

Grade 6 Outcomes

Treaty Education: Moving Towards Fulfillment of Treaties

Treaty Relationships 6¹:Analyze the concepts, structures and processes which have been developed for the purpose of treaty implementation. Indicators: Research the various structures and processes that have been created in an effort to honour treaties. Describe how the full implementation of the treaties is expected to bring positive economic implications for all people of Saskatchewan. Explore the concept of sovereignty as related to First Nation peoples. Explore the concept of sovereignty as related to Métis peoples.

Spirit and Intent of Treaties 6²: Analyze the importance of the preservation and promotion of First Nations and Métis languages. Indicators: Express how one's cultural identity is influenced by language. Explore initiatives in Canada that contribute to the preservation and restoration of First Nations languages. Describe how the loss of language impacts cultural identity (e.g., importance of ceremony, song, dance, storytelling).

Historical Context 6³:Analyze how the movement towards the fulfillment of treaty obligations has positively affected all people in Saskatchewan. Indicators: Examine the impact of urban reserves on livelihood (e.g., economic, social, cultural, environmental). Examine how the Federation of Saskatchewan Indian Nations (FSIN) and other organizations supports the fulfillment of Treaties. Investigate how parties to treaty are utilizing the land for economic development opportunities.

Treaty Promises and Provisions 6⁴: Investigate the role of the Treaty Table and the role of the Office of the Treaty Commissioner (OTC) in promoting good relations between signatories. Indicators: Describe the role that Treaty Commissioners play in facilitating the fulfillment of treaty. Investigate and report on the goals and achievements of the Treaty Table and the OTC.

