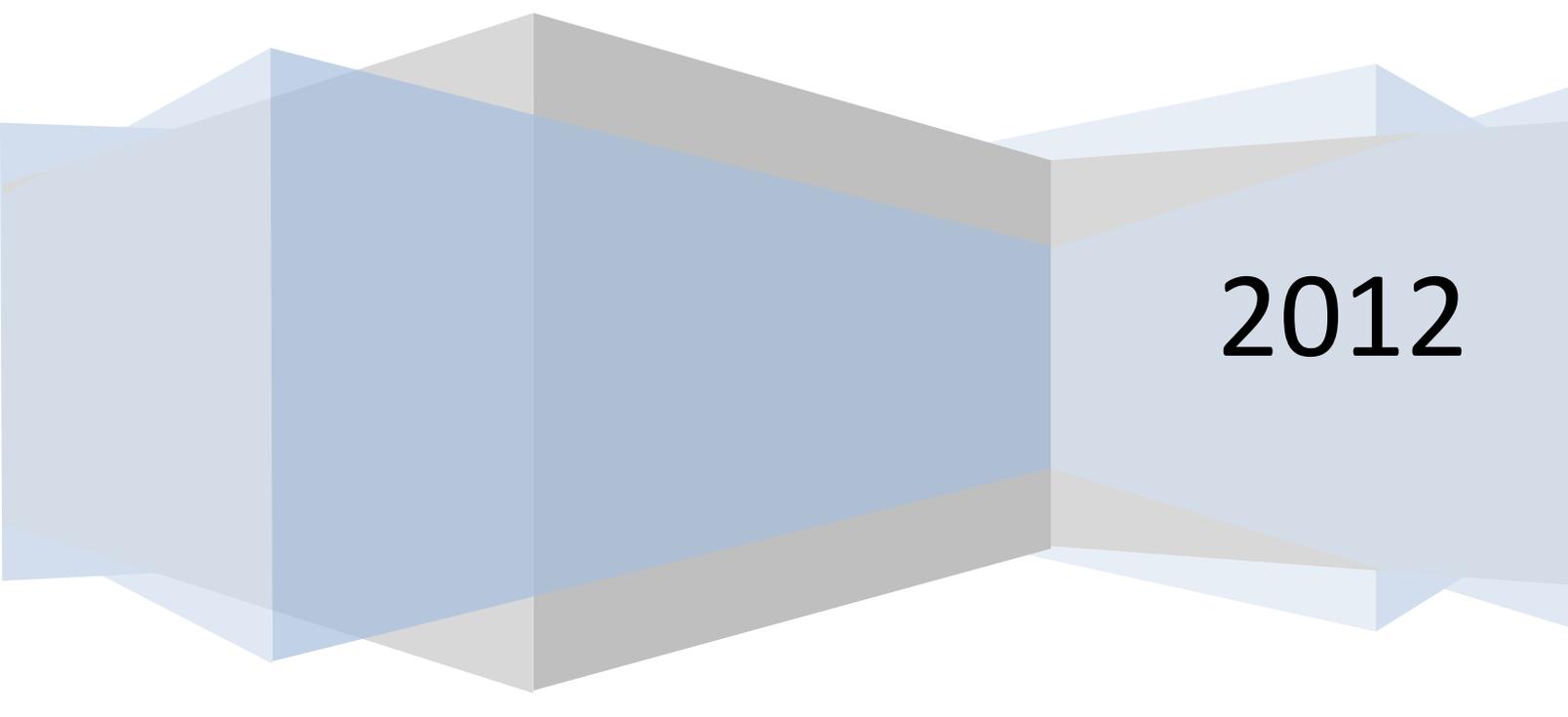


**GRADE 6**  
**CURRICULUM PACKAGE**  
June 2012



2012



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## INTRODUCTION

This document contains grade level learning outcomes and suggested achievement indicators for Grade 6 students. The SSDEC Curriculum Grade Level Packages for K-9 are available at [www.ssdec.nt.ca](http://www.ssdec.nt.ca).

*The Grade 6 Curriculum Package is not intended to replace the complete versions of the approved NWT Curriculum. Please be advised that educators will serve their students best by engaging with full curriculum for each discipline as these provide the philosophy behind its development as well as valuable tools for delivery of concepts.*

### **Dene Kede**

Dene Kede, the culture-based curriculum of the NWT, serves as the heart of the NWT Curriculum. Dene Kede was developed under the guidance of Dene elders and shares, through its teachings, the knowledge, skills, and values of the Dene. These cultural understandings serve as the underpinnings for all learning in all content areas and it is expected that the teachings and knowledge contained within Dene Kede shall be woven into all lessons. In this manner our students will become more capable, more successful and better able to *walk in two worlds*.

### **Required Areas of Study**

- English Language Arts
- Mathematics
- Science
- Social Studies
- Health
- Physical Education
- Arts: Dance, Drama, Music and Visual Art

Additional information can be found at <http://www.ece.gov.nt.ca/> under the Kindergarten to grade 12 link, which will take you to the tab called, Curriculum Services.

### **How to Use This Document**

Suggested uses for this document might include, supporting:

- *Multi-graded classrooms*
- *Student Support Plans*
- *Students' understanding of where specific learning outcomes become more sophisticated and challenging*
- *Parents' understanding of where their student may currently be in their learning and what they are ready for next*

## **ACKNOWLEDGMENTS**

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# BLOOM'S REVISED TAXONOMY



## Creating

Generating new ideas, products, or ways of viewing things  
*Designing, constructing, planning, producing, inventing.*



## Evaluating

Justifying a decision or course of action

*Checking, hypothesising, critiquing, experimenting, judging*



## Analysing

Breaking information into parts to explore understandings and relationships

*Comparing, organising, deconstructing, interrogating, finding*

## Applying

Using information in another familiar situation

*Implementing, carrying out, using, executing*



## Understanding

Explaining ideas or concepts

*Interpreting, summarising, paraphrasing, classifying, explaining*

## Remembering

Recalling information

*Recognising, listing, describing, retrieving, naming, finding*



## BLOOM'S REVISED TAXONOMY **COGNITIVE** DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Cite	Add	Acquire	Analyze	Abstract	Appraise
Define	Approximate	Adapt	Audit	Animate	Assess
Describe	Articulate	Allocate	Blueprint	Arrange	Compare
Draw	Associate	Alphabetize	Breadboard	Assemble	Conclude
Enumerate	Characterize	Apply	Break down	Budget	Construct
Identify	Clarify	Ascertain	Characterize	Categorize	Contrast
Index	Classify	Assign	Classify	Check	Counsel
Indicate	Compare	Attain	Compare	Code	Criticize
Label	Compute	Avoid	Confirm	Combine	Critique
List	Contrast	Back up	Contrast	Compile	Defend
Match	Convert	Calculate	Correlate	Compose	Determine
Meet	Defend	Capture	Deconstruct	Construct	Design
Name	Describe	Carry out	Detect	Cope	Discriminate
Outline	Detail	Change	Diagnose	Correspond	Estimate
Point	Differentiate	Classify	Diagram	Create	Evaluate
Quote	Discuss	Complete	Differentiate	Critique	Explain
Read	Distinguish	Compute	Discriminate	Cultivate	Grade
Recall	Elaborate	Construct	Dissect	Debug	Hire
Recite	Estimate	Customize	Distinguish	Depict	Interpret
Recognize	Example	Demonstrate	Document	Design	Invent
Record	Explain	Depreciate	Ensure	Develop	Judge
Repeat	Express	Derive	Examine	Devise	Justify
Reproduce	Extend	Determine	Explain	Dictate	Measure
Review	Extrapolate	Diminish	Explore	Enhance	Plan
Select	Factor	Discover	Figure out	Experiment	Predict
State	Generalize	Draw	File	Explain	Prescribe
Study	Give	Employ	Find	Facilitate	Produce
Tabulate	Infer	Examine	Group	Format	Rank
Trace	Interact	Exercise	Identify	Formulate	Rate
Write	Interpolate	Execute	Illustrate	Generalize	Recommend
	Interpret	Explore	Infer	Generate	Release
	Observe	Expose	Interrupt	Handle	Select
	Paraphrase	Express	Inventory	Hypothesize	Summarize
	Picture graphically	Factor	Investigate	Import	Support
	Predict	Figure	Layout	Improve	Test
	Review	Graph	Manage	Incorporate	Validate
	Rewrite	Handle	Maximize	Integrate	Verify
	Subtract	Illustrate	Minimize	Interface	
	Summarize	Implement	Optimize	Join	
	Translate	Interconvert	Order	Judge	
	Visualize	Investigate	Organize	Lecture	
		Manipulate	Outline	Model	
		Modify	Point out	Modify	
		Operate	Prioritize	Network	

## BLOOM'S REVISED TAXONOMY **COGNITIVE** DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
		Personalize	Proofread	Organize	
		Plot	Query	Outline	
		Practice	Relate	Overhaul	
		Predict	Select	Plan	
		Prepare	Separate	Portray	
		Price	Size p	Prepare	
		Process	Subdivide	Prescribe	
		Produce	Train	Produce	
		Project	Transform	Program	
		Provide		Rearrange	
		Relate		Reconstruct	
		Round off		Relate	
		Sequence		Reorganize	
		Show		Revise	
		Simulate		Rewrite	
		Sketch		Specify	
		Solve		Summarize	
		Subscribe		Write	
		Tabulate			
		Transcribe			
		Translate			
		Use			

## BLOOM'S REVISED TAXONOMY **AFFECTIVE** DOMAIN: VERB LIST

Receiving	Responding	Valuing	Organization	Internalizing
Ask	Accept responsibility	Associate with	Adhere to	Act
Choose	Answer	Assume responsibility	After	Change behavior
Follow	Assist	Believe in	Arrange	Develop behaviour code
Give	Comply	Be convinced	Classify	Develop philosophy
Hold	Conform	Complete	Combine	Influence
Select	Enjoy	Describe	Defend	Judge problem/issue
Show interest	Greet	Differentiate	Establish	Listen
	Help	Have faith in	Form judgments	Propose
	Obey	Initiate	Identify with	Qualify
	Perform	Invite	Integrate	Question
	Practice	Join	Organize	Serve
	Present	Justify	Weigh alternatives	Show mature attitude
	Report	Participate		Solve
	Select	Propose		Verify
	Tell	Select		
		Share		
		Subscribe to		
		Work		

## BLOOM'S REVISED TAXONOMY QUESTIONING FRAMEWORK

	<b>BLOOM'S REVISED ORDER</b>	<b>ACTIONS</b>	<b>EXAMPLES FOR: INTENTIONAL QUESTIONING-PROMPTING FOR HIGHER LEVEL/ORDER THINKING</b>	
<b>HIGHER-ORDER THINKING</b>	<p><b><u>Creating</u></b></p> <p>(Putting together ideas or elements to develop an original idea or engage in creative thinking).</p>	Designing Constructing Planning Producing Inventing Devising Making	<ul style="list-style-type: none"> <li>• What would you do differently next time?</li> <li>• Why?</li> <li>• What could you do next? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• What would you do differently next time?</li> <li>• Why?</li> <li>• What could you do next? Why?</li> </ul>
	<p><b><u>Evaluating</u></b></p> <p>(Judging the value of ideas, materials and methods by developing and applying standards and criteria).</p>	Checking Hypothesising Critiquing Experimenting Judging Testing Detecting Monitoring	What do you think is really good about what you are: <ul style="list-style-type: none"> <li>• Building</li> <li>• Exploring</li> <li>• Cooking</li> <li>• Serving</li> <li>• Making</li> <li>• Inventing</li> <li>• Planning</li> </ul>	Look at what you are _____, <ul style="list-style-type: none"> <li>• What do you think could be a problem with the way it is made?</li> <li>• Why do you think that?</li> <li>• What do you think will work really well?</li> <li>• Explain why you think so</li> </ul>
	<p><b><u>Analyzing</u></b></p> <p>(Breaking information down into its component elements).</p>	Comparing Organising Deconstructing Attributing Outlining Structuring Integrating	<ul style="list-style-type: none"> <li>• Do you see anything that is the same/different from _____?</li> <li>• How could you put this together in a different way? What would happen?</li> </ul>	<ul style="list-style-type: none"> <li>• How would your _____ change if you didn't have _____?</li> <li>• What could you use instead?</li> <li>• Why do you think it would work?</li> </ul>
<b>LOWER-ORDER THINKING</b>	<p><b><u>Applying</u></b></p> <p>(Using strategies, concepts, principles and theories in new situations).</p>	Implementing Carrying out Using Executing	What other uses does _____ have? <ul style="list-style-type: none"> <li>• New Context</li> <li>• Different Purpose</li> <li>• Combine new context &amp; new purpose</li> </ul>	What if you wanted to use what you are (making/cooking etc.) for a new/different purpose. What would you: <ul style="list-style-type: none"> <li>• Add?</li> <li>• Remove?</li> <li>• Change?</li> </ul>
	<p><b><u>Understanding</u></b></p> <p>(Understanding of given information).</p>	Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining	What is important about what you are: <ul style="list-style-type: none"> <li>• Building</li> <li>• Exploring</li> <li>• Cooking</li> <li>• Serving</li> <li>• Making</li> <li>• Inventing</li> <li>• Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how this (item/ingredient/part/amount etc.) is important to what you are doing.</li> </ul>
	<p><b><u>Remembering</u></b></p> <p>(Recall or recognition of specific information).</p>	Recognising Listing Describing Identifying Retrieving Naming Locating Finding	Describe what you are: <ul style="list-style-type: none"> <li>• Building</li> <li>• Exploring</li> <li>• Cooking</li> <li>• Serving</li> <li>• Making</li> <li>• Inventing</li> <li>• Planning</li> </ul>	Tell me what you are using to: <ul style="list-style-type: none"> <li>• Cook</li> <li>• Build</li> <li>• Investigate</li> <li>• Serve</li> <li>• Examine</li> <li>• Fix</li> <li>• Copy</li> </ul>

