

Type	Content	Curriculum	Elaboration
Big Ideas	Aboriginal narratives are part of Canada’s Francophone history and culture.	Français langue première 6	
Content	<p>the basic structures and functions of body <b>systems</b>:</p> <ul style="list-style-type: none"> <li>• <b>excretory</b></li> <li>• <b>reproductive</b></li> <li>• <b>hormonal</b></li> <li>• <b>nervous</b></li> </ul>	Science 6	First People’s understandings of body systems in humans and animals, kidneys, ureters, bladder, etc., ovaries, testes, etc., chemical messengers in the body (e.g., insulin, adrenalin), brain, spinal cord, etc.; role of receptors — the brain interprets the signals received and can make mistakes (e.g., optical illusions) in their interpretations
Content	<p><b>heterogeneous mixtures</b></p> <p>mixtures:</p>	Science 6	<p>suspensions (e.g., salad dressing), emulsions (e.g., milk), colloids (e.g., aerosols)</p> <ul style="list-style-type: none"> <li>• density (e.g., centrifuge or settling, silt deposits in a delta, tailings ponds, Roman aqueduct settling sections)</li> <li>• particle size (e.g., sieves, filters)</li> </ul>
Content	<ul style="list-style-type: none"> <li>• <b>separated using a difference in component properties</b></li> <li>• <b>local First Peoples knowledge</b> of separation and extraction methods</li> </ul>	Science 6	<p>, historical and current First Peoples use of separation and extraction methods (e.g., eulachon oil, extraction of medicinal plants, pigments, etc.)</p>
Content	<b>Newton’s three laws of motion</b>	Science 6	<ul style="list-style-type: none"> <li>• first law: objects will stay stopped or in constant motion until acted upon by an outside force</li> <li>• second law: only an unbalanced force causes acceleration</li> <li>• third law: every force has an equal and opposite reaction force</li> </ul>
Content	effects of <b>balanced and unbalanced forces</b> in <b>daily physical activities</b>	Science 6	<ul style="list-style-type: none"> <li>• balanced forces are equal and opposite forces (e.g., pushing a chair)</li> <li>• unbalanced forces are unequal; one force is larger (e.g., cars on different ramps, mousetrap cars, rockets)</li> </ul>

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Content	<b>force of gravity</b>	Science 6	<p>, examples of effects of balanced and unbalanced forces in sports and physical education activities</p> <ul style="list-style-type: none"> <li>• gravity is the force of attraction between objects that pull all objects toward each other</li> <li>• on Earth, gravity pulls objects toward the centre of the planet (e.g., falling objects, egg drop)</li> </ul>
Content	the overall scale, structure, and age of the universe	Science 6	<ul style="list-style-type: none"> <li>• planets, moons, asteroids, meteors, comets, etc.</li> <li>• First Peoples perspectives regarding aurora borealis and other celestial phenomena</li> <li>• extreme environments including contributions of Canada to exploration technologies (e.g., Canadarm, Newt, and VENERA, VENUS and NEPTUNE programs)</li> </ul>
Content	the position, motion, and <b>components of our solar system</b> in our galaxy	Science 6	<ul style="list-style-type: none"> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ land usage</li> <li>○ access to water</li> <li>○ pollution and waste management</li> <li>○ population density</li> <li>○ transit and transportation</li> </ul> </li> </ul>
Content	<b>the urbanization and migration of people</b>	Social Studies 6	<ul style="list-style-type: none"> <li>• Key questions: <ul style="list-style-type: none"> <li>○ Why do the majority of people in the world live in urban centres?</li> <li>○ What are the advantages and disadvantages of urbanization?</li> </ul> </li> </ul>
Content	<b>global poverty and inequality issues, including class structure and gender</b>	Social Studies 6	<ul style="list-style-type: none"> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ treatment of minority populations in Canada and other cultures and societies you have studied</li> <li>○ segregation, assimilation, integration, and pluralism</li> <li>○ multiculturalism policies; settlement patterns</li> </ul> </li> </ul>

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Content	<b>roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples</b>	Social Studies 6	<p>residential schools, South African Apartheid Holocaust, internment of Japanese-Canadian Tax on Chinese immigrants; caste and class systems)</p> <ul style="list-style-type: none"> <li>○ caste system</li> <li>○ unequal distribution of wealth</li> <li>○ corruption</li> <li>○ lack of judicial process</li> <li>○ infant mortality</li> <li>○ women’s rights</li> <li>○ social justice</li> <li>○ treatment of indigenous people</li> </ul> <ul style="list-style-type: none"> <li>• Key questions: <ul style="list-style-type: none"> <li>○ How does discrimination and prejudice in modern Canadian society compare with that during colonial periods in Canada’s past or in other societies (e.g., systemic discrimination, overt racism)?</li> </ul> </li> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ United Nations</li> <li>○ International Criminal Court</li> <li>○ World Trade Organization</li> <li>○ international aid</li> <li>○ activists</li> <li>○ lobby groups</li> <li>○ international aid groups (e.g., Medecins sans Frontieres [Doctors without Borders])</li> <li>○ Private foundations (Bill &amp; Melinda Gates Foundation)</li> </ul> </li> </ul>