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p>CP6.1 Create dance compositions that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender). </p> <p>CP6.2 Investigate and manipulate elements of dance and principles of composition including repetition and contrast</p> <p>CP6.3 Shape dance compositions using various choreographic forms (e.g., ABA).</p> <p>CP6.4 Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio drama).</p> <p>CP6.5 Select and use focus, tension, conflict, and symbol to convey ideas.</p> <p>CP6.6 Collaborate on a drama that expresses ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender) </p> <p>CP6.7 Demonstrate increased skills and abilities in the use of voice and instruments.</p> <p>CP6.8 Investigate and manipulate elements of music and principles of composition including repetition and variety.</p> <p>CP6.9 Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).</p> <p>CP6.10 Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).</p> <p>CP6.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.</p> <p>CP6.12 Demonstrate increased skills and problem-solving abilities in a variety of visual art media.</p> <p>CR6.1 Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music).</p> <p>CR6.2 Investigate and identify ways that the arts can express ideas about identity.</p> <p>CR6.3 Examine arts expressions and artists of various times and places.</p>	<p>CR6.1 Investigate how personal, cultural, or regional identity may be reflected in arts expressions.</p> <p>CR6.2 Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work.</p> <p>CR6.3 Use pragmatic, textual, syntactic, semantic/lexical/ morphological, graphophonic, and other cues to construct and confirm meaning.</p> <p>CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features.</p> <p>CR6.5 Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.</p> <p>CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.</p> <p>CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.</p> <p>CR6.8 Read grade 6 appropriate texts to increase fluency (120-160 wpm orally; 160-210 silently) and expression.</p> <p>CC6.1 Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy. </p> <p>CC6.2 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.</p> <p>CC6.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.</p> <p>CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.</p> <p>CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations.</p> <p>CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.</p> <p>CC6.7 Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.</p> <p>CC6.8 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).</p> <p>CC6.9 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.</p> <p>AR6.1 Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.</p> <p>AR6.2 Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies, and set goals for improvement. </p> <p>AR6.3 Appraise own and others' work for clarity.</p>	<p>USC6.1 Analyze the factors that influence the development of personal standards and identity and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege). </p> <p>USC6.2 Appraise the importance of establishing/ maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).</p> <p>USC6.3 Demonstrate an understanding of how non-curable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health (i.e., physical, mental, emotional, spiritual) and the identities of self, family, and community.</p> <p>USC6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.</p> <p>USC6.5 Analyze the influences (e.g., cultural, social) on perceptions of and personal standards related to body image, and the resulting impact on the identities and the well-being of self, family, and community </p> <p>USC6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.</p> <p>USC6.7 Assess how health promotions and advertising (related to but not limited to tobacco, alcohol, diabetes, and HIV) influence personal standards and behaviours and determine how and why certain groups of consumers (e.g., youth as 'replacement' smokers) are targeted.</p> <p>DM6.1 Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.</p> <p>DM6.2 Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. </p> <p>AP6.1 Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.</p> <p>CG6.1 Investigate the influence of a positive self-image on one's life.</p> <p>CG6.2 Analyze the benefits of developing competence in building healthy relationships.</p> <p>CC6.1 Investigate various aspects of careers and their requirements.</p> <p>CC6.2 Investigate and compile data to explain ways work contributes to individuals and the community.</p> <p>LW6.1 Examine effective practices such as responsible decision making, cooperation, and accepting diversity and predict their continued importance in one's own career. </p> <p>LW6.2 Investigate the interrelationship of life roles</p>	<p>N6.1 D Demonstrate understanding of place value including: greater than one million, less than one thousandth, with and without technology.</p> <p>N6.2 D Demonstrate understanding of factors and multiples (concretely, pictorially, and symbolically) including: determining factors and multiples of numbers less than 100, relating factors and multiples to multiplication and division, determining and relating prime and composite numbers.</p> <p>N6.3 D Demonstrate understanding of the order of operations on whole numbers (excluding exponents) with and without technology.</p> <p>N6.4 E Extend understanding of multiplication and division to decimals (1-digit whole number multipliers and 1-digit natural number divisors).</p> <p>N6.5 D Demonstrate understanding of percent (limited to whole numbers to 100) concretely, pictorially, and symbolically.</p> <p>N6.6 D Demonstrate understanding of integers concretely, pictorially, and symbolically.</p> <p>N6.7 E Extend understanding of fractions to improper fractions and mixed numbers.</p> <p>N6.8 D Demonstrate an understanding of ratio concretely, pictorially, and symbolically.</p> <p>N6.9 R Research and present how First Nations and Métis peoples, past and present, envision, represent, and use quantity in their lifestyles and worldviews.</p> <p>P6.1 E Extend understanding of patterns and relationships in tables of values and graphs.</p> <p>P6.2 E Extend understanding of preservation of equality concretely, pictorially, physically, and symbolically.</p> <p>P6.3 E Extend understanding of patterns and relationships by using expressions and equations involving variables.</p> <p>SS6.1 D Demonstrate understanding of angles including: identifying examples classifying angles, estimating the measure, determining angle measures in degrees, drawing angles, applying angle relationships in triangles and quadrilaterals.</p> <p>SS6.2 E Extend and apply understanding of perimeter of polygons, area of rectangles, and volume of right rectangular prisms (concretely, pictorially, and symbolically) including: relating area to volume, comparing perimeter and area, comparing area and volume, generalizing strategies and formulae, analyzing the effect of orientation, solving situational questions.</p> <p>SS6.3 D Demonstrate understanding of regular and irregular polygons including: classifying types of triangles, comparing side lengths, comparing angle measures, differentiating between regular and irregular polygons, analyzing for congruence.