## DENE KEDE GRADE 6

### Spirituality

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Spiritual Power:</b> Students should understand that although Spiritual Powers were a gift for survival from the Creator, they were given with Rules of Conduct. Students should be aware of the rules of conduct and the implications of adhering or not adhering to those principles. The Dene youth of today hunger for this kind of information and it is important that they are given the proper information.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Students will be familiar with the story of the origin of the Spiritual Powers               <ul style="list-style-type: none"> <li>○ The Creator gave Spiritual Powers because the Dene had no means of survival in the beginning (long before the coming of the white people). With this gift the Dene could survive.</li> <li>○ The gift of Spiritual Power was given with Rules of Conduct which explained the consequences of not following the rules.</li> <li>○ The Powers began to diminish as the Dene began to disregard the rules</li> </ul> </li> <li>• Students will know that the Rules of Conduct affect all aspects of life               <ul style="list-style-type: none"> <li>○ Rules of governing women, marriages</li> <li>○ Rules of governing the use of the land and hunting</li> <li>○ Long life was promised to those who adhered to the rules</li> <li>○ See other themes under Spiritual World for Rules of Conduct</li> </ul> </li> <li>• Seek to hear the Medicine Revelations</li> <li>• Know there is good and bad Spiritual Power</li> <li>• Know that the Holy Spiritual Power was also used to help people.</li> <li>• Know that outward appearance does not determine whether a person has Spiritual Power.</li> <li>• Know that is one does not have Spiritual Power, the power of others cannot harm you. Any power can be challenged making the person with Spiritual Power susceptible to the powers of others</li> <li>• Know about Dene prophets. They were holy men who had the spiritual Power to see into the future in order to help the Dene</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that Spiritual Powers helped the Dene with all animals. The skill has been passed down for generations</li> <li>• Know that the Dene ancestors had knowledge of the future as part of their Spiritual Powers. It was predicted there would be less hunting and trapping in the future.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that Spiritual Powers were placed on earth to help people to be friends with each other, to like each other and to not argue with each other.</li> <li>• Know who has Spiritual Powers (medicine person) in the community &amp; learn how he or she obtained them.</li> <li>• Respect those who have holy Spiritual Power.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to hear stories and legends about people with Spiritual Powers.</li> <li>• Be willing to learn from elders about Spiritual Powers and Rules of Conduct.</li> <li>• Be willing to choose Rules of Conduct which they think are important to their lives &amp; try to follow them.</li> <li>• Be willing to show respect for those who have holy Spiritual Power.</li> </ul>

## DENE KEDE GRADE 6

### Spirituality

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Living Force:</b> The students should experience the Living Force in its concrete and powerful form so that they can come to understand and accept the force. If the students are involved in the rituals which acknowledge the Living Force, they will come to see the land, water and air differently. They will become more connected to the land and have a stronger commitment to it. They will come to respect the land and to protect it from pollution. The experiences for the Living Force unit should be integrated into the activities which take place on the land in other thematic units.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know the significance of the Living Force for the Dene: land and water generally are living things &amp; are powerful.</li> <li>• Know how to approach the Force or how to behave in its presence.</li> <li>• Know the history and origin of the presence: long ago, strong medicine was all around and the Dene lived by medicine laws. Today, the medicine is not as strong but it is evident in special locations. Respect is shown to the medicine forces by "paying" them.</li> <li>• Show acceptable (according to local custom) behaviour in the presence of the Force. Show respect by "paying" the Force. Know the kinds of things that can be made from the land to offer as gifts (e.g. decorated willows).</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know where the Living Force is evident: e.g. Chipewyan know of an area in the River; Dogrib know of a whirlpool; Sahtu know their lake (Great Bear) as having a Living Force.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Pass on knowledge of the Living Force to others.</li> <li>• Know that there are locations of Living Forces in other regions.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to independently show respect to the Living Force, either in the land or waters, or in special places near the community.</li> <li>• Identify feelings they have when they pray to or pay the Living Forces in the land and waters about them.</li> <li>• Explore or research, on their own with elders they know, the spiritual Living Forces all around them.</li> <li>• Develop greater self-reliance as they learn how to maintain a relationship with the Living Force on their own</li> </ul>
<p><b>One Who Circled the Earth:</b> The story of Yamozha ties the Dene to the land and to each other. Dene students will develop a sense of unity through the universal story about "The One Who Circled the Earth". The legend of "The One Who Circled the Earth" is common to all five Dene tribes. Thus, it ties the tribes together into the Dene Nation. "The One Who Circled the Earth" not only ties the Dene Nation together, it ties the Dene Nation to the whole world because this greatest of medicine men circled the planet. Students must begin to recognize that their tribe is a part of something bigger and greater. They must begin to recognize who they are a part of and together with...</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the different forms of power told about in the story.</li> <li>• Be familiar with and respect and obey the spiritual laws he ("The One Who Circled the Earth") gave the Dene in the legend.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know the landmarks identified in the story.</li> <li>• Know in what ways Yamoreya ties the people to the land.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that there are regional variations of the legend. Each of the five groups that comprise the Dene Nation have their own versions.</li> <li>• Know similarities and differences between the regional stories and their own.</li> <li>• Know in the ways Yamoreya ties people to each other: he came to cleanse the world of giant animals who were killing Dene when the land had been given to them.</li> <li>• Understand the implication of the story regarding regions and tribes and travel around the world: that the different tribes are to be respected as equals and part of the whole Dene Nation, and that the Dene Nation is part of the whole world which Yamozha circled.</li> <li>• Respect the story tellers.</li> </ul>

## DENE KEDE GRADE 6

### Spirituality

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) The One that Cirled the Earth ...Students will understand the nature of Dene laws and where they have come from, and as a result come to respect the laws.	<p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Explore what the spiritual laws in the legend mean to them personally.</li> <li>• Identify themselves as part of a larger whole, a tribe, the Dene Nation and the world.</li> <li>• Enjoy and respect the story and enjoy retelling the story for the enjoyment of others as well as to promote unity and Dene spirituality amongst people.</li> </ul>
<b>Drum:</b> To give students the sacred gift of the drum which can be used for creating a sense of unity with other Dene, and to help the students in their prayers and meditations as well as for recreational enjoyment	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know the origin of the drum: a gift given to the first people to help them sing for medicine and prayer; spiritual activities using the drum.</li> <li>• Be willing to experience the spiritual uses of the drum today: through prayer and in ceremonies.</li> <li>• Know that in the past, the drum had its own medicine but today, the thoughts and intentions of the people holding the drum are more important than the drum itself.</li> <li>• Be able to care for the drum as a sacred object, which must always be put away or hung up.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be able to behave appropriately at gatherings where drums are used (recreation, prayer, celebration).</li> <li>• Be willing to experience dancing to a drum with others and feel the sense of unity that is created.</li> <li>• Identify community people who are recognized for having ability in drumming and singing, in making drums, or in telling stories about the drum. Access these people to learn from them.</li> <li>• Recognize different rhythms that are used for different purposes.</li> <li>• Recognize differences in tribal rhythms and songs.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be aware of new skills and knowledge.</li> <li>• Be aware of the meaning or effect of the drum one's self (oneness, peacefulness, strength, ability).</li> <li>• Be aware of the effect of one's behaviour on others at gatherings where the drum is being used for spiritual or recreational purposes.</li> <li>• Pursue interest in the drum on their own.</li> </ul>
<b>Fire:</b> Fire is considered a living force which enables the Dene to survive. The students learn to respect fire for its spiritual meaning as well as for the practical uses and for fire safety.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that fire is a gift from the Creator that has enabled the survival of the Dene. Fire did not come from the earth. Fire has great power because it comes from the sun. It can only be controlled with great power.</li> <li>• Fire is a living force which has declared that all men will live and survive with it till the end of time. To show our respect to the gift of life, we pay the fire.</li> <li>• People with lightning or the sun medicine can start fires.</li> <li>• Fire can give the gift of health.</li> <li>• Fire appreciates the person who restores life to it. It will prolong the life of the person who lights it early in the morning because it is a hungry person and likes to be lit early. A fire can never be filled. It has been fed since the beginning of time.</li> <li>• The first smoke of a fire that is lit is the strongest. This is a gift from the fire &amp; should be put in your hair.</li> </ul>

## DENE KEDE GRADE 6

### Spirituality

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Fire</b>	<ul style="list-style-type: none"> <li>• Be familiar with protocol respecting fire:               <ul style="list-style-type: none"> <li>○ Don't stare into a fire.</li> <li>○ During first menses, a woman should touch wood with gloved hands only when feeding fire; otherwise, as she gets older, her hand will take on the appearance of wood (bark).</li> </ul> </li> <li>• Know the importance of taking matches and an axe or knife when going into the bush.</li> <li>• Be able to start a campfire and keep it going.               <ul style="list-style-type: none"> <li>○ Identify and know where to find good firewood.</li> <li>○ Maintain constant heat.</li> <li>○ In summer and in winter.</li> </ul> </li> <li>• Know how to heat a tipi safely.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know the different kinds of fire and fire wood for different purposes:               <ul style="list-style-type: none"> <li>○ Warmth</li> <li>○ Cooking</li> <li>○ Smoking meat</li> <li>○ Tanning hides</li> <li>○ Sacred fire</li> <li>○ Ceremonial fire (death)</li> </ul> </li> <li>• Know how to clean up campfire before leaving camp.               <ul style="list-style-type: none"> <li>• Disposing of animal bones.</li> <li>• Burning all remains including hair and nails.</li> <li>• Making sure fire is out.</li> </ul> </li> <li>• Know how Dene traditionally started a fire without matches. Know how to start a fire in the bush without matches.               <ul style="list-style-type: none"> <li>○ White stone and birch gum.</li> <li>○ Birch bark fungus and containers for carrying.</li> </ul> </li> <li>• Know how to clean stoves and stove pipes.</li> <li>• Know the uses of campfire ashes.               <ul style="list-style-type: none"> <li>○ May be useful medicine: e.g. healing cold sores.</li> <li>○ To clean metal.</li> <li>○ Charcoal to leave messages.</li> </ul> </li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that at a camp, everyone has responsibilities. It is the responsibility of the children to gather good firewood as required for different purposes.</li> <li>• Know that campsites are always left with wood and kindling for the use of the next traveller.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Know the importance for each individual to be self-reliant when it comes to surviving in the bush:               <ul style="list-style-type: none"> <li>○ To plan ahead and take what is required to start a fire if necessary.</li> <li>○ To learn the skills for starting a fire.</li> </ul> </li> </ul>