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Content	<b>different systems of government</b>	Social Studies 6	<ul style="list-style-type: none"> <li>• Sample activity: <ul style="list-style-type: none"> <li>○ Compare characteristics of the federal government in Canada with those of one or more other countries, including: <ul style="list-style-type: none"> <li>○ roles and responsibilities of members of government (e.g., prime minister, president, governor, Member of Parliament, senator)</li> <li>○ components of government (House of Commons, House of Lords, senate, province, state, prefecture, canton)</li> <li>○ government decision-making structures and rule (e.g., monarchy, republic, dictatorship, parliamentary democracy)</li> <li>○ electoral processes (e.g., political parties, voting, representation)</li> <li>○ Sample topic: <ul style="list-style-type: none"> <li>○ indigenous governance</li> </ul> </li> </ul> </li> </ul> </li> <li>• Key questions: <ul style="list-style-type: none"> <li>○ Who benefits from different forms of government and decision making?</li> <li>○ How would decisions be different under a different form of government?</li> </ul> </li> </ul>
Content	<b>economic policies and resource management, including effects on indigenous peoples</b>	Social Studies 6	<ul style="list-style-type: none"> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ deforestation</li> <li>○ mining</li> <li>○ oil and gas</li> <li>○ fisheries</li> <li>○ infrastructure development</li> <li>○ relocation of communities</li> </ul> </li> <li>• Key questions:</li> </ul>

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Content	<b>globalization and economic interdependence</b>	Social Studies 6	<ul style="list-style-type: none"> <li>○ How should decisions about economic policy resource management be made?</li> <li>○ How should societies balance economic development with the protection of the environment?</li> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ trade</li> <li>○ imports and exports</li> <li>○ G20 (Group of Twenty)</li> <li>○ European Union</li> <li>○ North American Free Trade Act (NAFTA)</li> <li>○ currency</li> <li>○ tariffs and taxation</li> <li>○ trade imbalances</li> </ul> </li> </ul>
Content	<b>international cooperation and responses to global issues</b>	Social Studies 6	<ul style="list-style-type: none"> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ environmental issues</li> <li>○ human trafficking</li> <li>○ child labour</li> <li>○ epidemic/pandemic response</li> <li>○ fisheries management</li> <li>○ resource use and misuse</li> <li>○ drug trafficking</li> <li>○ food distribution and famine</li> </ul> </li> </ul>
Content	<b>regional and international conflict</b>	Social Studies 6	<ul style="list-style-type: none"> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ war</li> <li>○ genocide</li> <li>○ child soldiers</li> <li>○ boundary disputes</li> <li>○ religious and ethnic violence</li> </ul> </li> </ul>

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Content	<b>media technologies and coverage of current events</b>	Social Studies 6	<ul style="list-style-type: none"> <li>○ terrorism</li> <li>• Sample topics: <ul style="list-style-type: none"> <li>○ ownership of media</li> <li>○ propaganda</li> <li>○ editorial bias</li> <li>○ sensationalism</li> <li>○ freedom of the press</li> <li>○ social media uses and abuses</li> </ul> </li> <li>• Key questions: <ul style="list-style-type: none"> <li>○ How does the media influence public perception of major events?</li> <li>○ Are some media sources more trustworthy than others? Explain your answer.</li> </ul> </li> </ul>
Content	<p data-bbox="365 816 667 841"><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>• goal-setting strategies</li> <li>• <b>self-assessment</b></li> <li>• <b>project management</b></li> <li>• leadership</li> <li>• problem-solving and decision-making strategies</li> </ul>	Career Education 6	includes inventories of preferences, skills, personal attitude and interests, taking an idea, creating a plan (including time resources), putting the plan into action, and reflecting on the process
Content	<p data-bbox="365 1117 737 1141"><b>Connections to Community</b></p> <ul style="list-style-type: none"> <li>• <b>local and global needs and opportunities</b></li> <li>• <b>cultural and social awareness</b></li> <li>• global citizenship</li> <li>• volunteer opportunities</li> </ul>	Career Education 6	social justice, environmental stewardship, sustainability, effective use of resources, etc., achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions, etc.

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<b>Life and Career Plan</b>			
Content	<ul style="list-style-type: none"> <li>• factors affecting types of jobs in the community</li> <li>• technology in learning and working</li> <li>• role of mentors, family, community, school, and personal network in decision making</li> </ul>	Career Education 6	
Content	French <b>phonemes</b>	Core French 6	individual speech sounds; for example, <i>b, s, o</i> , nasal vowels: <i>u/ou</i> ; students are expected to be aware of and attempt to pronounce French phonemes, but they are not expected to master them
Content	<b>French letter patterns</b>	Core French 6	such as groupings of letters that make the same sound (e.g., <i>aux, eau</i> , and <i>ô</i> ), rhyming words, and letter patterns that have consistent pronunciations (e.g., <i>ait, -ment, oi, -tion</i> , and others)
Content	<p>common, high-frequency vocabulary and sentence structures for communicating meaning:</p> <ul style="list-style-type: none"> <li>• asking and responding to <b>different types of questions</b></li> <li>• <b>describing others</b></li> <li>• <b>describing hobbies and topics of interest</b></li> <li>• <b>expressing reasons for likes, dislikes, and preferences</b></li> <li>• <b>expressing common emotions and describing states of physical health</b></li> <li>• <b>describing cultural aspects of communities</b></li> </ul>	Core French 6	for example, <i>Combien...?; Comment...?; Est-ce que...?; Où? Pourquoi...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?</i> the third person singular to describe family members and friends (e.g., <i>Il/Elle/On est...; Il/Elle/On a...; Il/Elle/On aime...</i> ), for example, <i>Je joue au/à la...; J'aime...; J'aime que...; J'adore...parce que...; Je n'aime pas...parce que...; Je préfère...parce que</i> , for example, <i>triste; Je suis content; J'ai mal à la tête; J'ai mal au dos</i> , for example, activities, celebrations, clothing, festivals, food, leisure, music, protocol, traditions
Content	there are many <b>Francophone and Francophone Métis communities across Canada</b>	Core French 6	for example, <i>les Acadiens, les Franco-Albertains, les Franco-Colombiens, les Fransaskois</i> , Métis community in Baie St.

