1.1 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 (e.g., adapt roles and develop improvised scenes based on human rights issues and/or environmental issues such as species extinction; dramatize opinions about cultural appropriation; role-play historical characters; prepare a presentation about peace for Remembrance Day; use choral speaki</p> | | | | |
| <p>B1.2 demonstrate an understanding of the element of role by selectively using other elements (e.g., time and place; relationship; tension) to build belief in a role and establish its dramatic context (e.g., develop a character in the context of a courtroom drama: judge, lawyer, witness, juror, the accused)</p> | | | | |
| <p>B1.3 plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role (e.g., In role: conduct a “hot seat” interview with the protagonist or antagonist; Out of role: make suggestions and introduce new ideas when planning a drama presentation)</p> | | | | |
| <p>B1.4 communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer (e.g., use a data projector to project evocative imagery; use filters and gels to create unusual effects with lighting; use music to suggest a mood; use masks to highlight specific character traits)</p> | | | | |
| <p>B2. Reflecting, Responding, and Analysing By the end of Grade 6, students will:</p> | | | | |
| <p>B2.1 express personal responses and preferences and make connections to themes and issues presented in their own and others’ drama works (e.g., describe their response to the attitudes and beliefs of specific characters in a drama)</p> | | | | |
| <p>B2.2 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 (e.g., explain what elements made the final confrontation between the hero and the villain exciting to perform or watch)</p> | | | | |
| <p>B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members (e.g., write a journal entry about a new strategy they have learned; write a letter to a new student about how to cope with stage fright; respond to interview questions about their growth and development; explain to the teacher how they collaborated and contributed to the group work of developing, planning, and designing a drama)</p> | | | | |
| <p>B3. Exploring Forms and Cultural Contexts By the end of Grade 6, students will:</p> | | | | |
| <p>B3.1 demonstrate an understanding of some drama and theatre themes and traditions from a variety of times, communities, and places (e.g., Aboriginal communities: storytelling forms – the Seven Grandfather teachings, Haida tales, Medicine Wheel stories; theatre forms – Red Sky Performance Theatre, De-ba-jeh-mu-jig Theatre)</p> | | | | |
| <p>B3.2 identify and describe key contributions drama and theatre make to the community (e.g., provide opportunities for self-expression and creativity to both amateurs and professionals; provide employment for a wide variety of workers; encourage tourism; promote strengthening and healing in Aboriginal communities)</p> | | | | |
| <p>C. MUSIC</p> | | | | |
| <p>OVERALL EXPECTATIONS By the end of Grade 6, students will:</p> | | | | |
| <p>C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;</p> | | | | |
| <p>C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;</p> | | | | |
| <p>C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.</p> | | | | |
| <p>SPECIFIC EXPECTATIONS C1. Creating and Performing By the end of Grade 6, students will:</p> | | | | |
| <p>C1.1 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 (e.g., perform three- and four-part rounds by Canadian choral composers; perform pieces for Orff ensemble using recorder and pitched and non-pitched percussion; perform pieces, using technology to provide the accompaniment)</p> | | | | |
| <p>C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect (e.g., compose a piece in the theme and variations form, using a well-known song for the theme to engage the listener; change the metre of a familiar eight-bar melody and describe the effect of the change; remove tone bars on a xylophone to create a pentatonic tonality, and then improvise a pentatonic response on the xylophone to a call played on a recorder)</p> | | | | |
| <p>C1.3 create musical compositions for specific purposes and audiences (e.g., write a melodic composition reflecting a piece of art of their own or by another, such as Norval Morrisseau or Emily Carr; create a rhythmic composition using non-pitched percussion to accompany a First Nation legend, story, or poem; with a partner, compose a song to promote Canada to the rest of the world)</p> | | | | |
| <p>C1.4 use the tools and techniques of musicianship in musical performances (e.g., conduct pieces in duple and triple metres, listen for balance and blend when singing and/or playing, interpret musical markings and Italian terms during performance)</p> | | | | |
| <p>C1.5 demonstrate an understanding of standard and other types of musical notation through performance and composition (e.g., perform music that includes ledger lines, triplets, simple and compound metres; use original graphic or symbolic systems to represent vocal and instrumental sounds and musical ideas)</p> | | | | |
| <p>C2. Reflecting, Responding, and Analysing By the end of Grade 6, students will:</p> | | | | |
| <p>C2.1 express detailed personal responses to musical performances in a variety of ways (e.g., write a critical review of a live or recorded performance; write analyses of works they have listened to in a log or journal; create a drawing or graphic representation of their initial reaction to a song)</p> | | | | |
| <p>C2.2 identify the elements of music in the reper-toire they perform, listen to, and create, and describe how they are used (e.g., describe the way in which dotted rhythms, the sound quality of brass instruments, higher pitches, loud dynamics, and accented articulation combine to suggest music that introduces royalty)</p> | | | | |
| <p>C2.3 identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members (e.g., reflect on their first draft of an original composition and incorporate suggestions from their peers into their final piece)</p> | | | | |
| <p>C3. Exploring Forms and Cultural Contexts By the end of Grade 6, students will:</p> | | | | |