## DENE KEDE GRADE 6

### Spirituality

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Prayer:</b> The Dene have always prayed to the Creator to show respect and to give thanks for all life around them. They prayed before the coming of Non-Dene and their prayers were important to them. The prayers given by the missionaries and churches were a different language but they serve a similar purpose. It is important for children to realize that prayers come in many forms, but all should be respected for they all are attempting to speak to the Creator.</p>	<p><b>The Spiritual World</b></p>
<b>The Land and the Sky</b>	
<p><b>Geography and Land Use:</b> The Dene elders have said that the land, Mother Earth, is life itself. If life is to continue, the land must be cared for. Students will understand the importance and meaning of their relationship to the land. The land has meant life and death to the people. The story of Dene people is told in the names given to places on the land including historically used places, and in the stories which come from there. Students will know that there are places identified in legends that have a 'living force', places that are sacred. The elders see that the children must become keepers of the land. Children must be given love of the land. From love will come respect, care, a sense of responsibility, a pride of tribe and homeland, and identification with the ideals connected to</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that the land, Mother Earth, is life itself. <ul style="list-style-type: none"> <li>○ Land provides life for the Dene.</li> <li>○ Land is a gift for the Dene given by the Creator.</li> <li>○ Respect and love of land is shown in various ways with various customs.</li> <li>○ Dene lived in harmony with the land: they practiced conservation.</li> <li>○ The land does not belong to people. It cannot be bought or sold.</li> </ul> </li> <li>• Be familiar with the Creation story about origin of land (tribal stories about creation).</li> <li>• Know that there are places identified in legends that are sacred, places with a 'living force'. <ul style="list-style-type: none"> <li>○ Know the history and/or stories attached to places important to the Dene.</li> <li>○ Develop a sense of respect for the land</li> </ul> </li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• See the land as full, rich and life giving.</li> <li>• Know that traditional land etiquette protected the land in the same way as environmental practices of today intend to protect the land.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene have always attached much importance and meaning to the land. The land has meant life and death to the people. Most areas that were named were somehow significant to the survival of the people. Know the Dene names: <ul style="list-style-type: none"> <li>○ Traditionally important hunting areas.</li> <li>○ Places where people camp frequently.</li> <li>○ Places where significant things happened long ago.</li> </ul> </li> <li>• Understand the Dene perspective in which land is to be respected and adapted to, rather than conquered.</li> <li>• Be familiar with environmental practices.</li> <li>• Know that each region was occupied by certain tribes. <ul style="list-style-type: none"> <li>○ Tribes were named after the region they occupy.</li> <li>○ Collective history of Dene land use.</li> </ul> </li> <li>•</li> </ul>

## DENE KEDE GRADE 6

### The Land and the Sky

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Geography and Land Use</b>	<ul style="list-style-type: none"> <li>• Know that place names are evidence of a history and a past with the land. It is the most important piece of evidence the Dene have to show that they have used the land since time immemorial. This is what gives the Dene rights as users of the land, and has been crucial in the land claims negotiation process. Dene place names are a form of recorded Dene history.</li> <li>• Be familiar with the concept of "user's right": families tend to use their own space for hunting and trapping over the years.</li> <li>• Know that the Dene have traditionally named places by describing them rather than after people. Naming after people appears somewhat arrogant to the Dene.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Develop a sense of respect for the land and a sense of identity and pride in being Dene.</li> <li>• Be willing to know and express respect for land in culturally appropriate ways.</li> <li>• Know that knowledge of land enables them to use the land more confidently for hunting and enjoyment.</li> <li>• Identify with their tribe and with the Dene Nation.</li> <li>• Know that as one becomes more capable on the land, one must maintain a sense of humility.</li> </ul>
<p><b>Water and Rivers:</b> Since time immemorial, the Dene have had a very deep respect for water and rivers as a living force and spirit. Lack of respect has meant death for individuals and the threat of death for many more because of actions and attitudes which pollute or harm our access to water. If the students can learn how important water is for life then perhaps not only will the life of an individual be saved, but that of all mankind. In the North, knowing the habits of water and rivers has been a matter of survival. Navigational skills will give students a greater sense of security on the land which in turn will make them feel more at one with the land and its water.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with stories about important local bodies of water or rivers.</li> <li>• Know that the Dene consider the waters and rivers to be a living force which is very strong and powerful. It has the ability to change its form from liquid to solid. Some rivers are blessed by the Creator (Lutsel K'e: Parry Falls and Holy Water). Water is a world of its own, a level lower than the one people are familiar with, and where water people live.</li> <li>• Know that traditionally, the Dene with the most power were the ones with medicine toward water.</li> <li>• Be familiar with local customs and beliefs about water:             <ul style="list-style-type: none"> <li>○ Dispose of waste water with payment, paying water with moss makes the water lighter, place cloth under a cup of drinking water to show respect, the human body is based on water (Lutsel K'e).</li> <li>○ A teenage girl should never be left unattended on the water.</li> </ul> </li> </ul> <p><b>The Land</b></p> <p>Understand that all living things need water. The Dene traditionally always made their camps beside bodies of water (for drinking, for cooking, for fishing, hunting and travel).</p> <p>Know ways in which water can provide a living for some people (river boat pilots, fishermen, etc.).</p> <p>Know that water changes from liquid to solid and expands in the process.</p> <p>Recognize different kinds of water: muskeg water, ice water, spring water, chemically-treated water.</p> <p>Be able to recognize and interpret water conditions: for fishing, travelling, changes and dangers.</p> <p>Know rules for safety when on rivers and lakes e.g. during breakup, deadheads, wind, boat launching, different ice conditions, freeze-up.</p>

## DENE KEDE GRADE 6

### The Land and the Sky

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Water and Rivers</b>	<p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Become skilful with water craft:               <ul style="list-style-type: none"> <li>○ Boat launching</li> <li>○ Paddling and manoeuvring</li> <li>○ Paddling on fast rivers</li> </ul> </li> <li>• Know the characteristics of the rivers and lakes in different seasons, e.g. the animals hunted and the condition of the river.               <ul style="list-style-type: none"> <li>○ Spring: water levels, breakup and ice conditions, beaver, ducks, fish spawning grounds</li> <li>○ Winter: ice conditions, fish, which rivers do not freeze over</li> <li>○ Fall: freeze-up and ice conditions, ducks, geese, moose</li> <li>○ Summer: windy and calm, fish</li> </ul> </li> <li>• Become familiar with ways of river trapping.</li> <li>• Identify possible ways that pollution of community water can occur:               <ul style="list-style-type: none"> <li>○ Rotting carcasses</li> <li>○ Human garbage</li> <li>○ Raw sewage</li> <li>○ Industrial chemicals</li> <li>○ Gasoline from barrels or vehicles</li> <li>○ Pesticides</li> </ul> </li> <li>• Distant pulp mills</li> <li>• Know ways in which students can prevent pollution.</li> <li>• Know that fresh water is increasingly more scarce in the world &amp; that our local waters must be protected.</li> <li>• Know effect of dams on rivers.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that today's communities like camps of past are always situated near a waterway for transportation reasons.</li> <li>• Know and experience the fun of using the lake or river for recreation: sports and boating.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Make a connection between their own lives and those of their ancestors by experiencing the same river and portage trails.</li> <li>• Be willing to practice care on or around water.</li> <li>• Know when water is dangerous to themselves and practice a method to distract the water.</li> <li>• Show humility by being respectful to water.</li> <li>• Show personal talents or strengths in water travel or understanding of the water.</li> <li>• Determine personal ways of making sure that pollution of community water source does not occur.</li> </ul>

## DENE KEDE GRADE 6

### The Land and the Sky

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Trees:</b> To enable students to use and protect trees. Trees have been important to the survival of the Dene as well as of many animals upon which the Dene rely for food and for a livelihood. Also, trees are a vital part of what the Dene consider their home. It is hoped that if the students are given familiarity with trees and working with wood, they will see the need to conserve and protect the trees.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local beliefs regarding how trees should be treated.</li> <li>• Know that trees symbolize the continuation of life. The destruction of trees indicates a lack of respect for possibility of life in the future.</li> <li>• Know that trees are living things from the Creator which must be protected.</li> <li>• Experience the soothing and calming effect of the sound of trees.</li> <li>• Be familiar with the kinds of spiritual tools made with parts of trees. e.g. decorated willow for paying water, drums, and masks.</li> <li>• Know that trees hit by lightning make important medicine.</li> <li>• Know that the wind rejuvenates the trees.</li> <li>• Be familiar with the Dene belief that spruce trees have memories and therefore they should not be cut down unless they are needed.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know about trees and forests.</li> <li>• Know kinds of trees in local area.</li> <li>• Know growing cycle of the tree.</li> <li>• Know about the process of natural reforestation.</li> <li>• Know how to protect trees, and conserve and manage forests.</li> <li>• Know how trees enable animals to survive.</li> <li>• Recognize various land characteristics based on the kind of trees growing in places (e.g. Jack pine grows in sandy soil, cranberries can be found where spruce trees grow, etc).</li> <li>• Dene beliefs about plants, including trees, led to conservation practices.               <ul style="list-style-type: none"> <li>○ Because trees breathe, we breathe.</li> <li>○ Because spruce trees have memories, we cannot cut down more than we need.</li> <li>○ When we take something from the land, the land must be paid.</li> </ul> </li> <li>• Know how the Dene use trees.</li> <li>• Know when and how to harvest depending on purpose of the wood: effect of season on condition of the wood. (e.g. In the spring, wood tends to be waterlogged. In the spring, when the sap begins to run, the wood tends to be pliable. After a tree loses all of its needles and falls over, it becomes good firewood).</li> <li>• Be aware of and appreciate the traditional technology of the Dene which involved use of trees</li> <li>• Be able to work with parts of trees to make simple objects, both traditional and contemporary.</li> <li>• Be able to work with parts of trees to create crafts or art</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be able to identify the people in the community who work with wood, especially local wood, and appreciate their skills.</li> <li>• Be able to identify people in the community who do craft and art with wood or bark.</li> <li>• Know about games people enjoyed playing using trees or objects made from trees.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of trees and make personal decisions about how students will respect them in the future.</li> </ul>

## DENE KEDE GRADE 6

### The Land and the Sky

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Earth Medicine:</b> Earth medicine is a gift from the Creator which has enabled the Dene to survive. The students learn to respect the gift for its spiritual meaning as well as for its practical uses. Students also learn to respect the elders as those who carry this knowledge from the past.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Respect the land as being the main source of medicine for remedies and healing.</li> <li>• Know how to thank and praise the gifts that have helped them to survive.</li> <li>• Know how to approach the land or animals before taking the medicine, e.g. talking to animals before taking medicine and telling them why they are being killed; what to pay the land.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that the medicine taken by the Dene from their environment has enabled the Dene to survive as a people.</li> <li>• Be familiar with medicines from the land that promote overall health.</li> <li>• Recognize sickness or accidents that can be treated easily in emergency situations.               <ul style="list-style-type: none"> <li>○ Heavy blood flow from a cut</li> <li>○ Pain from open wounds</li> </ul> </li> </ul> <p>Be familiar with earth medicines for common ailments.</p> <ul style="list-style-type: none"> <li>○ Be able to identify the different types of plants that were used for the medicine.</li> <li>○ Know the parts of animals that are used for medicine.</li> <li>○ Know what illnesses those medicines treat.</li> </ul> <ul style="list-style-type: none"> <li>• Know how to prepare various medicines.</li> <li>• Know what to pay for taking medicine from the land.</li> <li>• Know never to take more or less of herbs, plants, roots</li> <li>• Know that today's medicine comes from the land, and understand how much is being destroyed by modern lifestyles.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Hear personal stories of healing power.</li> <li>• Identify people who have healing knowledge and ability.</li> <li>• Understand that Dene elders have a lot to contribute to our society with their knowledge of earth medicine.</li> <li>• Understand the importance of group co-operation for survival and the contribution of Dene elders with their knowledge of earth medicines.</li> <li>• Understand the Dene are returning to the old ways of doing things, to a form of self-help.</li> <li>• Know that students must not take or use earth medicines without the knowledge of an adult.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Show in some way that they value the knowledge they have gained about earth medicine               <ul style="list-style-type: none"> <li>○ Indicate greater self-respect for the knowledge they have gained.</li> <li>○ Gather or use earth medicine on their own.</li> </ul> </li> <li>• Continue to pursue interest in earth medicine outside of the school by approaching elders.</li> </ul>
<p><b>Sun:</b> Knowledge of the spiritual nature of the sun and the gifts it gives to people will give students a greater appreciation of it. Learning the survival skills which use the sun will help them when on the land.</p>	<p><b>The Spiritual World</b></p> <p>Know that the sun is seen as powerful because it can change its form from season to season.</p> <p>Know that the sun is a symbol of eternity: It is used in the quotation, "As long as the sun shall rise..." in the signing of Treaty #11.</p> <p>Know that the sun is associated with re-birth (spring and morning).</p>