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Content	<b>basic information about a Francophone or Francophone Métis community</b> in Canada	Core French 6	(Manitoba), Métis community in Fort Nelson (BC), Métis community in <i>Île-à-la-Croise</i> (Saskatchewan), <i>les Québécois</i> for example, celebrations, festivals, food, geography, history, population, territory, traditions
Content	<b>small to large numbers</b> (thousandths to billions)	Mathematics 6	<ul style="list-style-type: none"> <li>place value from thousandths to billions, operations thousandths to billions</li> <li>numbers used in science, medicine, technology, and</li> <li>compare, order, estimate</li> </ul>
Content	multiplication and division <b>facts to 100</b> (developing computational fluency)	Mathematics 6	<ul style="list-style-type: none"> <li>mental math strategies (e.g., the double-double strategy multiply <math>23 \times 4</math>)</li> </ul>
Content	<b>order of operations</b> with whole numbers	Mathematics 6	<ul style="list-style-type: none"> <li>includes the use of brackets, but excludes exponents</li> <li>quotients can be rational numbers</li> </ul>
Content	<b>factors and multiples</b> — greatest common factor and least common multiple	Mathematics 6	<ul style="list-style-type: none"> <li>prime and composite numbers, divisibility rules, factor trees, prime factor phrase (e.g., <math>300 = 2^2 \times 3 \times 5^2</math>)</li> <li>using graphic organizers (e.g., Venn diagrams) to compare numbers for common factors and common multiple</li> <li>using benchmarks, number line, and common denominator to compare and order, including whole numbers</li> </ul>
Content	<b>improper fractions</b> and mixed numbers	Mathematics 6	<ul style="list-style-type: none"> <li>using pattern blocks, Cuisenaire Rods, fraction strips, fraction circles, grids</li> <li>birchbark biting</li> </ul>
Content	introduction to <b>ratios</b>	Mathematics 6	<ul style="list-style-type: none"> <li>comparing numbers, comparing quantities, equivalent ratios</li> <li>part-to-part ratios and part-to-whole ratios</li> </ul>
Content	whole-number <b>percents</b> and percentage discounts	Mathematics 6	<ul style="list-style-type: none"> <li>using base 10 blocks, geoboard, 10x10 grid to represent whole number percents</li> <li>finding missing part (whole or percentage)</li> <li><math>50\% = 1/2 = 0.5 = 50:100</math></li> </ul>



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Content	multiplication and division of <b>decimals</b>	Mathematics 6	<ul style="list-style-type: none"> <li>• <math>0.125 \times 3</math> or <math>7.2 \div 9</math></li> <li>• using base 10 block array</li> <li>• birchbark biting</li> <li>• limited to discrete points in the first quadrant</li> <li>• visual patterning (e.g., colour tiles)</li> </ul>
Content	increasing and decreasing <b>patterns</b> , using expressions, tables, and graphs as functional relationships	Mathematics 6	<ul style="list-style-type: none"> <li>• Take 3 add 2 each time, <math>2n + 1</math>, and 1 more than two number <i>all</i> describe the pattern 3, 5, 7, ...</li> <li>• graphing data on First Peoples language loss, effect language intervention</li> </ul>
Content	<b>one-step equations</b> with whole-number coefficients and solutions	Mathematics 6	<ul style="list-style-type: none"> <li>• preservation of equality (e.g., using a balance, algebra tiles)</li> <li>• <math>3x = 12</math>, <math>x + 5 = 11</math></li> </ul>
Content	<b>perimeter</b> of complex shapes	Mathematics 6	<ul style="list-style-type: none"> <li>• A complex shape is a group of shapes with no holes use colour tiles, pattern blocks, tangrams).</li> <li>• grid paper explorations</li> <li>• deriving formulas</li> </ul>
Content	<b>area</b> of triangles, parallelograms, and trapezoids	Mathematics 6	<ul style="list-style-type: none"> <li>• making connections between area of parallelogram of rectangle</li> <li>• birchbark biting</li> <li>• straight, acute, right, obtuse, reflex</li> <li>• constructing and identifying; include examples from environment</li> </ul>
Content	<b>angle</b> measurement and classification	Mathematics 6	<ul style="list-style-type: none"> <li>• estimating using <math>45^\circ</math>, <math>90^\circ</math>, and <math>180^\circ</math> as reference angles</li> <li>• angles of polygons</li> <li>• Small Number stories: <i>Small Number and the Skate Park</i> (<a href="http://mathcatcher.irmacs.sfu.ca/stories">mathcatcher.irmacs.sfu.ca/stories</a>)</li> </ul>
Content	<b>volume and capacity</b>	Mathematics 6	<ul style="list-style-type: none"> <li>• using cubes to build 3D objects and determine their volume</li> <li>• referents and relationships between units (e.g., <math>\text{cm}^3</math>, L)</li> <li>• the number of coffee mugs that hold a litre</li> </ul>