Grade 6 Ontario Curriculum Tracking Template – Grade 6 Arts

C3.1 identify and describe ways in which awareness or appreciation of music is affected by culture and the media (e.g., people attend concerts of music that they know and like or have found out about through the media; people can be influenced to buy products that are advertised with music that they relate to)
 C3.2 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 (e.g., compare selected characteristics of music from the baroque and classical periods, using a Venn diagram; write a review of music from another society, comparing the music of that society with the music with which they are familiar)

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D. VISUAL ARTS

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

D1. Creating and Presenting: apply the creative process (see pages 19–22) 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;
 D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
 D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

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SPECIFIC EXPECTATIONS

D1. Creating and Presenting

By the end of Grade 6, students will:

D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view (e.g., art work inspired by the motifs in other art forms [dance, music] or by hopes and dreams; a mixed-media piece or one-minute video “short” about adaptation and survival; a still-life painting that offers a social commentary on fast-food packaging)

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D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic (e.g., use a larger area of a lighter tint and a smaller area of a darker tone of one colour in an asymmetrically balanced painting; use repetition, simplification, and exaggeration of proportion and shape to create a sense of rhythm in a graphite-and-pastel drawing of musical instruments and their shadows)

D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., a design of a letter of the alphabet using shapes, symbols, colour, and font style to represent a selected animal and its habitat; a DVD cover design or movie poster that uses line, shape, space, colour, and value to communicate information about the content)

- D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges (e.g.,
- drawing: use charcoal to create a shaded drawing of the exaggerated details of a face, a figure, or natural objects [e.g., shells, pods] on earth-toned papers [e.g., tan construction paper]
 - mixed media: create a collage that uses a limited colour palette by cutting, pasting, and layering to combine images, symbols, textured papers, and text about consumerism or cultural pride
 - painting: use a variety of paint techniques [e.g., blending, scumbling, glazing] in a mural of a landscape or cityscape incorporating stylistic elements from contemporary pop culture
 - printmaking: cut and gouge a variety of lines and marks to enhance the background and negative spaces in a softoleum, linoleum, or block print that depicts an endangered animal species
 - sculpture: create an assemblage on a topic or theme, using found objects that are painted or otherwise unified through colour, in the style of a sculpture by Louise Nevelson
 - technology: create a digital photo montage that represents aspects of environmentalism)

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D2. Reflecting, Responding, and Analysing

By the end of Grade 6, students will:

D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey (e.g., describe Ted Harrison’s use of line, colour, brushstrokes, and rhythm to create a feeling of movement and excitement; compare the themes and the emotions conveyed in selected Western animations and in Japanese animations such as those by Hayao Miyazaki)