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### The Land and the Sky

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Sun</b>	<ul style="list-style-type: none"> <li>• Know that the sun is a gift from the Creator which should not be taken for granted because it can be taken away. Disrespect for nature can hurt our relationship with the sun. All living things need the sun. It is there for all people, good or bad.</li> <li>• Know that the sun is a source of medicine power.</li> <li>• Know that the person who rises with the sun is given the gift of long life.</li> <li>• Be familiar with legends which tell about the sun and its power.</li> <li>• Be aware of the joy that the Dene feel with the sun as it rises or when it comes back in the Spring.</li> <li>• Understand ways in which the sun is connected to all living things.</li> <li>• Be able to use the sun to tell the time, find direction, and forecast weather.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know ways in which the Dene used the sun to survive: making dry meat, making fire, preparing hides</li> <li>• Know how the light that was available affected hunting, travelling and sewing. In the Spring, as the ice and snow began to melt, the men would hunt and travel at night while snow hardened and rest during the day. The women would sew during the longer daylight hours. This was the best sewing time.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene and some other people in other northern parts of the world share similar sun patterns.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Thank the sun for each new day, and use it well.</li> <li>• Challenge self to rise early each day.</li> <li>• Become aware of the sun, and give words to the feelings it creates.</li> </ul>
<b>Moon and Stars:</b> The moon and stars were traditionally used as clocks, compasses and calendars. It is still an important skill to be able to use the moon and the stars for direction and time while travelling. It could mean survival for the student. But also, the student should know how the Dene traditionally found their way and told the time, and take pride in that knowledge.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with legends about the moon and stars. (Dehcho: About a boy holding a birchbark pail on the moon who made blood soup. About two sisters who were taken to the stars.)</li> <li>• Special local beliefs and customs. (Dehcho: Stars were never counted because if they were pointed at, a person would develop warts. People chose one particular star as their own.)</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Be able to use the moon and stars to make weather forecasts.               <ul style="list-style-type: none"> <li>○ Cloud in front of the moon means nice weather the next day. Twinkling stars mean wind the next day. White moon means cold weather. Direction of a falling star indicates the direction of wind. (Dehcho)</li> <li>○ Rings around the moon in winter mean snow. When the last quarter of the moon ends upward, cold weather will come. (Lutsel K'e)</li> </ul> </li> <li>• Be able to use the moon and stars (Big Dipper) to tell time.</li> <li>• Be able to use the moon to tell direction.               <ul style="list-style-type: none"> <li>○ A bright star which does not move can be used to give direction.</li> <li>○ If the moon and stars are clouded over, it is best not to travel because you cannot tell direction.</li> </ul> </li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the Dene calendar based on the lunar cycle.</li> <li>• Identify Dene constellations.</li> </ul>

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### The Land and the Sky

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Moon and Stars</b>	<ul style="list-style-type: none"> <li>• Be able to tell the season by the cycles of the moon. Five days before New Year's Day, the moon and sun start to separate.</li> <li>• Know effect of the moon on:               <ul style="list-style-type: none"> <li>○ Bodies of water - tides</li> <li>○ Possibly people because they are made of water.</li> </ul> </li> <li>• Understand how people and the land are affected by the moon and the stars even though they are a part of another world.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Know that they are responsible for passing on the traditional knowledge about the moon and stars that is given to them by the elders.</li> <li>• Hear and enjoy personal stories from elders about the moon or stars:               <ul style="list-style-type: none"> <li>○ Love stories and the power of the moon.</li> <li>○ Experiences on nights when moon is bright.</li> <li>○ Effects of the moon on behaviour of people.</li> <li>○ Effects of the moon on animals or the land.</li> </ul> </li> <li>• There are some people who are very good at looking at signs and predicting the weather.</li> <li>• Recognize the importance of learning night navigational skills for self-reliance on the land.</li> <li>• Recognize how people are dependent upon the "other world".</li> <li>• Recognize the importance of learning traditional knowledge and stories so that they can be passed on to future generations.</li> <li>• Become more aware of the size and beauty of the skies and be able to express or share feelings.</li> </ul>
<b>Northern Lights:</b> The Northern Lights have been an important source of light for travelling and hunting in the darkness. Also the dancing Northern Lights create a mood of happiness for the Dene. The students will come to appreciate the way that the Dene perceives the Northern Lights.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• See the Northern Lights as the Dene see them: smell, sounds, movement, colour. Know that the Dene belief is that the Northern Lights are a living force: unusual colours and patterns can indicate omens good and bad. The Lights can be made to dance or to go away.               <ul style="list-style-type: none"> <li>○ Dehcho: Red indicates war. Clapping, rubbing fingernails together or whistling can make the Lights dance.</li> <li>○ Dogrib: They must not be whistled at. The Lights are attracted to the noise and movements of animals such as caribou herds and dog teams.</li> <li>○ Sahtu: One is not supposed to whistle when the Northern Lights are low.</li> <li>○ Lutsel K'e: They can bring danger to people. The Lights are related to fire and to people. They are sometimes referred to as caribou fire.</li> <li>○ Sahtu: If you inhale the smell you won't live long.</li> </ul> </li> <li>• Know that when the Northern Lights are low they smell really bad and if you inhale, you can die.</li> <li>• Know that it is a belief of the Dene that Northern Lights eat clouds, and therefore cause cold weather.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know when to expect Northern Lights: time, season, weather and temperature.</li> <li>• Know the scientific causes of the Northern Lights.</li> </ul>

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### The Land and the Sky

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Northern Lights</b>	<p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene view the Northern Lights as things which have enabled the Dene to find their way and to hunt in the dark times.</li> <li>• Know that generally the dancing Northern Lights are viewed as beautiful and make the Dene happy about life.</li> <li>• Know that the Northern Lights act like moonlight and enable travel at night.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Express personal feelings that are created by the Northern Lights</li> </ul>
<b>Camping:</b> To enable students to become skilful on and respectful of the land. The student should learn the basic camping skills as a matter of survival in case he or she is ever lost or left alone in the bush. Camping skills are basic to becoming a good hunter or trapper and will enable students to become independent and self-sufficient. Students with camping skills earn respect from their peers and adults. The camp environment is a good one for learning traditional Dene knowledge and skills, and for learning why things are done as they are. Finally, the cultural attitudes that are developed with the camping skills will enable students to live in both worlds.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local customs and beliefs with respect to being on the land. (See themes on Geography and Land Use for specific beliefs and customs.)</li> <li>• Know how to leave a camp to show respect for Mother Earth.</li> <li>• Experience the peace that comes with being on the land.</li> <li>• Know how to leave a camp to show respect for other hunters and campers.</li> <li>• Know that rat root is used for protection and medicinal purposes (if used for medicinal purposes avoid using non-Native medicines).</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Recognize and value the need for careful planning and foresight when camping.</li> <li>• Recognize the need for self-discipline when camping.</li> <li>• Be able to help in packing for a camp. <ul style="list-style-type: none"> <li>○ Packing food and stove</li> <li>○ Folding tents</li> </ul> </li> <li>• Be willing to stay in a camp overnight close to the community in the spring, summer or fall to hunt small game and/or to fish.</li> <li>• Be willing to spend two or more days on a camping trip in early spring and early winter: <ul style="list-style-type: none"> <li>○ To go fishing</li> <li>○ To hunt small or big game</li> </ul> </li> <li>• Know what factors are important in choosing a camp location in winter and summer: <ul style="list-style-type: none"> <li>○ Locating fire in relation to place of tent</li> <li>○ Kind of game available</li> <li>○ Availability of fresh water</li> <li>○ Availability of wood for fires</li> <li>○ Not too close to water in summer to avoid dew</li> <li>○ For protection from wind</li> </ul> </li> <li>• Be able to help in setting up a camp.</li> <li>• Practice personal hygiene: <ul style="list-style-type: none"> <li>○ Going to bathroom</li> </ul> </li> <li>• Be able to camp with a drum stove.</li> <li>• Find animal trails around a camp. <ul style="list-style-type: none"> <li>• Back packing, tumpline packing and packing for these</li> <li>• Packing meat back to camp</li> </ul> </li> <li>• Sub-camping, satellite camps</li> <li>• Know how to leave a camp location in good condition. Be familiar with environmental consequences of not doing so.</li> </ul>

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### The Land and the Sky

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Camping</b>	<ul style="list-style-type: none"> <li>• Knowing what and how to leave things in camps that will be revisited, such as along traplines</li> <li>• Be familiar with how camps were made long ago</li> <li>• Be aware of traditional campsite locations and hunting trails</li> <li>• Be familiar with regulations that make camping in the North a unique experience, and different from camping in the South:               <ul style="list-style-type: none"> <li>○ Use of firearms</li> <li>○ Making fires</li> <li>○ Camp locations</li> </ul> </li> <li>• Discuss the suitability of camp location and choose an appropriate site.</li> <li>• Recognize which water/snow is good for drinking and ensure that enough fresh quantities are available at camp</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Appreciate and enjoy story-telling and other traditional leisure activities while at camp.</li> <li>• Know about traditional customs regarding camps for:               <ul style="list-style-type: none"> <li>○ Menstruating women</li> <li>○ Initiation of young men</li> </ul> </li> <li>• Know that in order for a camp to run smoothly and enjoyably, all members must cooperate and be responsible.</li> <li>• Know that traditionally, one person was assigned to be the last one to leave the camp. That person would do the final "clean-up" by putting away poles, disposing of bones properly, etc.</li> <li>• Recognize that camping is a communal experience.</li> <li>• Be willing to share food, the fire (everything at camp belongs to everyone)</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to rise early at camp and be helpful, getting the work done early in the day so that the rest of the day can be enjoyed.</li> <li>• Be willing to carefully obey the instructions of adults while at camp.</li> <li>• Make efforts to be careful, patient, persistent and responsible in doing any task given at a camp (e.g. carrying wood).</li> <li>• Attempt self-discipline in interacting with others while at camp. Practice sensitivity and thoughtfulness.</li> <li>• Be willing to share while at camp.</li> <li>• Show respect for the land and the animals.</li> <li>• Be willing to share knowledge and skills of camping with peers who are less knowledgeable.</li> <li>• Be willing to plan and prepare carefully for camping trips.</li> </ul>
<b>Plants:</b> The Dene rely heavily upon the use of plants in their daily lives. The Dene had many uses for plants in the past, both domestic and medicinal. Plants were also appreciated for their beauty in summer, indicating new life and plentiful food. ..	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that plants have life which must be respected.</li> <li>• Recognize and name which plants (or parts) are used for ceremonial purposes</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Recognize, name and pick local plants (or parts) used for food, and prepare and taste the food.</li> <li>• Recognize and name local plants which are harmful to people.</li> </ul>