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Content	<b>triangles</b>	Mathematics 6	<ul style="list-style-type: none"> <li>• berry baskets, seaweed drying</li> <li>• scalene, isosceles, equilateral</li> <li>• right, acute, obtuse</li> <li>• classified regardless of orientation</li> <li>• plotting points on Cartesian plane using whole-numbered pairs</li> <li>• translation(s), rotation(s), and/or reflection(s) on a shape</li> </ul>
Content	combinations of <b>transformations</b>	Mathematics 6	<ul style="list-style-type: none"> <li>• limited to first quadrant</li> <li>• transforming, drawing, and describing image</li> <li>• Use shapes in First Peoples art to integrate printmaking (e.g., Inuit, Northwest coastal First Nations, frieze vases) (<a href="http://mathcentral.uregina.ca/RR/database/RR.09.01/mcc">mathcentral.uregina.ca/RR/database/RR.09.01/mcc</a>)</li> </ul>
Content	<b>line graphs</b>	Mathematics 6	<ul style="list-style-type: none"> <li>• table of values, data set; creating and interpreting a graph from a given set of data</li> <li>• single-outcome probability events (e.g., spin a spinner, a die, toss a coin)</li> </ul>
Content	<b>single-outcome probability</b> , both theoretical and experimental	Mathematics 6	<ul style="list-style-type: none"> <li>• listing all possible outcomes to determine theoretical probability</li> <li>• comparing experimental results with theoretical expectations</li> <li>• Lahal stick games</li> </ul>
Content	<b>financial literacy</b> — simple budgeting and consumer math  purposeful application of elements and principles to create meaning in the arts, including but not limited to:	Mathematics 6	<ul style="list-style-type: none"> <li>• informed decision making on saving and purchasing</li> <li>• How many weeks of allowance will it take to buy a</li> </ul>
Content	<ul style="list-style-type: none"> <li>• <b>dance: body, space, dynamics (dance), time, relationships, form, and movement principles</b></li> </ul>	Arts Education 6	<p>the elements of dance are universally present in all dance forms. As dance grows in sophistication over time, what the body is doing, in whole or partial body action, types of movement (locomotor or non-locomotor), etc., where the body is moving, including level, direction, pathway, size/reach, shape, etc., how energy is expended and directed through the body in relation to time</p>

**Type****Content**

- drama: **character**, time, place, plot, tension, mood, focus, contrast
- music: beat/pulse, **metre, duration, rhythm (music), tempo, pitch, timbre, dynamics (music), form (music), texture**
- visual arts: elements of design: line, shape, space, texture, colour, **form (visual arts), value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm (visual arts), variety, unity, harmony**

**Curriculum****Elaboration**

(quick/sustained), weight (strong/light), space (direct/indirect flow (free/bound), how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic pattern with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments, The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract alignment (mobility, stability, plumbline), weight transfer, flexibility, strength, balance, coordination, in drama, taking time to explore the thoughts, perceptions, feelings, and beliefs of characters; groupings or patterns of strong and weak beats, the length of sound or silence in relation to the beat, the arrangement of sounds and silences over time, the frequency or speed of the beat, high or low a note is, the characteristic quality of a sound independent of pitch and dynamics; tone colour, relative and changing level of sound volume (e.g., *forte*, *piano*, *decrescendo*), the structure of a musical work (e.g., ABA, rondo form), simultaneous layering of sounds (e.g., multi-part music making), the visual element of form pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric, describes lightness/darkness, , a design in which shapes, colours or lines repeat regularly, using the same object, colour, marking, or type of element more than once, a principle of design concerned with the orderly arrangement of one or more of the elements so that they give a sense of equilibrium in design and proportion (e.g., radial, symmetrical, or asymmetrical), the combination of pattern and movement to create a feeling of organized energy, these concepts are closely related and often overlap; elements are used to create a sense of completeness

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Content	processes, materials, movements, <b>technologies</b> , tools, <b>strategies</b> , and techniques to support creative works	Arts Education 6	includes both manual and digital technologies (e.g., electro media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, visual image-making technology (e.g., paintbrush, scissors, stamp) and includes the improvisational use of miscellaneous items, for example, in drama, strategies refers to the techniques approaches teachers or students use to explore and create a work (e.g., playbuilding, improvisation, tableau, soundscape collage, discussions and debates, teacher in role, writing in of role, reflection activities)
Content	<b>choreographic devices</b>	Arts Education 6	ways of developing movement (e.g., change level, dynamic size, repetition)
Content	a variety of <b>dramatic forms</b>	Arts Education 6	a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, stock theatre); may involve the integration of a variety of media and combination of the arts
Content	<b>notation</b> in music and dance to represent sounds, ideas, movement, elements, and actions	Arts Education 6	any written, visual, or kinetic form of representing music compositions; for example, use of non-traditional (e.g., guitar tablature) and traditional notation can be extended to represent sound; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement; in drama this can include diagrams indicating directions
Content	<b>image development strategies</b>	Arts Education 6	processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification)
Content	<b>symbolism</b> and metaphor to explore ideas and perspective	Arts Education 6	use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., identity can be represented by abstraction in a portrait, melodies, or animal forms in Aboriginal hoop dance)