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D2.2 explain how the elements and principles of design are used in their own and others’ art work to communicate meaning or understanding (e.g., identify the point of view or gaze of the main subject, and explain how it is used to influence an intended audience of an art work or a media work; explain how Kenojuak Ashevak’s use of formal balance (symmetry) in The World Around Me conveys a sense of harmony in nature; explain how a rough texture can be used to represent strength, anger, or something unpleasant)

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D2.3 demonstrate an understanding of how to read and interpret signs, symbols, and style in art works (e.g., symbolism for sending messages and telling stories in Egyptian hieroglyphs, Agawa rock paintings, or graffiti art; symbols on currency or in advertisements that have specific national or other connotations; meanings associated with colour in different cultures [white dresses symbolize purity in Western culture but mourning and death in some Asian cultures])

D2.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art (e.g., reflect on challenges and successes in the form of an artist’s statement; maintain a sketchbook or collection of ideas and images for art works; do peer reviews of each other’s art works, using a checklist of criteria created by the class to help them identify areas that need revision, and provide suggestions)

D3. Exploring Forms and Cultural Contexts

By the end of Grade 6, students will:

D3.1 identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places (e.g., art can represent ways in which people view their personal identity; contemporary Aboriginal artists use their artistic traditions to comment on identity, society, and the world; art can be a record of human experience; differences in style among different artists can be associated with a specific reason, intent, or motivation)

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D3.2 demonstrate an understanding of key contributions and functions of visual and media arts in various contexts at both the local and the national levels (e.g., community art schools or programs provide opportunities for creative expression and instruction by and for both amateurs and professionals; a wide variety of workers are employed by arts industries such as advertising, design, movie making, and broadcast media; artists contribute to Canada’s economy by providing both goods and services)

Grade 6 Ontario Curriculum Tracking Template – Grade 6 French Immersion

GRADE 6 - French Immersion

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher

Tracking:

Grade 6: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 6, student will:

- * listen and respond to a variety of spoken texts and media works;
- * express ideas and opinions clearly on a range of topics, using correct pronunciation and appropriate intonation;
- * read a variety of texts and media works and demonstrate understanding through a range of oral and written responses;
- * produce clear written texts, using a variety of forms, for various purposes and in a range of contexts;
- * identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

| | Needs Improvement | Satisfactory | Good | Excellent |
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Specific Expectations

Oral Communication Listening

By the end of Grade 6, students will:

- * demonstrate an understanding of a variety of spoken texts and media works (e.g., excerpts of recorded readings, radio and television commercials, radio broadcasts) (e.g., by asking questions, clarifying meaning, restating the main ideas, expressing a point of view);
- * listen and respond to the viewpoints of others in group discussions on a specific topic (e.g., by asking relevant questions, offering opinions and interpretations, summarizing views expressed);
- * demonstrate the ability to concentrate on the topic under discussion (e.g., by identifying details that support the main points, providing additional relevant information).

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Speaking

By the end of Grade 6, students will:

- * organize their thoughts and information to convey a message clearly and appropriately;
- * use simple, compound, and some complex sentences to respond to ideas and to explain and support opinions;
- * use effective strategies in small-group discussions (e.g., invite other group members to contribute, ask questions to clarify a point, negotiate to find a basis for agreement);
- * prepare and give oral presentations (e.g., on a topic under study or of personal interest), incorporating varied vocabulary and a range of sentence structures;
- * create short media works (e.g., a radio broadcast, a performance on video), using appropriate technologies.

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Application of Language Conventions

By the end of Grade 6, students will:

- * recognize and use appropriate language structures in oral communication activities;
- * use appropriate vocabulary and sentence structure and a variety of sentence types (e.g., declarative, interrogative, exclamatory) in their speech;
- * correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms);
- * speak spontaneously, observing the rules of pronunciation and intonation and providing verbal and non-verbal cues (e.g., volume and tone of voice, facial expressions, gestures).

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Reading Comprehension and Response to Text

By the end of Grade 6, students will:

- * summarize and explain the main ideas in informational materials and give supporting details;
- * make judgements and draw conclusions about ideas in written materials, using evidence from the materials;
- * identify the elements of a story and explain how they relate to one another (e.g., the ways in which character and plot are interrelated);
- * make predictions and draw inferences while reading, using various textual clues;
- * identify different forms of writing (e.g., mystery novels, biographies) and describe their characteristics.