## DENE KEDE GRADE 6

### The Land and the Sky

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Plants</b> ..The students will recognize the different kinds of plants in their area and know what their uses are.	<ul style="list-style-type: none"> <li>• Recognize, name and pick local plants used for dyes and use them to colour cloth, yarns, etc.</li> <li>• Recognize, name and pick local plants used for various medicines. (See theme Earth Medicine.)</li> <li>• Recognize, name and pick local plants which are used for other domestic purposes.</li> <li>• Recognize the various plants on which animals feed and be able to locate these plants.</li> <li>• Recognize behaviour which can lead to careless destruction of plants and identify how these can be prevented.               <ul style="list-style-type: none"> <li>○ Use of herbicides or other chemicals</li> <li>○ Fire</li> </ul> </li> <li>• Know that many people, especially elders, find great joy on the land during the summer when the plants are full of life.</li> <li>• Know that local plants are used daily by the Dene, e.g. moss for diapers, doing dishes, brushes for floors, insulation (chinking log houses)</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Become aware of the joy and peace that can be experienced by being among the sights and smells of plants in the summer time.</li> <li>• Become more aware of the variety of plants, their many uses as well as their aesthetic value.</li> </ul>
<b>Animals</b>	
<b>Bear:</b> The bear is considered the most respected animal of the animal world. The students will learn to respect the bear as the leader amongst leaders and as having great powers in the human world. It is important to have a good relationship with the animals but especially with the bear	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that the bear is the most powerful of the animals and as such, has been given autonomy by the Creator. The bear has powerful medicine even in the world today, and it is believed that it can retaliate against people spiritually.</li> <li>• Know about the spiritual powers of the bear.</li> <li>• It is one of the animals that can read the minds of people.               <ul style="list-style-type: none"> <li>○ The bear has the power to see the future.</li> <li>○ The bear has the power to avenge itself.</li> <li>○ The bear has the power to change the mind of his seekers and therefore cannot be found. (Délîné)</li> <li>○ The bear has the power to disappear when it is angered by your words. (Délîné)</li> </ul> </li> <li>• Be familiar with local knowledge about how the spiritual powers of the bear can be used.               <ul style="list-style-type: none"> <li>○ In bad weather the head of a bear is placed on a pole with a stick in its mouth to keep it open. If it is addressed properly, and if it is pleased, it will grant you good weather. (Délîné)</li> <li>○ If certain parts of the human body need medical attention, the corresponding part of the bear can be removed. A message is given to the bear for its help, the bear part is eaten, and with the bear's help that person can be healed. (Délîné)</li> <li>○ Dogrib: gall bladder for open sores.</li> </ul> </li> <li>• Know that the disappearance of bears from earth means the disappearance of all.</li> <li>• Know where the bear tends to be found.</li> <li>• Identify landmarks associated with bear legends.</li> <li>• Know the parts of the bear and their medicinal qualities.               <ul style="list-style-type: none"> <li>○ Sahtleh used as ointment for open sores.</li> </ul> </li> </ul>

## DENE KEDE GRADE 6

### Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Bears</b>	<ul style="list-style-type: none"> <li>• Be familiar with bear behaviour.               <ul style="list-style-type: none"> <li>○ The bear does not attack a person in its den.</li> <li>○ Never run away from a bear.</li> <li>○ They tend to really care for their cubs.</li> <li>○ Know appropriate moments to address the bear.</li> </ul> </li> <li>• Weather patterns are associated with behaviours of the bear.               <ul style="list-style-type: none"> <li>○ Warm weather in January is an indication that the bear has turned around and faces the other way.</li> <li>○ Warm weather, and dripping of water in the den, cause bear to stir and face the other way.</li> <li>○ When a bear hibernates, it is equivalent to one night's sleep for a bear.</li> </ul> </li> <li>• Bear kinds: grizzly, black and brown.</li> <li>• Be able to describe its habitat and seasonal habits (cubs, diet, hibernation).</li> <li>• Diet; vegetation, insects, fish</li> <li>• Be familiar with bear sport hunting in local area.</li> <li>• Bears are not commonly eaten anymore</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be willing to approach elders for stories about the bear.</li> <li>• Be willing and able to listen to the legends and stories told by the elders about the bear.</li> <li>• Share with others the stories that are heard.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Ask parents or grandparents about student's own relationship, if any, to the bear.</li> <li>• Be willing to share personal experiences about the bear.</li> <li>• Share personal feelings about the bear and be willing to change feelings based on new information about the bear and its spiritual significance.</li> </ul>
<b>Beaver:</b> The beaver is valued by the Dene because it has the gift of intelligence. It is the boss of intelligence. The beaver's existence on this land is very important to the shaping of Dene history.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends about the beaver.</li> <li>• Know the spiritual characteristics of the beaver.               <ul style="list-style-type: none"> <li>○ Was granted the gift of intelligence and is therefore the most intelligent of all animals.</li> <li>○ It controls its environment by being a very precise builder. It measures the water it will require in making its dam. It measures the food it will require for the winter, harvests and rations food.</li> <li>○ The beaver conserves the food near its lodge by foraging farther afield.</li> <li>○ Mother Beaver was very verbal. The beavers were very disciplined people and spanked their children like people</li> </ul> </li> <li>• Be familiar with the beliefs and customs with respect to the beaver.               <ul style="list-style-type: none"> <li>○ Eating uncooked beaver eye gives strong eyesight.</li> <li>○ Eating beaver brain with appropriate thoughts and words during pregnancy can result in the unborn child being granted intelligence from the beaver.</li> <li>○ Beaver wishbone: beavers have a hole in the hip bone. When it is cleaned a person tries to put their finger through that hole above their head without looking. You can make a wish.</li> </ul> </li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Recognize the landmarks left by the beaver for the Dene.</li> <li>• Identify different kinds of beaver – <i>Tsa benaæereede</i> (beaked beaver).</li> </ul>

## DENE KEDE GRADE 6

### Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Beaver</b>	<ul style="list-style-type: none"> <li>• Identify the characteristics of the beaver.               <ul style="list-style-type: none"> <li>○ Very clean animal.</li> <li>○ Use shavings for their mattress and sleep on white barkless poles.</li> <li>○ They do not go to the bathroom in this house. They build separate houses for this.</li> <li>○ Dangerous when out of the water and can attack. The beaver knows how to protect itself.</li> <li>○ Never have more than eight babies.</li> <li>○ Build their dams facing the sun.</li> </ul> </li> <li>• Know how to capture beavers.               <ul style="list-style-type: none"> <li>○ Using wooden traps, nets.</li> <li>○ Not using green wood for trapping because the beaver tends to chew on it.</li> <li>○ Special tools for hunting beaver.</li> </ul> </li> <li>• Identify the different uses of the beaver.               <ul style="list-style-type: none"> <li>○ Meat along shoulder is very tough because it carries large logs all the time.</li> <li>○ Stomach fur used as a bandage.</li> <li>○ Bladder can be used for pain.</li> <li>○ Dried castor is used for bait.</li> <li>○ Tails can be singed, smoked under dry willows. Tails used for snack especially when travelling.</li> <li>○ Footwear, gloves, mitts, jackets, tsawe tsa, trimmings.</li> <li>○ Use of beaver parts for making traditional tools.</li> </ul> </li> <li>• Be familiar with how to skin and cut up a beaver. Be familiar with the fact that when cutting beaver, every part of bone structure is attached to the meat and often has to be cut with meat still attached</li> <li>• Be familiar with how to make a drying frame and to dry the skin of a beaver.</li> <li>• Be familiar with how to soften the hide of a beaver</li> <li>• Be familiar with how to cook beaver</li> <li>• Understand the need for conservation of beavers and how this is done.</li> <li>• Be familiar with the fur industry as it relates to the beaver pelt market today</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Identify elders, community people who can tell stories and legends about the beaver.</li> <li>• Listen to stories about the fur trade and how it affected the history of the Dene people</li> <li>• Be able to explain how Dene history was shaped by the beaver's existence on this land, and by the consequent fur trade</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Reflect on what is common between the beaver and the student's own behaviour</li> </ul>
<b>Birds:</b> The students will begin to notice and appreciate the many birds found in the North and their value to the Dene both past and present. The students will also become familiar with bird legends which will give students a deeper understanding of the value of birds to the Dene. .	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends about birds.</li> <li>• Know that parts of specific birds hold a special spiritual significance. The claws and feathers were used by the shaman for decorative/ceremonial purposes.</li> <li>• Know which bird feathers are respected and why.</li> <li>• Know the relationship between the killing of certain birds and the weather.</li> <li>• Know how and why large bird carcasses should be disposed of properly.</li> </ul>

## DENE KEDE GRADE 6

### Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Birds</b>	<ul style="list-style-type: none"> <li>• Know that it is detrimental to an individual and their immediate family to look upon robin's eggs. (Délíné)</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Identify edible and non-edible birds in local area, and describe their habits or characteristics.</li> <li>• Know how to hunt birds for food. Know their feeding areas and where they can be found, know their breeding cycles and migration times, recognize their sounds, recognize their colours and markings in different seasons.</li> <li>• Know how to fix and prepare various birds for food</li> <li>• Know migratory bird laws</li> <li>• Know kinds of signals given by birds to indicate weather changes (Lutsel K'e: loons indicate windy weather).</li> <li>• Know which birds tend to be bothersome to traps or food.</li> <li>• Know how various bird parts can be used.               <ul style="list-style-type: none"> <li>○ Apply medicine to sores with a feather.</li> <li>○ Use of a feather to remove snow fleas from an individual suffering from snow blindness.</li> </ul> </li> <li>• In the spring collect fat from the geese, or oil from the glands of the duck or goose tail, to be used for dry skin, skin protection, and to maintain a youthful appearance. Its pure quality makes it an ideal salve for sores.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Learn crafts using bird parts from various people in the community who still know how.</li> <li>• Understand the morals behind the bird legends which have to do with how people should act (e.g. through the raven stories we learn that we should not be overly proud of ourselves).</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Seek challenge and opportunity in learning about birds</li> <li>• Seek challenge in beginning and completing independent projects for researching birds.</li> </ul>
<b>Caribou:</b> To give students skills for physical survival, to give students understanding and appreciation of the caribou as a spiritual entity, to give students ideas for possible uses of caribou for economic development. By giving students a respect for the caribou, the caribou will continue to provide for the Dene. Disrespect will mean their extinction.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know the Dene Laws: not clubbing caribou, burying or putting bones on a stage.</li> <li>• Know special characteristics of caribou. Caribou take care of their feet because they are walking people. The "Bible" in their jaws has a special message for those who can read it. Can talk to each other over long distances to organize themselves during migrations; each herd has a leader. Meaning attached to sketch on the caribou's skull. The Creator's message to caribou that it is to be main source of food for Dene. (Dogrib)</li> <li>• Know that some people share dreams with the caribou. This is a gift which the person might not be able to share with others. These people get their medicine power from the caribou. Know parts of caribou that can be used for medicine. Know that the gift must be given to you through a dream or vision before one can practice such medicine.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know kinds of caribou, their habitat, migration patterns, life cycles and kinds within a herd.</li> </ul>

## DENE KEDE GRADE 6

### Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Caribou</b>	<ul style="list-style-type: none"> <li>• Know how to butcher caribou. If caribou are left for a half hour after being killed, the muscles relax and the meat is tender.</li> <li>• Know the parts of a caribou including its stomach's four parts.</li> <li>• Be able to help in the preparation of caribou meat and hides.</li> <li>• Be able to work with caribou hide and antlers: drums, clothing, etc.</li> <li>• Be familiar with the history of caribou as told by elders.</li> <li>• Know when and how to hunt caribou: finding, tracking.</li> <li>• Be able to participate helpfully in a caribou hunt.</li> <li>• Know how the seasons affect the meat, hides and bones.</li> <li>• Know the precautions that must be taken in using fresh caribou hides in winter, e.g. not to wrap around yourself or it will freeze together.</li> <li>• Know about traditional hunting techniques: corrals, in water, etc. It may be necessary to store caribou meat on the land for a short period. To protect it from other animals, it may be submerged in the water or placed in a chamber made of logs.</li> <li>• Know that when hunting barrenland caribou one should not use materials from the woodland caribou and vice versa.</li> <li>• Explore possibilities for economic development using caribou as a resource.</li> <li>• Be familiar with local hunting regulations regarding caribou.</li> <li>• Know that killing and wasting caribou will endanger the herd.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that meat must be shared because caribou is a spiritual gift that must not be used for own gain.</li> <li>• Know that meat must be distributed in the community according to custom.</li> <li>• Know the role and meaning of the server during a feast. Be familiar with protocol in serving which includes asking in the proper way.</li> <li>• Know who in the community is known for caribou hunting stories, or working with caribou hide, etc.</li> <li>• Know about the group and individual discipline that was required of traditional hunters when they hunted caribou.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be able to evaluate personal performance while preparing for a hunt, being on a hunt, or working with caribou products.</li> <li>• Know if they have personal medicine connections to the caribou and what kind of behaviour is required.</li> <li>• Know the historical relationships of their own family with caribou.</li> <li>• Be willing not to be wasteful.</li> <li>• Mentally and spiritually prepare for a hunt. Take time to reflect, ponder and relate to the animal the reasons for hunting it. This will result in the animal willingly giving of itself during the hunt.</li> </ul>
<b>Dog:</b> The dog has played an important role in the survival of the Dene on the land. The students should be made aware of the positive value of dogs on the land.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with legends about dogs</li> <li>• Dispose of dog carcasses with respect.</li> <li>• Be aware of the taboos surrounding dog               <ul style="list-style-type: none"> <li>○ Women during menses are not allowed near dogs</li> </ul> </li> </ul>