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Content	traditional and contemporary <b>Aboriginal arts</b> and arts-making processes	Arts Education 6	dances, songs, stories, and objects created by Aboriginal people for use in daily life or to serve a purpose inspired by ceremony as part of cultural tradition
Content	a variety of national and international <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places	Arts Education 6	the results of creative processes in disciplines such as dance, music, and visual arts
Content	<b>personal and collective responsibility</b> associated with creating, experiencing, or <b>presenting</b> in a safe learning environment	Arts Education 6	ensuring the physical and emotional safety of self and others; engaging in the arts; being considerate of sensitive content, facilities, and materials, includes any form of presentation (oral, written, visual, and digital) and sharing as outlined in the Connecting, Creating, Presenting, Responding in Arts Education resource
Content	<p>Story/text</p> <ul style="list-style-type: none"> <li>• <b>forms, functions, and genres of text</b></li> <li>• <b>text features</b></li> <li>• <b>literary elements</b></li> <li>• <b>literary devices</b></li> <li>• <b>techniques of persuasion</b></li> </ul>	English Language Arts 6	<p>such as narrative, exposition, report, purposes of text, literary thematic categories such as fantasy, humour, adventure, biography, <i>Text</i> and <i>texts</i> are generic terms referring to all forms of oral, written, visual, and digital communication:</p> <ul style="list-style-type: none"> <li>• Oral texts include speeches, poems, plays, and oral presentations</li> <li>• Written texts include novels, articles, and short stories</li> <li>• Visual texts include posters, photographs, and other visual communications</li> <li>• Digital texts include electronic forms of all the above</li> <li>• Oral, written, and visual elements can be combined (e.g., dramatic presentations, graphic novels, films, web pages, and advertisements).</li> </ul> <p>, how text and visuals are displayed, narrative structures, characterization, and setting, sensory detail (e.g., imagery, simile, metaphor), and figurative language (e.g., metaphor, simile), techniques of emotional and logical appeals to persuade</p>

Type	Content	Curriculum	Elaboration
Content	<p>Strategies and processes</p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> </ul>	English Language Arts 6	<p>using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences, focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking and writing for a purpose, staying on topic, taking turns, talking and thinking about learning (e.g., through reflecting, questioning, goal setting and self-evaluating) to develop one's awareness of self as a reader and as a writer, may include revising, editing, considering audience and context, including tone, volume, inflection, pace, gestures, developing paragraphs that are characterized by unity, development, and coherence, regional dialects and varieties of English, standard Canadian English versus American English, formal versus informal registers, and situational varieties (e.g., texting versus essay writing), varied sentence structure, pronoun use, subject-verb agreement, use of transitional words, awareness of run-on sentences and sentence fragments, common practices in all standard writing: punctuation use, in capitalization, and in Canadian spelling presentation (in written, oral, or digital form) should reflect appropriate choice of medium for the purpose and audience and demonstrate thought and care in organization.</p>
Content	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• <b>paragraphing</b></li> <li>• <b>language varieties</b></li> <li>• <b>sentence structure and grammar</b></li> <li>• <b>conventions</b></li> <li>• <b>presentation techniques</b></li> </ul>	English Language Arts 6	<p>using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences, focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking and writing for a purpose, staying on topic, taking turns, talking and thinking about learning (e.g., through reflecting, questioning, goal setting and self-evaluating) to develop one's awareness of self as a reader and as a writer, may include revising, editing, considering audience and context, including tone, volume, inflection, pace, gestures, developing paragraphs that are characterized by unity, development, and coherence, regional dialects and varieties of English, standard Canadian English versus American English, formal versus informal registers, and situational varieties (e.g., texting versus essay writing), varied sentence structure, pronoun use, subject-verb agreement, use of transitional words, awareness of run-on sentences and sentence fragments, common practices in all standard writing: punctuation use, in capitalization, and in Canadian spelling presentation (in written, oral, or digital form) should reflect appropriate choice of medium for the purpose and audience and demonstrate thought and care in organization.</p>
Content	<p>communication strategies:</p> <ul style="list-style-type: none"> <li>• <b>active listening</b></li> <li>• clarification</li> <li>• explanation</li> <li>• consideration of other people's perspectives</li> </ul>	Français langue seconde - immersion 6	<p>the recipient is physically and intellectually engaged, and responds to what is heard</p>
Content	cultural and historical elements	Français langue	

Type	Content	Curriculum	Elaboration
Content	literary elements: <ul style="list-style-type: none"> <li>• <b>characteristics of the youth novel</b></li> <li>• <b>characteristics of the legend</b></li> <li>• <b>elements of oral tradition</b> in Aboriginal texts</li> </ul>	seconde - immersion 6  Français langue seconde - immersion 6	characters, chain of events, imaginary narrative, chapters, e storyteller, characters, mood, reality and fantasy, figures of etc., oral narratives, songs and circular thinking
Content	text organization: <ul style="list-style-type: none"> <li>• <b>narrative structure</b></li> <li>• <b>structure of legends</b></li> <li>• <b>structure of informational texts</b></li> <li>• <b>transitions between ideas</b></li> <li>• <b>spatial and temporal indicators</b></li> </ul>	Français langue seconde - immersion 6	setting, inciting incident, rising action, falling action and re setting, catalyst, transformation and ending, thematic progr through the use of discourse markers, e.g., <i>ici, là, entre, en d'abord, sur, avant, pendant, après</i> , etc.
Content	language elements: <ul style="list-style-type: none"> <li>• <b>agreement of tenses</b></li> <li>• the roots of words and <b>affixes</b></li> </ul>	Français langue seconde - immersion 6	use of the imperfect (“imparfait”) and present perfect (“pas composé”) tenses, prefixes and suffixes
Content	<b>revision strategies</b>	Français langue seconde - immersion 6	rereading, consulting reference tools, using a revision grid,
Content	<b>Computational Thinking</b> <ul style="list-style-type: none"> <li>• <b>simple algorithms</b> that reflect computational thinking</li> </ul>	Applied Design, Skills and	for sorting, searching, sequence, selection, and repetition; s statements to complete a simple task; cryptography and coc breaking (e.g., cyphers), graphs, charts, network diagrams, graphics, flow charts, lists, tables, or arrays, historical persq