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Application of Language Conventions:

By the end of Grade 6, students will:

- * recognize and use appropriate language structures in their response to written texts;
- * use reading strategies (e.g., use context clues, reread, take notes) to facilitate comprehension of reading materials;
- * read aloud, with expression, observing the rules of pronunciation and intonation;
- * use and interpret various conventions of formal text (e.g., table of contents, headings, subheadings, charts, glossary, index) to find information and aid comprehension;
- * use their knowledge of the elements of grammar (e.g., subject/verb agreement) and the structure of words (e.g. root words, prefixes, suffixes) and sentences to understand what they read;
- * use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

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Writing Communication of Information and Ideas

By the end of Grade 6, students will:

- * communicate ideas, opinions, and facts for specific purposes (e.g., to provide information, explain a point of view);

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Grade 6 Ontario Curriculum Tracking Template – Grade 6 French Immersion

- * write descriptive and narrative text in a variety of forms (e.g., compositions, reports, scripts, poems, journal entries, letters) to convey facts, personal opinions, and ideas;
- * organize information, using linked paragraphs that convey a central idea and provide supporting details;
- * plan and write a research report, using appropriate resources.

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Application of Language Conventions

By the end of Grade 6, students will:

- * use appropriate language structures in their writing;
- * use and spell correctly the vocabulary appropriate for this grade level;
- * extend their use of punctuation to include use of quotation marks for dialogue and use of comma for inversion within a sentence (e.g., Ce soir, nous allons au restaurant.);
- * use compound and some complex sentences;
- * use a variety of sentence types (e.g., declarative, interrogative, exclamatory) of varying length;
- * use appropriate organizers (e.g., table of contents, headings, charts, index) in their written work;
- * use a thesaurus to expand their vocabulary;
- * revise, edit, and proofread their writing in collaboration with others, focusing on grammar, spelling, punctuation, and conventions of style;
- * use French-English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

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Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands. Nouns and Pronouns

- * indirect object pronouns lui, leur
- * relative pronouns qui, que, dont, le quel
- * possessive pronouns (e.g., le mien, la tienne)

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Verbs

- * imparfait of regular -ir, -re verbs and aller
- * présent of reflexive verbs related to daily routine (e.g., se lever, s_x0019_habiller)

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Adjectives

- * indefinite adjective plusieurs
- * comparative and superlative forms of bon and mauvais

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Adverbs

- * comparative and superlative forms of bien and mal

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Sentence Structure

- * complex sentences using connecting words (e.g., parce que, car, donc, en effet, ainsi, de plus, ensuite, et puis)

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Grade 6 Ontario Curriculum Tracking Template – Grade 6 Extended French

GRADE 6 - Extended French

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

Grade 6: Oral Communication, Reading, and Writing

Needs Improvement Satisfactory Good Excellent

Overall Expectations

By the end of Grade 6, student will:

- * listen and respond to a variety of spoken texts and media works;
- * express ideas and opinions on a range of topics, using correct pronunciation and appropriate intonation;
- * read a variety of texts and media works and demonstrate understanding through a range of oral and written responses;
- * produce written texts, using a variety of forms, for various purposes and in a range of contexts;
- * identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

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Specific Expectations

Oral Communication Listening

By the end of Grade 6, students will:

- * demonstrate an understanding of spoken texts and media works (e.g., stories, television and radio excerpts, presentations by guest speakers) (e.g., by asking questions, clarifying meaning, drawing conclusions, expressing opinions);
- * listen and respond to the viewpoints of others in a group discussion on a specific topic (e.g., by asking questions and offering opinions and ideas);
- * listen to and take brief directed notes on presentations and reports;
- * recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.