## DENE KEDE GRADE 6

### Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Dogs</b>	<p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know the ways in which the dog was used by the Dene to survive (transportation, hauling fish and wood, signalling for the presence of animals or strangers, thin ice, tracking for animals, etc.) with their keen hearing and smelling</li> <li>• Know the different breeds and ages of dogs</li> <li>• Know how to care for dogs               <ul style="list-style-type: none"> <li>○ Sickness or injuries</li> <li>○ Food for puppies and adults (must not feed jackfish to dogs)</li> <li>○ Footwear for dogs</li> <li>○ Female dogs in heat</li> </ul> </li> <li>• Be familiar with how dogs are trained</li> <li>• Know how to harness dogs</li> <li>• Be familiar with how sleds and harnesses are made</li> <li>• Compare and contrast value of dogs to skidoos on the land (gas, skidoo parts, break down, speed, distances possible)</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that historically, the dog has meant different things to the Dene. Traditionally, the dog was the Dene’s best friend, companion, and protector. More recently, it fulfilled other roles: as a means of transportation, as a pet and for racing.</li> <li>• Know the bylaws regarding dogs in the community</li> <li>• Be familiar with aspects of dog sled competitions</li> <li>• Know what is considered proper behaviour of dogs in the community and in homes</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Take more personal responsibility for care and safety of family dogs</li> <li>• Self-expression. Tell stories about their own dogs: how they were named, why, experiences with them.</li> </ul>
<b>Fish:</b> The students must appreciate that fish have been one of the main sources of food for the Dene and will continue to be. Fish have therefore played a large role in the lives of the people.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends about fish.</li> <li>• Know that fish are unlike other animals because they do not leave tracks. They must therefore be treated with special respect. (Rae-Edzo)</li> <li>• Know that fish are the water people. They say where they are going every season and they practice recreation and sports. Like the Dene they also migrate according to the seasons. (Délíné)</li> <li>• Know that fish, like all other animals, had grandparents. (Rae-Edzo)</li> <li>• Know the Dene laws regarding fish. Exercise care in handling fish and fish parts. (Rae-Edzo: jackfish head or liver on a stick to prevent bad weather, jackfish cooked on open fire brings bad luck.) (Lutsel K'e: deformed fish means bad news.) (McPherson: eating loche makes you sleepy because loche are lazy; eating loche head will cause dreams.)</li> <li>• Be able to follow Dene laws regarding behaviour around a net.</li> <li>• Know the different personalities of fish (e.g. loche are very lazy).</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Appreciate fishing experiences as joyous and challenging.</li> <li>• Know the different fish and subspecies of fish found in the local area</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be familiar with traditional fishing techniques and technology.</li> </ul>

## DENE KEDE GRADE 6

### Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Fish</b>	<ul style="list-style-type: none"> <li>• Be able to help in the preparation of fish for eating (cleaning, cutting, open fire cooking, boiling, frying, baking).</li> <li>• Know the parts of the fish and their value to the Dene: which are considered edible, which are delicacies, medicinal uses, tools, etc.</li> <li>• Be able to prepare fish for dog food.</li> <li>• Be aware of how different commercial fishing enterprises work.</li> <li>• Know where the different fish can be found seasonally.               <ul style="list-style-type: none"> <li>○ Know locations where fish can be found year round.</li> <li>○ Know the migration routes of fish.</li> </ul> </li> <li>• Know the different techniques used to fish (ice fishing, ice hook fishing, spearing, netting, fishing weirs with sticks or poles).</li> <li>• Know that just as the Dene and the bear feed on fish, likewise, other living things live off the fish (e.g. worms in the outer flesh). They can be washed away before the fish is prepared.</li> <li>• Be able to help in the preparation for going hook fishing both in early spring and in late spring and fall.</li> <li>• Be familiar with how and where to fish with hooks in water and in ice.</li> <li>• Be able to make hooks and tools for fishing, make and mend a net.</li> <li>• Be able to set nets in different seasons. Know where nets are set and how to avoid these places.</li> <li>• Be able to prepare bait.</li> <li>• Know that fish have been and continue to be a main source of food for the Dene as well as for many other animals</li> <li>• Be familiar with the concept of aboriginal fishing rights.</li> <li>• Know the importance of keeping all rivers and lakes pollution-free to avoid damaging fish stocks. Good fish come from good waters.</li> <li>• Know and respect the need to conserve fish: to take only what is needed.</li> <li>• Know when and where to fish for different kinds of fish.</li> <li>• Work with others to catch and clean fish.</li> <li>• Know that knowledge of where and when to catch fish is passed on from generation to generation. This was knowledge crucial to the survival of the Dene in the past.</li> <li>• Be aware of and appreciate those who have traditional Dene fishing knowledge.</li> <li>• Hear personal fishing stories from people in the community (e.g. first net brought by steam ship).</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Understand that learning fishing skills can mean survival.</li> <li>• Challenge themselves to work hard to catch and to clean fish, and to learn the best ways to do so from the resource people and elders.</li> <li>• Find personal satisfaction in having learned new fishing skills or having had new fishing experiences.</li> <li>• Be willing to behave in ways that will keep the waters clean and pollution-free for the sake of the fish.</li> <li>• Know how to attend to a situation where a fish bone is lodged in the throat. The bone can be dislodged by eating bannock or bread.</li> </ul>

## DENE KEDE GRADE 6

### Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Fox:</b> The fox contributes significantly to the Dene. The fox is trapped, but it gives itself willingly to ensure that life is sustained. The fox therefore must be sincerely respected at all times</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know the qualities of the fox as described in legends: clever, shy, quick and busy.</li> <li>• Be familiar with local beliefs and customs with respect to the fox. (Rae-Edzo: barking in the evening is an omen. Carcass should be hung on a branch or rock so scavengers cannot eat it. Those who dream can travel by the fox's spirit. Lutsel K'e: when a fox floats on ice and won't go onto land, there will not be fox the next fall. Never walk over their blood, bones or carcasses.)</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know the value and use of each kind of fox</li> <li>• Be familiar with the habits of the fox: what it eats, where it can be found, behaviour, life stages.</li> <li>• How to trap fox.</li> <li>• How to skin, make stretchers, and dry the pelt.</li> <li>• Use fox fur to make crafts. (Rae-Edzo: headdress for dog harness out of fox tail.</li> <li>• Know that the long hair of the fox is valued for its use as trim. It is not used for clothing because it is soft and tears easily.</li> <li>• Be familiar with the varying value of the pelt in the fur trade.</li> <li>• Be familiar with traditional snare and deadfall traps used to get fox.</li> <li>• Fox teeth were traditionally used as awls and for making snowshoes.</li> <li>• Know that tents should not be placed over fox dens for this can cause sickness.</li> <li>• Know that fox populations rise and fall in cycles.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Identify a sick fox by its appearance and behaviour (rabies) and take the necessary precautions when handling the animal.</li> <li>• Work with others on a trapline and take responsibility for some part of it.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to listen, watch, follow instructions and learn from a trapper while on the line without being impatient or lazy</li> <li>• Be able to identify more strongly with the land as a result of trapping.</li> </ul>
<p><b>Moose:</b> Moose meat and moose hides are prized by the Dene. Students will assist in hunting and skinning a moose. In learning these skills, students are also carrying on the knowledge and wisdom of a particular teacher, and taking part in an important Dene tradition. Students must also become familiar with the spiritual relationship of the Dene to the moose, and learn how to respect the moose. Respect means preservation of the moose; lack of respect means its extinction.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with elders' legends and stories about the moose.</li> <li>• Be familiar with local spiritual beliefs about the moose. <ul style="list-style-type: none"> <li>○ The moose is able to hear people talk about it. That is why a moose's ears are cut off and buried during butchering.</li> <li>○ The bones of a moose must be disposed of properly (different customs for different regions) out of respect for the moose. Using the skull as a trophy by sport hunters is considered disrespectful to the moose. (Dogrib Dene believe that bones should not be thrown into a fire because the animals see themselves and how they are being handled. Once bones are thrown into the fire, the animal is considered dead. It is best to dispose of the bones in hidden places in the bush.)</li> <li>○ Drinking the blood of a moose gives strength.</li> <li>○ If the moose is not shared, the hunter will have bad luck.</li> </ul> </li> </ul>

## DENE KEDE GRADE 6

### Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Moose</b>	<ul style="list-style-type: none"> <li>○ Women must not walk over the blood or meat of a moose because women have strong medicine when they are in menses. Their medicine conflicts with the medicine of the moose, and the moose may give bad luck to the hunter. It is out of respect for the hunter that women do not walk over hunted game</li> <li>○ Know that certain people are forbidden to eat certain parts of the moose because of their medicine. Students should learn who and what parts.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>● Know the moose's habits (it is very intelligent), and use this knowledge in tracking, calling and hunting a moose.</li> <li>● Know the stages of growth of a moose. A moose must be taken at the right age at the right time of year. (A prime male moose is very strong and fast in deep snow. In the open, its tracks are very far apart. Only the most determined hunter with large snowshoes will be successful.)</li> <li>● Know that moose are very dangerous during the mating season.</li> <li>● Know that there are specific Dene terms for various groupings of moose (e.g. cow with calf, cow with first year calf and second year calf, two cows together).</li> <li>● Know the moose body parts and butchering techniques. Moose meat, because of the size of the animal, goes a long way. The meat also provides a welcome variety in the diet of the Dene</li> <li>● Know how moose body parts are used for tools and food.</li> <li>● Be familiar with the various ways of cooking the different parts of the moose. Know the edible and non-edible parts. Know the parts considered delicacies.</li> <li>● Know how to prepare moose hide in comparison to caribou hide. Know that moose hide is important to the Dene for its strength and size.</li> <li>● Know that the diet of the moose includes a wide variety of vegetation. This diet differs in summer and winter (e.g. in summer they eat a lot of plants not available in winter such as grasses and aquatic plants). They also eat certain kinds of willows, which gives their meat a different flavour than caribou meat. Also, it is not as filling.</li> <li>● Be familiar with current hunting laws regarding moose in the region.</li> <li>● Know that hunters should not be wasteful when hunting moose and should never kill more than they use.</li> <li>● See the need for preserving the environment and the population of moose for future generations.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>● Be familiar with the special ways and rituals that your community uses to celebrate the first moose killed by a young hunter.</li> <li>● Share knowledge about moose with others.</li> <li>● Be familiar with the special ways and rituals that your community uses to celebrate the first moose killed by a young hunter</li> <li>● Share knowledge about moose with others.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>● Decide for themselves whether they feel they would like to become moose hunters.</li> <li>● Challenge themselves to learn as much as possible about moose hunting.</li> <li>● Challenge themselves to work with moose hide, even though it requires more effort and skill than caribou hide.</li> </ul>