Type	Content	Curriculum	Elaboration
	<ul style="list-style-type: none"> <li>• <b>visual representations</b> of problems and data</li> <li>• <b>evolution of programming languages</b></li> <li>• <b>visual programming</b></li> </ul>	6	Technologies evolution (e.g., Ada Lovelace, punch cards, Hollerith, Grace Hopper, Alan Turing, Enigma, cyphers), for example, Kodu Scratch
<b>Computers and Communications Devices</b>			
Content	<ul style="list-style-type: none"> <li>• computer system architecture, including hardware and software, network infrastructure (local), intranet/Internet, and personal communication devices</li> <li>• strategies for identifying and troubleshooting simple hardware and software problems</li> <li>• function of input and output devices, including 3D printing and adaptive technologies for those with special needs</li> <li>• ergonomics in use of computers and computing devices</li> <li>• effective and efficient keyboarding techniques</li> </ul>	Applied Design, Skills and Technologies 6	including privacy and security (secured connections, password personal information), digital footprint and dossier, cyberbully online scams, and cybercrimes, for example, personalization organization, bookmarks, content management, accuracy, timeliness, appropriateness, credibility, and bias, personalized digital instructional tools to enhance learning and engagement (apps, websites, videos, tutorials, games)
Content	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>• <b>Internet safety</b></li> <li>• digital self-image, citizenship, relationships, and communication</li> <li>• legal and ethical considerations, including creative credit and copyright, and cyberbullying</li> <li>• methods for <b>personal media management</b></li> </ul>	Applied Design, Skills and Technologies 6	



Type	Content	Curriculum	Elaboration
	<ul style="list-style-type: none"> <li>• search techniques, how search results are selected and ranked, and <b>criteria</b> for evaluating search results</li> <li>• strategies to identify <b>personal learning networks</b></li> </ul>		
Content	<p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• technical drawing, including sketching techniques and manual <b>drafting techniques</b></li> <li>• elements of plans and drawings</li> <li>• simple computer-aided <b>drafting programs</b></li> </ul>	Applied Design, Skills and Technologies 6	for example, SketchUp, 123Design
Content	<p><b>Entrepreneurship and Marketing</b></p> <ul style="list-style-type: none"> <li>• role of entrepreneurship in designing and making products and services</li> <li>• <b>market niche</b></li> <li>• branding of products, services, institutions, or places</li> <li>• pricing product/service, including decision to seek profit or break even</li> <li>• role of basic financial record-keeping and budgeting</li> </ul>	Applied Design, Skills and Technologies 6	a subset of the market on which a specific product is focused created by identifying needs or wants not provided by comp
Content	<p><b>Food Studies</b></p> <ul style="list-style-type: none"> <li>• basic food handling and simple preparation techniques and equipment</li> </ul>	Applied Design, Skills and Technologies 6	

Type	Content	Curriculum	Elaboration
	<ul style="list-style-type: none"> <li>• factors in ingredient use, including balanced eating/nutrition, function, and dietary restrictions</li> <li>• factors that influence food choices, including cost, availability, and family and cultural influences</li> </ul>		
	<p><b>Media Arts</b></p>		
Content	<ul style="list-style-type: none"> <li>• <b>digital and non-digital</b> media, and their distinguishing characteristics and uses</li> <li>• <b>techniques</b> for using images, sounds, and text to communicate information, settings, ideas, and story structure</li> <li>• media technologies and techniques to capture, edit, and manipulate images, sounds, and text for specific purposes</li> <li>• influences of digital media for the purpose of communication and self-expression</li> </ul>	Applied Design, Skills and Technologies 6	for example, video production, layout and design, graphics images, photography (digital and traditional), emerging media processes (performance art, collaborative work, sound art, 1 art), for example, crop, print, record/capture, sequence
	<p><b>Metalwork</b></p>		
Content	<ul style="list-style-type: none"> <li>• characteristics and uses of metals</li> <li>• metalworking <b>techniques and processes</b> using <b>hand tools</b></li> <li>• metals as a non-renewable resource</li> </ul>	Applied Design, Skills and Technologies 6	for example, bending, cutting, filing, drilling, soldering (with extractor), for example, cordless and corded drills, rotary tool hammer, screwdriver, backsaw, coping saw, nail set, square and vise
	<p><b>Power Technology</b></p>		
Content	<ul style="list-style-type: none"> <li>• power is the rate at which energy is transformed</li> <li>• <b>forms of energy</b></li> </ul>	Applied Design, Skills and	sound, thermal, elastic, nuclear, chemical, magnetic, mechanical, gravitational, and electrical, the law of conservation of energy energy cannot be created or destroyed but can be changed,