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Speaking

By the end of Grade 6, students will:

- * participate in classroom activities by asking and answering questions, giving personal opinions, and expressing ideas on a topic under study;
- * organize their thoughts and information to convey a message;
- * use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate information;
- * use simple and compound sentences to express ideas and opinions on familiar topics;
- * create and tell a story in logical sequence;
- * contribute to small-group discussions (e.g., ask questions to clarify a point, comment on ideas of other group members);
- * prepare and give oral presentations on a topic under study;
- * create short media works (e.g., record an advertisement, tape a weather report), using appropriate technologies.

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Application of Language Conventions

By the end of Grade 6, students will:

- * recognize and use appropriate language structures in oral communication activities;
- * observe the rules of pronunciation and intonation in their speech;
- * use a variety of sentence types (e.g. declarative, interrogative, exclamatory) in their speech;
- * correct errors in their spoken French (e.g., vocabulary, language and sentence structures, anglicisms), with prompting from the teacher.

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Reading Comprehension and Response to Text

By the end of Grade 6, students will:

- * demonstrate comprehension of texts read independently (e.g., short novels, poems, short stories, electronic print) (e.g., by answering oral or written questions, restating content, dramatizing events, expressing opinions);
- * summarize and explain the main ideas in informational materials (e.g., articles, charts, instructional materials);
- * extract information from written texts to verify predictions and to support personal opinions and reactions;
- * identify and describe elements of a written text (e.g., main ideas, supporting details, a sequence of events, main participants);
- * make predictions and draw inferences while reading a story or novel, using various textual clues;
- * use research skills (e.g., formulate questions, locate information, compare information from various sources);
- * identify various forms of writing (e.g., narratives, poems, plays, articles, reports) and describe their characteristics.

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Application of Language Conventions:

By the end of Grade 6, students will:

- * recognize and use appropriate language structures in their response to written texts;
- * use reading strategies (e.g., use context clues, reread, record key points) to facilitate comprehension of reading materials;
- * read aloud, with expression, observing the rules of pronunciation and intonation;

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Grade 6 Ontario Curriculum Tracking Template – Grade 6 Extended French

- * use and interpret various conventions of formal text (e.g., table of contents, headings, subheadings, charts, glossary, index) to find information and aid comprehension;
- * identify synonyms and antonyms;
- * use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

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Writing Communication of Information and Ideas

By the end of Grade 6, students will:

- * use appropriate vocabulary and sentence structure for specific forms of writing (e.g., posters, letters, narratives, reports);
- * write descriptive and narrative text in a variety of forms (e.g., compositions, reports, scripts, poems, journal entries, letters) to convey facts, personal opinions, and ideas;
- * organize information into paragraphs that focus on a main idea and give some relevant supporting details;
- * produce written text (e.g., captions, labels) to accompany visual information (e.g., computer graphics, charts, diagrams, illustrations);
- * write a report, following an outline, on a class research project.

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Application of Language Conventions

By the end of Grade 6, students will:

- * use appropriate language structures in their writing;
- * use and spell correctly the vocabulary appropriate for this grade level;
- * use compound affirmative and negative sentences;
- * use a variety of sentence types (e.g., declarative, interrogative, exclamatory) of varying length;
- * extend their use of punctuation to include the following: use of comma for inversion within a sentence (e.g., Cet après-midi, nous allons faire du ski.); use of quotation marks to indicate dialogue;
- * use appropriate organizers (e.g., table of contents, headings, charts, captions) in their written work;
- * use a thesaurus to expand their vocabulary;
- * revise, edit, and proofread their writing in collaboration with others, focusing on grammar, spelling, punctuation, and conventions of style;
- * use French-English dictionaries to verify spelling and determine the meaning of unfamiliar vocabulary.