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### Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Muskox:</b> The Dene have depended on the muskox for food and clothing for thousands of years. Careful study by the students will encourage ways to preserve the traditional use of the muskox. The muskox is respected as having the special power of being able to understand Dene. People can talk to them.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the legends about muskox               <ul style="list-style-type: none"> <li>○ The mystical ways of the muskox</li> </ul> </li> <li>• Muskox can understand Dene. People can talk to them.</li> <li>• Be aware of the practise the spiritual customs for hunting muskox.</li> <li>• Be familiar with the history of the Dene with respect to muskox hunting and the hunting territory.</li> <li>• Know reasons why muskox hunting was banned early in this century.</li> <li>• Know the different names (female, male, yearling, etc) for muskoxen.</li> <li>• Be familiar with how muskoxen are hunted               <ul style="list-style-type: none"> <li>○ How animals to be shot are identified.</li> <li>○ When and where to hunt by knowing:</li> <li>○ Its life cycle (when rutting season is)</li> <li>○ Where it roams</li> <li>○ Its behaviours (why they forma circle)</li> <li>○ Its characteristics (the dangers)</li> </ul> </li> <li>• Be familiar with how muskoxen are skinned, especially the female, how to fix the hide and what the skins are used for. (How it differs from other animals.)</li> <li>• Be familiar with how to preserve the meat.</li> <li>• Identify ways in which interest in muskox hunting and use can be rekindled.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene have depended on muskox for food and clothing for thousands of years.</li> <li>• Identify why it is important for the Dene to hunt and use muskox again. (Chipewyan)</li> <li>• Make associations between muskox behaviour and lessons for people.               <ul style="list-style-type: none"> <li>○ Strength in numbers</li> <li>○ Uniting in a protective circle</li> </ul> </li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Students will develop a curiosity about muskox and seek information or skills on their own.</li> <li>• Students will recognize how to challenge themselves in preparation for muskox hunting.               <ul style="list-style-type: none"> <li>○ Prior preparation by researching information about muskox.</li> <li>○ Determine to be patient and self-disciplined while on the hunt.</li> </ul> </li> </ul>
<p><b>Rabbit:</b> Students will respect the rabbit as being a gift from the Creator. It was the rabbit that gave the gift of dance to the Dene. Students will appreciate the rabbit for being an important source of food when large game could not be found. Students will obtain the skills required to snare/prepare rabbit for its many uses. People who go on the land bring fixings for rabbit snaring as a matter of course (like bringing matches). equipment....</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Show respect to the rabbit               <ul style="list-style-type: none"> <li>○ To the blood and carcass of rabbit.</li> <li>○ Must not allow a rabbit to suffer.</li> <li>○ Must never hit with a stick</li> </ul> </li> <li>• Be familiar with local stories and beliefs about the rabbit.               <ul style="list-style-type: none"> <li>○ Rabbits travel with wind, when a large wind comes, rabbits may disappear and rabbits can be snared if they are sung to.(Gwich'in)</li> <li>○ If you can put your finger through the hole of the thigh bone of a rabbit, you wish will come true. (Gwich'in)</li> <li>○ The rabbit's feet were rubbed and , as a result, they are smooth and pink today. (Gwich'in)</li> </ul> </li> </ul>

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### Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Rabbits...</b> This is survival that students can learn at an early age because of the safeness of	<ul style="list-style-type: none"> <li>• When the Creator provided the rabbit as a gift in times of food shortage, there was always a loud bang. (North Slavey)</li> <li>• The rabbit gave the Dene the gift of dance. (Gwich'in belief: the rabbit joined the spruce grouse to dance in unison because it was a good dancer.)</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that rabbits were a main source of food for the Dene when caribou were not available.</li> <li>• Know habits and habitat of the rabbit: trails, plant eater, not a swimmer, 7 year cycle, 2-4 litters a year, creatures of the dark, enjoy playing, use of special breeding grounds. In the darkest months, the rabbit lives alongside the willows rather than in the bush because it is cold, and because they use the moonlight to get around.</li> <li>• Know how to skin a rabbit.</li> <li>• Know how to prepare rabbit meat for food. Brains for baby food, bone grease made by chopping up leg bones and boiling.</li> <li>• Know how to use the skin and bones for thing (clothing, duffels, blankets, necklaces, and sinews for snares).</li> <li>• Know that a tribe of people was named Hareskin because of the clothing they wore.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Share rabbit meat with others.</li> <li>• Learn about rabbits and about snaring from resource people in the community</li> <li>• Learn respectful behaviour toward those who teach or share knowledge.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Know that they can rely on themselves for survival in the bush.</li> <li>• Know that sharing brings respect from others and results in feelings of increased self-worth.</li> <li>• Know that the rabbit's character is worthy of copying.</li> <li>• Be willing to share rabbit stories and songs with others.</li> </ul>
<b>Raven:</b> Raven stories can help students understand themselves and their behaviour better. Raven stories are also a good example of how things are perceived quite differently by the Dene and other cultures. Children are exposed to a lot of raven stories.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with legends about the raven.</li> <li>• Know that ravens, seagulls and flies are germ killers.</li> <li>• Know that ravens are believed to have special powers: bearing bad news when crowing at night, a source of healing, able to calm windy weather, bring good luck.</li> <li>• Know that the raven's character is a reflection of human beings: independent, generous, kind, helpful, vain, mischievous, conniving and manipulative.</li> <li>• Know that even in today's world the raven deserves respect, because it is our connection with the past and the Real People. It is the only person who still speaks the language of the time when the world was first created. It was the only animal which can change into human form. Because it still exists, we can say that all the other animal creatures are our brothers.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that ravens provide a useful service by cleaning the remaining caribou blood after a hunt and disposing of the unwanted carcasses of animals.</li> <li>• Know that the presence of ravens signals that caribou are near.</li> <li>• Know that the ravens eat the eggs of other birds.</li> <li>• Know life cycle of the raven.</li> </ul>

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### Animals

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<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Raven</b>	<p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know this lesson from the raven: it was once a powerful bird who lost its position in the world because it was arrogant. People are bound to make mistakes and be imperfect but we must understand our place and take our skills and gifts seriously.</li> <li>• Give recognition to the Dene story tellers in the community.</li> <li>• Recognize special talents that some students may have in telling a story.</li> <li>• Recognize the various ways that ravens play.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Identify with the raven’s character and reflect on how this might change oneself or help one appreciate oneself or help one appreciate oneself more.</li> <li>• Acknowledge personal talent in storytelling and set goals in becoming better by spending time with story tellers and by telling stories to others.</li> </ul>
<b>Shrews and Mice:</b> Students should understand that all living things, no matter what the size, have a purpose and special qualities. Individual worth, inner strength and determination do not depend on size and outward appearance. Always maintain respect for others regardless of how they look and are perceived.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know the characteristics of shrews and mice as described in legends. <ul style="list-style-type: none"> <li>○ The shrew is very powerful but assumed an insignificant body. Stands guard over the earth. Many times in history, shrews and mice, seemingly the most insignificants of creatures, helped the Dene when there was nobody else to help them. Many times the powerful must depend on the small and seemingly insignificant creatures for help.</li> <li>○ The shrew is referred to as the rescuer and the one with very quick hands.</li> </ul> </li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Recognize the differences between shrews and mice.</li> <li>• Know the eating habits of the shrew and how it stores food for winter.</li> <li>• Know where and how the shrew lives.</li> <li>• Know that bears feed on shrews.</li> <li>• Mice bones were used to create a “telephone” by the Dene long ago.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene accept and appreciate one another without considering bodily beauty or size. Instead, they look for special qualities or talents in people.</li> <li>• Recognize in themselves or in others the possibility that, though their physical size may not be great, their power could very well be.</li> </ul>
<b>Spider:</b> To give students the perspective that even though the spider is a very small and seemingly insignificant creature, it has an important and even powerful place in the Dene universe. The spider is so highly honoured by the Dene that it is referred to as "uehts'e" (grandfather) even today. A grandfather possesses all the qualities that one should strive to imitate in their own life.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that the spider’s contribution to the Dene is its net. As an animal it was a capable fisherman who cold net ducks and other waterfowl. The spider has power beyond the earth. The leader of the spiders set its net in the universe and can capture the rain and make it stop. The rainbow is created when it does this. During the last food, the spider set its net and stopped the rain to help the Dene survive. Because it is so highly respected the spider is called Grandfather. People with medicine for spider webs are very powerful. When found in the house, the spider will prolong the life of those in it. The spider is a future seeker and thus it is a gift to you. It is a good sign if it sits on your body.</li> <li>• Be willing to observe a spider and understand its habits.</li> <li>• Be able to describe the spider and its parts, its habits and habitats. Be able to describe the web and how it is made and the kinds of things that the spider eats.</li> </ul>

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### Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Spider</b>	<p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that the spiders in the north are not harmful They make their webs with secretions from their mouth. The webs are sticky and capture insects which land on them. The spider feeds on what it catches. Know the different kinds of spiders in the North. Know where they tend to be found.</li> <li>• Be Willing to observe a spider and understand its habits</li> <li>• Be able to describe the spider and its parts. its habits and habitats. Be able to describe the web and how it is made and the kinds of things that the spider eats.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that elders have been given spider legends from generation before.</li> <li>• Be willing and able to listen to the stories told by elders about the spider and tell others the stories that are heard.</li> <li>• Be willing and able to approach and elder for stories about the spider.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Feel small and insignificant in the face of the powers of even small insects such as the spider.</li> <li>• Reflect on how your behaviour with spiders has been and may change.</li> </ul>
<p><b>Muskrat:</b> From a spiritual perspective, the students will learn to appreciate the value of the muskrat to the Dene as a person who reconstructed land and gave it back to the people. The muskrat is also a behavioural model for the students: he is persistent and determined. Students must understand and appreciate the role and place of the muskrat in the Dene world. Students must be given the knowledge and skills to be able to hunt the muskrat. Trapping muskrat is an important part of being a trapper. Learning to hunt muskrat is important because the meat is an important part of food and excellent in terms of nutritional value. Also, by learning how to work with muskrat hides, the students will have skills that can later be used in craftwork or in the fur business. Learning about the muskrat will also help the students to appreciate the muskrat's role in keeping the rivers and lakes flowing.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Muskrats and beavers are brothers. A wise beaver will send its brother, the muskrat, up to the surface to detect danger. They will often share a beaver lodge.</li> <li>• Know that each community has beliefs about the use of the parts of a muskrat. The students should learn those of their community. <ul style="list-style-type: none"> <li>○ Muskrat skins around the wrist of babies will help prevent colic. (Dogrib)</li> <li>○ Muskrat feet on the wrist of a baby will ensure that it grows to be good with its hands. (Gwich'in)</li> <li>○ Muskrat mouths wrapped around a rock will calm rough waters. (South Slavey)</li> </ul> </li> <li>• Know that muskrat bones should be disposed of respectfully.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know characteristics of the muskrat. <ul style="list-style-type: none"> <li>○ The powerful teeth of the muskrat can cut through 20 cm of ice and are very difficult to pry open once they get hold of something. (If a muskrat bites you, throw a glove or hat at it to distract it.)</li> <li>○ They eat various kinds of pond vegetation.</li> <li>○ They live under the shoreline banks throughout the winter.</li> </ul> </li> <li>• Know how muskrats help the land. <ul style="list-style-type: none"> <li>○ They keep the rivers and lakes flowing.</li> </ul> </li> <li>• Know how muskrats differ by age and sex.</li> <li>• Know the seasonal habits of muskrat and how this affects hunting techniques. <ul style="list-style-type: none"> <li>○ In early spring, muskrat are trapped under the ice. In spring, their houses disintegrate and are rebuilt so they traps must be reset.</li> <li>○ In late spring, muskrats are hunted by boat in open water.</li> <li>○ In late spring, the hides usually have holes resulting from fights</li> </ul> </li> <li>• Recognize landmarks that indicate good muskrat locations.</li> <li>• Recognize signs that indicate that muskrats are present.</li> <li>• Be able to set muskrat traps and call muskrats.</li> </ul>