Type	Content	Curriculum	Elaboration
	<ul style="list-style-type: none"> <li>energy is <b>conserved</b></li> <li>devices that <b>transform energy</b></li> </ul>	Technologies 6	example, electrical to mechanical, elastic to mechanical, to electrical, electrical to light
	<b>Robotics</b>		
Content	<ul style="list-style-type: none"> <li>a robot is a machine capable of carrying out a complex series of actions automatically</li> <li>uses of robotics</li> <li>main components of robots: <b>sensors, control systems, and effectors</b></li> <li>various <b>ways</b> that objects can move</li> <li>programming and logic for robotics components</li> <li>various <b>platforms</b> for robotics</li> </ul>	Applied Design, Skills and Technologies 6	“sense” — the parts of the robot that allow it to gather information about its environment that guides its behaviour, “think” — of the robot that determines the robot’s behaviour, “act” — parts of the robot that do the work, straight line, back-and-forth, round-and-round, zigzag, fast and slow, fixed distances in set patterns, for example, VEX IQ, LEGO Mindstorms/NXT, (C
	<b>Textiles</b>		
Content	<ul style="list-style-type: none"> <li>range of <b>uses</b> of textiles</li> <li>variety of textile <b>materials</b></li> <li><b>hand construction techniques</b> for producing and/or repairing textile items</li> <li>consumer concerns that influence textile choices, including availability, cost, function (e.g., waterproof), and textile care</li> </ul>	Applied Design, Skills and Technologies 6	construction (e.g., sails at Canada Place), automotive, apparel, function (e.g., fire blanket), ceremonial (e.g., regalia), for example, leather, cedar, wool, cotton, felt, embroidery thread, yarn, glass, and reeds, pine needles, sinew, plastic, used items and fabrics (e.g., food wrappers, old clothing), for example, hand sewing, knitting (needles, arm, spool), crocheting, weaving, darning, up-cycling (e.g., turning an underused item into something else), embedding into existing items
	<b>Woodwork</b>		
Content	<ul style="list-style-type: none"> <li>ways in which wood is used in local cultural and economic contexts</li> <li>characteristics of wood as a material</li> </ul>	Applied Design, Skills and Technologies 6	for example, cutting materials according to plan, layout, sawing methods, abrasive applications, for example, butt joints (without dowel), rabbit joints, gluing, nails and screws, for example, cordless and corded drills, rotary tool, hammer, screwdriver, backsaw, coping saw, nail set, square, clamp and vise

Type	Content	Curriculum	Elaboration
	<ul style="list-style-type: none"> <li>woodworking techniques and basic joinery using hand tools</li> </ul>		<p>movements performed “on the spot” without travelling across floor or surface; could include:</p> <ul style="list-style-type: none"> <li>balancing</li> <li>bending</li> <li>twisting</li> <li>lifting</li> </ul>
Content	<p>proper technique for fundamental movement skills, including <b>non-locomotor</b>, <b>locomotor</b>, and <b>manipulative</b> skills</p>	Physical and Health Education 6	<ul style="list-style-type: none"> <li>rolling</li> <li>jumping</li> <li>hopping</li> <li>running</li> <li>galloping</li> </ul> <p>, movement skills that incorporate travelling across the floor surface; could include:</p> <p>, movement skills involving the control of objects, such as   primarily with the hands or feet; may also involve racquets could include:</p> <ul style="list-style-type: none"> <li>bouncing</li> <li>throwing</li> <li>catching</li> <li>kicking</li> <li>striking</li> </ul>

Type	Content	Curriculum	Elaboration
Content	<b>movement concepts and strategies</b>	Physical and Health Education 6	<p>include:</p> <ul style="list-style-type: none"> <li>• body awareness (e.g., parts of the body, weight transfer)</li> <li>• spatial awareness (e.g., general spacing, directions, pathways)</li> <li>• effort awareness (e.g., speed, force)</li> <li>• relationships to/with others and objects</li> </ul> <p>, plans and/or ideas that will help a player or team successfully achieve a movement outcome or goal (e.g., moving into space from an opponent to receive a pass)</p> <p>could include:</p>
Content	ways to <b>monitor and adjust physical exertion levels</b>	Physical and Health Education 6	<ul style="list-style-type: none"> <li>• using heart rate monitors</li> <li>• checking pulse</li> <li>• checking rate of perceived exertion (e.g., a five-point scale to self-assess physical exertion level)</li> </ul> <p>activities that can be done individually and/or with others; could include:</p>
Content	how to participate in different types of physical activities, including <b>individual and dual activities, rhythmic activities, and games</b>	Physical and Health Education 6	<ul style="list-style-type: none"> <li>• jumping rope</li> <li>• swimming</li> <li>• running</li> <li>• bicycling</li> <li>• Hula Hoop</li> </ul> <p>, activities designed to move our bodies in rhythm could include:</p> <ul style="list-style-type: none"> <li>• dancing</li> </ul>

Type	Content	Curriculum	Elaboration
Content	training principles to enhance personal fitness levels, including the <b>FITT principle</b> and the <b>SAID principle</b>	Physical and Health Education 6	<ul style="list-style-type: none"> <li>• gymnastics</li> </ul> <p>, types of play activities that usually involve rules, challenge social interaction; could include:</p> <ul style="list-style-type: none"> <li>• tag</li> <li>• parachute activities</li> <li>• co-operative challenges</li> <li>• Simon Says</li> <li>• team games</li> <li>• traditional Aboriginal games</li> </ul> <p>a guideline to help develop and organize personal fitness goals based on:</p> <ul style="list-style-type: none"> <li>• Frequency — how many days per week</li> <li>• Intensity — how hard one exercises in the activity (percentage of maximum heart rate)</li> <li>• Type — the type of activity or exercise, focusing on fitness goal (e.g., jogging for cardio endurance)</li> <li>• Time — how long the exercise session lasts</li> </ul>
Content	influences on <b>food choices</b>	Physical and Health Education 6	<p>, (Specific Adaptation to Imposed Demand): the body will respond to the type of demand placed on it (e.g., a student's flexibility will eventually improve if he or she participates in regular stretching activities)</p> <ul style="list-style-type: none"> <li>• access to locally grown food</li> <li>• access to seasonal foods</li> <li>• differing options in various settings (e.g., school vending machines)</li> </ul>