</p> <p>SS6.4 D Demonstrate understanding of the first quadrant of the Cartesian plane and ordered pairs with whole number coordinates.</p> <p>SS6.5 D Demonstrate understanding of single, and combinations of, transformations of 2-D shapes (with and without the use of technology) including: identifying, describing, performing.</p> <p>SP6.1 E Extend understanding of data analysis to include: line graphs, graphs of discrete data, data collection through questionnaires, experiments, databases, and electronic media, interpolation and extrapolation. </p> <p>SP6.2 D Demonstrate understanding of probability by: determining sample space, differentiating between experimental and theoretical probability, determining the theoretical probability, determining the experimental probability, comparing experimental and theoretical probabilities.</p>	<p>PE6.1 Create and implement a personal health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that involves setting a goal for improvement, applies the F.I.T.T. principle, and incorporates daily moderate to vigorous movement activity. </p> <p>PE6.2 Demonstrate an understanding of the impact of inactivity on body composition and how to make healthy choices for a balanced self, including regular participation in movement activity, that effectively and safely affect body fat composition.</p> <p>PE6.3 Apply self-selected strategies for effectively and safely improving muscular endurance and flexibility, and apply, with guidance, an understanding of how to effectively and safely improve muscular strength.</p> <p>PE6.4 Demonstrate, through participation in movement activities, an understanding of the skill-related components of fitness and how they connect with the health-related components of fitness in the development of each other.</p> <p>PE6.5 Demonstrate a progression towards control in complex movement skills that combine locomotor, non-locomotor, and manipulative skills as they apply to games and sports.</p> <p>PE6.6 Express and apply, with guidance, performance cues (visual contact, point of release or contact, absorption) to enhance manipulative (moving objects) skills: to the utilization level of skill when punting.</p> <p>PE6.7 Explore, apply, and communicate the biomechanical concepts and principles of force production, force absorption, and resistance as a means to enhance independence in learning locomotor, non-locomotor, and manipulative skills.</p> <p>PE6.8 Analyze and apply, with guidance, movement concepts to support skill development while participating in: target games, and invasion/territorial games.</p> <p>PE6.9 Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in: target games, invasion/territorial games, low-organizational, inventive, and co-operative games.</p> <p>PE6.10 Apply controlled use of selected movement skills and variations as well as safe and environmentally friendly behaviours while participating in a variety of: alternate environment activities, body management activities.</p> <p>PE6.11 Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a cooperatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity.</p> <p>PE6.12 Analyze the attributes of self and others as source of information for making decisions related to participation of self and others in movement activity as well as possible career choice implications.</p> <p>PE6.13 Analyze and apply safety guidelines and rules that apply to the target games, invasion/territorial games, and alternate environment activities to develop an appreciation of their impact on self and others.</p> <p>PE6.14 Apply personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self-control, involvement, self-responsibility, and caring for others to support personal growth in making positive connections to others, while participating in movement activities.</p> <p>PE6.15 Examine, evaluate, and represent the historical and present impact of our World neighbours on the development of movement activity options as a means of supporting the well-being of self and others.</p>	<p>DL6.1 Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers.</p> <p>DL6.2 Examine how humans organize understanding of the diversity of living things.</p> <p>DL6.3 Analyze the characteristics and behaviours of vertebrates (i.e., mammals, birds, reptiles, amphibians, and fish) and invertebrates.</p> <p>DL6.4 Examine and describe structures and behaviours that help: individual living organisms survive in their environments in the short term, species of living organisms adapt to their environments in the long term.</p> <p>DL6.5 Assess effects of micro-organisms on past and present society, and contributions of science and technology to human understanding of micro-organisms.</p> <p>EL6.1 Assess personal, societal, economic, and environmental impacts of electricity use in Saskatchewan and propose actions to reduce those impacts.</p> <p>EL6.2 Investigate the characteristics and applications of static electric charges, conductors, insulators, switches, and electromagnetism.</p> <p>EL6.3 Explain and model the properties of simple series and parallel circuits.</p> <p>FL6.1 Examine connections between human fascination with flight and technologies and careers based on the scientific principles of flight.</p> <p>FL6.2 Investigate how the forces of thrust, drag, lift, and gravity act on living things and constructed devices that fly through the air.</p> <p>FL6.3 Design a working prototype of a flying object that meets specified performance criteria.</p> <p>SS6.1 Research and represent the physical characteristics of the major components of the solar system, including the sun, planets, moons, asteroids, and comets. </p> <p>SS6.2 Assess the efficacy of various methods of representing and interpreting astronomical phenomena, including phases, eclipses, and seasons.</p> <p>SS6.3 Evaluate past, current, and possible future contributions of space exploration programs including space probes and human spaceflight, which support living and working in the inner solar system.</p>	<p>IN6.1 Evaluate and represent personal beliefs and values by determining how culture and place influence them. </p> <p>IN6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.</p> <p>IN6.3 Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.</p> <p>IN6.4 Explore aspects of cultural change over time, including: reasons for cultural change, examples of cultural change, how cultural change affects youth, how youth respond to cultural change.</p> <p>DR6.1 Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean.</p> <p>DR6.2 Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land</p> <p>DR6.3 Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.</p> <p>DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.</p> <p>PA6.1 Examine the relationship between an individual's power and authority and the power and authority of others.</p> <p>PA6.2 Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.</p> <p>PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.</p> <p>RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.</p> <p>RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.</p>

Suggestions linked to "**Digital Citizenship Education in Saskatchewan Schools**" policy planning guide.
English: <<https://publications.saskatchewan.ca/api/v1/products/74037/formats/82914/download>>
French: <<https://publications.saskatchewan.ca/api/v1/products/74037/formats/82915/download>>