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Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands. Nouns and Pronouns

- * irregular formation of the plural of nouns (e.g., un animal/des animaux, un travail/des travaux)
- * direct object pronouns le, la, l', les
- * relative pronouns qui, que
- * pronoun on

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Verbs

- * présent of -ir, -re verbs and irregular verbs venir, partir, sortir, voir, vouloir, devoir, savoir, prendre
- * formation and use of the impératif
- * passé composé of -ir and -re verbs
- * imparfait of être, avoir, and regular -er verbs

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Adjectives

- * superlative form of adjectives (le plus, le moins)

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Adverbs

- * formation of regular adverbs (e.g., lent/lentement, rapide/rapidement, heureux/heureusement)
- * comparative and superlative of adverbs (plus, le plus, moins, le moins)

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Prepositions and Conjunctions

- * use of voici, voilà

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Interrogative Constructions

- * subject/verb inversion with avoir (e.g., As-tu faim? As-tu besoin de...?)

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Sentence Structure

- * compound sentences using connecting words (e.g., d'abord, et puis, ensuite)

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GRADE 6 - Native Language

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

Needs Improvement Satisfactory Good Excellent

Grade 6: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 6, student will:

- + communicate in various contexts and for a variety of purposes;
- + demonstrate an understanding of simple oral texts, including short stories;
- + demonstrate an understanding of vocabulary and language structures appropriate for this grade;
- + demonstrate an understanding of elements of grammar appropriate for this grade;
- + read a variety of print materials in the writing system used in the program;
- + write for a variety of purposes in the writing system used in the program;
- + demonstrate knowledge and understanding of aspects of the Native culture under study.⁹

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Specific Expectations

Oral Communication

By the end of Grade 6, students will:

- + participate in simple conversations;
- + demonstrate an understanding of spoken language in various situations and contexts (e.g., summarize a Native story told to the class by a Native speaker from the community);
- + participate in a variety of structured oral language activities appropriate for the grade (e.g., classify nouns as animate or inanimate, identify kinds of verbs);
- + use the pronunciation used by Native speakers in the community;
- + participate in oral presentations (e.g., prepare a presentation on a Native tradition or custom).

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Reading

By the end of Grade 6, students will:

- + read a variety of simple written texts (e.g., traditional Native stories and legends, short stories by Native authors);
- + demonstrate an understanding of the information and ideas conveyed in written materials (e.g., identify the main ideas in short stories);
- + participate in a variety of structured reading activities appropriate for the grade (e.g., identify types of sentences in a written text);
- + use a variety of reading strategies appropriate for the grade (e.g., consider word endings, word order, context);
- + read sentences aloud using proper intonation to convey meaning.

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Writing

By the end of Grade 6, students will:

- + write a variety of materials (e.g., informal notes, letters, descriptions), using vocabulary and language structures appropriate for the grade;
- + participate in a variety of structured writing activities appropriate for the grade (e.g., describe an experience using different verb tenses);
- + use correct spelling in their writing, drawing on a variety of resources (e.g., classroom-displayed vocabulary lists, print and electronic dictionaries, spell-check feature of software programs);
- + demonstrate knowledge and understanding of aspects of the Native culture studied in their writing.

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Grammar, Language Conventions, and Vocabulary

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts. Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied. Language elements

nouns and pronouns

- + gender of nouns (animate and inanimate -Algonquian; masculine, feminine, and neuter - Iroquoian)
- + various classes of nouns (e.g., nouns that designate human beings, kin terms, proper nouns, functional nouns)

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Grade 6 Ontario Curriculum Tracking Template – Grade 6 Native Lang.

+ indefinite pronouns (e.g., someone, something)

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verbs

+ various kinds of intransitive verbs

+ different kinds of past tenses (e.g., immediate past, recent past, remote past)

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conjunctions

+ conjunctions used to join simple sentences (e.g., but, because)

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syntax

+ various interrogative sentences using new vocabulary (e.g., Could you pass the salt? What is the name of this fruit?)

+ simple negative sentences with plural pronouns (e.g., No, they are not eating)

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Vocabulary

+ words used in subtraction (e.g., take away, take from)

+ words associated with eating, nutrition, and table setting

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Spelling

+ correct spelling of words and phrases studied

+ use of resources to confirm spelling (e.g., personal lexicon, classroom-displayed vocabulary lists, print and electronic dictionaries, syllabics chart, spell-check feature of software programs)

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