Type	Content	Curriculum	Elaboration
Content	practices that reduce the risk of contracting <b>sexually transmitted infections</b> and <b>life-threatening communicable diseases</b>	Physical and Health Education 6	<p>include:</p> <ul style="list-style-type: none"> <li>• gonorrhea</li> <li>• chlamydia</li> <li>• herpes</li> </ul>
Content	<b>sources of health information</b>	Physical and Health Education 6	<p>, include:</p> <ul style="list-style-type: none"> <li>• HIV/AIDS</li> <li>• hepatitis B and C</li> <li>• meningococcal C</li> </ul> <p>could include:</p> <ul style="list-style-type: none"> <li>• magazines</li> <li>• Internet</li> <li>• advertisements on TV</li> <li>• flyers from health stores</li> </ul>
Content	basic principles for <b>responding to emergencies</b>	Physical and Health Education 6	<p>basic principles include:</p> <ul style="list-style-type: none"> <li>• following safety guidelines</li> <li>• having an emergency response plan</li> <li>• knowing how to get help</li> </ul>
Content	<b>strategies to protect themselves and others</b> from potential abuse, exploitation, and harm in a variety of settings	Physical and Health Education 6	<p>could include:</p> <ul style="list-style-type: none"> <li>• knowing their right not to be abused</li> <li>• being assertive</li> <li>• avoiding potentially unsafe situations</li> <li>• safe use of the Internet</li> <li>• identifying tricks and lures used by predators</li> </ul>

Type	Content	Curriculum	Elaboration
Content	consequences of bullying, stereotyping, and discrimination	Physical and Health Education 6	
Content	strategies for managing personal and social risks related to <b>psychoactive substances</b> and potentially addictive behaviours	Physical and Health Education 6	could include: <ul style="list-style-type: none"> <li>• alcohol</li> <li>• tobacco</li> <li>• illicit drugs</li> <li>• solvents</li> </ul>
Content	<b>physical, emotional, and social</b> changes that occur during puberty and adolescence	Physical and Health Education 6	how students' bodies are growing and changing during puberty and adolescence, how students' thoughts and feelings might evolve or change during puberty and adolescence, how students interact with others and how their relationships might evolve or change during puberty and adolescence
Content	influences on individual identity, including <b>sexual identity</b> , gender, values, and beliefs	Physical and Health Education 6	a component of a person's identity that reflects his or her self-concept
Content	text organization: <ul style="list-style-type: none"> <li>• <b>narrative structure</b></li> <li>• <b>actantial narrative schema</b></li> <li>• <b>paragraph structure</b></li> </ul>	Français langue première 6	setting, inciting incident, rising action, falling action, resolution actantial model emphasizes the characters and the relationships that exist between them., main idea, explanation, examples, and conclusion
Content	literary elements: <ul style="list-style-type: none"> <li>• <b>characteristics of the comic book</b></li> <li>• characteristics of the youth novel</li> <li>• <b>characteristics of poetry</b></li> <li>• <b>characteristics of image deciphering</b></li> </ul>	Français langue première 6	character's viewpoint, dialogue, panels, ellipsis, onomatopoeia, idiomatic expressions, etc., rhyme, rhythm, versification, motifs, themes, imagery, etc., meaning of an image on its own and in relation to the text, explicit and implicit elements, role of point of view, interpretation, comparison, metaphors, alliteration, etc., for colloquial, standard, etc.



Type	Content	Curriculum	Elaboration
Content	<ul style="list-style-type: none"> <li>• <b>stylistic devices</b></li> <li>• <b>registers of language</b></li> </ul> <p>language elements:</p> <ul style="list-style-type: none"> <li>• information reiteration</li> <li>• <b>verb moods and tenses</b> associated with the genres studied</li> </ul>	Français langue première 6	future
Content	<p>strategies studied:</p> <ul style="list-style-type: none"> <li>• <b>communication and socialization</b></li> <li>• <b>reading</b></li> <li>• <b>writing</b></li> </ul>	Français langue première 6	<p>prosody, prior knowledge, visualization, prediction, asking questions, main idea, making connections, important infor inference, referents, planning, draft, correction, writing, rev publication</p>
Curricular Competency	<p><b>Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media</b> (evidence)</p>	Social Studies 6	<ul style="list-style-type: none"> <li>• Sample activities: <ul style="list-style-type: none"> <li>○ Compare a range of points of view on a probl issue</li> <li>○ Compare and contrast media coverage of a controversial issue (e.g., climate change, res management)</li> <li>○ With peer and teacher support, determine cr evaluating information sources for credibilit reliability (e.g., context, authentic voice, sou objectivity, evidence, authorship)</li> <li>○ Apply criteria to evaluate selected sources f credibility and reliability</li> <li>○ Distinguish between primary sources and se sources</li> </ul> </li> </ul>

Type	Content	Curriculum	Elaboration
Curricular Competency	Demonstrate increasingly sophisticated application and/or engagement of curricular content	Arts Education 6	
Curricular Competency	Identify cultural and historical elements in Francophone and Aboriginal <b>texts</b> , and compare these with one's own cultural and historical reference points	Français langue seconde - immersion 6	oral, written, visual