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### Animals

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<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Muskrat</b>	<ul style="list-style-type: none"> <li>• Know about traditional hunting and use of muskrat.               <ul style="list-style-type: none"> <li>○ Snares, food, drymeat, blankets.</li> <li>○ The wealthy used muskrat to line their hats and coats.</li> <li>○ When the trapping economy began, muskrat were an important part of the Dene economy. Hides were used like money to trade for goods.</li> </ul> </li> <li>• Be able to skin muskrats and clean their hides.</li> <li>• Be able to cook muskrat in different ways (delicious when smoked, then boiled).</li> <li>• Know that a muskrat tail is considered to be a delicacy or special treat.</li> <li>• Be able to sew clothing using muskrat hides.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be willing to learn from the muskrat. To ensure survival the Dene must work as a team.</li> <li>• Know that, like the muskrat, the Dene are a strong-willed people.</li> <li>• Know that when the name “muskrat” is bestowed upon an individual in the Dene language, it is an honour.</li> <li>• Know that muskrat hunting requires determination, teamwork, and patience.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to learn new skills and knowledge related to the muskrat</li> <li>• Reflect on one’s character and compare it with that of the muskrat.</li> </ul>
<b>Trapping:</b> Trapping has always been a way of life for the Dene. Trapping can be a means of earning or supplementing an income in the North. There are Dene who have trapping skills and knowledge which can be passed on to students so that they too can take advantage of this kind of living if they wish to or have to in the future.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that local beliefs and customs regarding the trapping of certain animals and how to deal with the carcasses, skins, et.               <ul style="list-style-type: none"> <li>○ Certain animals must not be dispatched by clubbing on the head. Stretchers should not be stepped over. Carcasses must be hung in the bush. (Dehcho)</li> </ul> </li> <li>• Know the kinds of animals that are trapped, know their habits and characteristics, and what their skins or fur are used for. (See section on various furbearers.)               <ul style="list-style-type: none"> <li>○ Identify by the quality of the fur in what season it was harvested.</li> <li>○ Identify the seasonal difference of fur.</li> </ul> </li> <li>• Know what to pack to take on a trapping trip, and how to care for traps.</li> <li>• Be familiar with the land and how to find one’s way around it.</li> <li>• Know how to trap.</li> <li>• Know how to skin an animal and dry the skin with a stretcher. Know how to make the right kind of stretcher for different animals.</li> <li>• Know how to prepare furs for trade, who the buyers are, and what the value of the furs is.</li> <li>• Know how to tan and sew skins.</li> <li>• Know the kinds of laws (traditional and current) which regulate trapping (e.g. traditionally it was an extreme offence to take a pelt from another’s trapline).</li> <li>• Know the difference between modern traps and traditional capture methods such as snares and deadfalls.</li> <li>• Know that there are cycles in populations of fur bearing animals. They tend to become fewer in number and become plentiful again after several years.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Understand ways in which trapping is important to the local economy. How many people trap? How much fur is sold, and how much is kept for personal use?</li> <li>• Be familiar with the position of the anti-fur trapping movement.</li> </ul>

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### Animals

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<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Trapping</b>	<ul style="list-style-type: none"> <li>• Be familiar with how trapping began in the local area and in the North generally. Understand the kinds of changes that affected the Dene with the introduction of trapping. (Dehcho: In the beginning of the fur trade, there was no money. Fur was traded for food supplies or materials such as guns and tea).</li> <li>• Identify other people in the world for whom trapping is a lifestyle.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know who in the community are considered trappers and learn from them.</li> <li>• Work with others on a trapline and take responsibility for some part of it</li> <li>• Recognize the hard work involved in trapping in the bush. People cannot be lazy or neglect their equipment</li> <li>• Know that trappers must respect the traditional trapping area of others and inform them if they want to use another's territory.</li> <li>• Recognize the other land survival skills required of a successful trapper (i.e. hunting skills, fishing skills, location of cabins in trapping areas, awareness of animal behaviour, knowledge of plants for medicine, weather forecasting).</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to listen, watch, follow instructions and learn from a trapper while on the line without being impatient or lazy.</li> <li>• Be able to identify more strongly with the land as a result of being on it to trap.</li> </ul>
<b>Wolverine:</b> The Dene respect the wolverine as a small, fierce and strong animal. Students familiar with the wolverine, and with Dene ways of showing respect for it, will help to support its continued existence in the future and, if they wish, will have the opportunity of trapping it. The wolverine's fur was valued by the Dene traditionally for its use as trim and for its trading value.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends about the <b>wolverine</b>.</li> <li>• Be aware of and practise the local customs for hunting wolverine: hang carcass on tree limbs or willows, properly dispose of blood, never laugh at the wolverine, or talk to it.</li> <li>• Know how Dene describe wolverine: smart, strong, likes to steal, fierce, persistent</li> <li>• Pay wolverine, which is also known as "The Stealer", to keep it away from caches.</li> <li>• Know that wolverine fur is never used for children's clothing.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know how to trap the wolverine: know when and where to trap the wolverine by knowing its life cycle and habitat; know what it eats; know the behaviour and characteristics of the wolverine - smart, strong (because it will defend itself and is very strong it can be dangerous to people), fierce, persistent; know that it will steal other game from traps; know the kinds of trap; that can be used. And the kinds of baits and scents.</li> <li>• Compare wolverine to other fur bearing animals.</li> <li>• Be familiar with the trade "value of wolverine furs and how to prepare skins for trade.</li> <li>• Be familiar "with traditional wolverine hunting techniques.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that people who can trap the wolverine are respected trappers because the wolverine is difficult to trap.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Learn something about his or her own personality by learning about the wolverine's personality (i.e. the tenacity of the wolverine teaches us that, with perseverance and steady work, goals are accomplished).</li> <li>• Consider trapping as a possible career.</li> </ul>

## DENE KEDE GRADE 6

### Animals

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Wolf:</b> Though the wolf may appear to tolerate people, it is a powerful animal which can be very dangerous. The Dene must remind themselves that the wolf is not a friend, and maintain distance from it. Nonetheless, the wolf is a creature which must be respected.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with legends about the wolf.</li> <li>• Be familiar with special beliefs or rules of conduct regarding the wolf.               <ul style="list-style-type: none"> <li>○ The wolf can understand people.</li> <li>○ Respect its blood.</li> <li>○ Do not take what the wolf kills because it brings bad luck.</li> <li>○ Some people may have a spiritual relationship with an individual wolf and, therefore, will not kill that wolf.</li> </ul> </li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know the characteristics and behaviour of wolves.               <ul style="list-style-type: none"> <li>○ Never leave their cubs behind.</li> <li>○ Arrack in packs.</li> <li>○ Have strong eyesight.</li> <li>○ Signal to each other with their howling.</li> <li>○ Can be found where there are lots of caribou (Gwich'in area has many wolves because it is on the migration route of caribou).</li> <li>○ Where they live and how many cubs they have.</li> <li>○ They teach their cubs how to survive in the wilderness</li> </ul> </li> <li>• Know that the Dene value wolf fur for clothing. The long hair of the fur is good around the face as trim to break the wind.               <ul style="list-style-type: none"> <li>○ Be familiar with cautions regarding wolves.</li> <li>○ If they hang around camps, they can be very sneaky and dangerous.</li> <li>○ Never take a wolf cub because the mother will follow no matter where you go.</li> <li>○ Wolves are afraid of fire. A match can fool them.</li> <li>○ Wolves are not necessarily afraid of people. That does not mean they are friendly. They are not trustworthy. It is important to always maintain distance because they are dangerous.</li> <li>○ Be able to tell the difference between a wolf and a dog.</li> <li>○ Be familiar with the place of the wolf in the fur trade, past and present.</li> <li>○ Bounties</li> <li>○ Prices of fur</li> <li>○ Be familiar with hunting and trapping of wolves.</li> <li>○ Tracking</li> <li>○ Skinning</li> <li>○ Making stretchers</li> </ul> </li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• The wolf is likened to some people. They appear friendly but cannot be trusted. A relationship of distance is maintained out of necessity because it is understood that not all people can be friends.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Know that it is alright to be different and still be a part of the community like the wolf.</li> <li>• Students will develop a curiosity about the wolf and seek information or skills on their own.</li> </ul>

## DENE KEDE GRADE 6

### People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Family:</b> Traditionally, the extended family was the basic unit of survival in Dene culture. The extended family is still important to the Dene today. Students will develop a clearer understanding of the role the family plays in shaping the identity of individuals. This will also help them understand their own role as family members. Knowing bloodlines is important because it enables people to avoid marrying close relations</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Understand that each of us belongs to our own family as well as to bigger families made by the Creator: community, tribe, Dene Nation, world.</li> <li>• Understand that members of families have special talents that are given them from the Creator.</li> <li>• Know that spiritual knowledge is passed on through special families.</li> <li>• Understand that reincarnation of deceased family members can occur.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene were able to survive on the land by working together as a family. Family members helped each other</li> <li>• Know that the family members trusted each other and put the family needs ahead of their own needs.</li> <li>• Know that family members helped each other.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know members of one's nuclear and extended family.</li> <li>• Identify proudly with one's family.</li> <li>• Know that family members should work together to make the work easier.</li> <li>• Know that family members must share and support one another: that in order to receive, one must give</li> <li>• Teach things to younger members of the family.</li> <li>• Learn things from other members of the family</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Know that the family is also part of a larger community. A community is made up of family groups which work together and enjoy one another</li> <li>• Know how to deal with children who have lost their families.</li> <li>• Know how people in the past survived by working together and trusting one another as a family unit.</li> <li>• Accept traditional names with pride</li> <li>• Understand that historic events impacted significantly on the lives of the Dene (i.e. flu epidemic, TB epidemic).</li> </ul>
<p><b>Grandparents:</b> Students should know about the traditional role of grandparents in Dene cultures, and how important they are for transmitting the knowledge, skills and attitudes of our ancestors. Our importance comes from the grandparents and because of them our minds become stronger and stronger. Students should learn correct behaviour with grandparents and know the importance of having a good relationship with them.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Respect grandparents as transmitters of knowledge from great grandparents and ancestors. Their words are strong because they come to us from very long ago.</li> <li>• Know that grandparents teach good living habits.</li> <li>• Know the spiritual value of preserving the cultural activities of their ancestors as learned from their grandparents:             <ul style="list-style-type: none"> <li>○ Identity</li> <li>○ Spiritual strength given by the land</li> <li>○ Replacing fear of or indifference to the land</li> <li>○ Spiritual powers through knowledge of ancestors</li> </ul> </li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Realize and appreciate how much grandparents know the language of the land.</li> <li>• Realize and appreciate how much grandparents know about the history of the land.</li> </ul>

## DENE KEDE GRADE 6

### People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Grandparents</b>	<p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know how Dene views grandparents.               <ul style="list-style-type: none"> <li>○ Known as <i>æehtsée</i> (The “nicest” old man)</li> </ul> </li> <li>• Be familiar with and appreciate the ways of oral tradition as practised by grandparents.               <ul style="list-style-type: none"> <li>○ Good storytellers</li> <li>○ Take their time in telling a whole complete story</li> </ul> </li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to behave properly in the presence of grandparents.</li> <li>• Be willing to be with and care for grandparents.               <ul style="list-style-type: none"> <li>○ Cook and clean for them and help in any way.</li> <li>○ Enjoy their company.</li> </ul> </li> <li>• Recognize the value of the advice of grandparents on matters which concern the student.</li> </ul>
<b>Parents:</b> Parenting is an important part of a Dene child's development. From the Dene parents come the values, teaching and perspective of a Dene society. Students will learn about the traditional Dene way of parenting, and also begin to explore new ways of parenting based on today's needs. Before students can choose the way they will be parents, they have to know the way it used to be.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Respect and honour their parents</li> <li>• Learn ancestral values, teachings and perspective of Dene society from parents. Learn these through stories and legends.</li> <li>• Learn prayers from parents.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that the traditional role of parents was to teach survival on the land.</li> <li>• Know what traditional discipline consisted of.               <ul style="list-style-type: none"> <li>○ What parents expected of their children.</li> <li>○ What children expected of their parents.</li> </ul> </li> <li>• Know consequences of obedience and disobedience.               <ul style="list-style-type: none"> <li>○ Survival in the world</li> <li>○ Avoid trouble</li> <li>○ Happy life</li> </ul> </li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Parents were not always available because they were very busy getting food.</li> <li>• Children learned from others in the camp who had special skills.</li> <li>• Know that traditionally, the father was in charge of the training of sons. The mother would not get involved when the father disciplined his son.</li> <li>• Understand that speaking in the Dene language enables better communication with parents and grandparents</li> <li>• After parents have raised their children, there is an expectation that children will care for their parents.</li> <li>• Know that families in storybooks are not necessarily what Dene families are like, and that the ways of Dene families are not wrong.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Show respect by helping parents and grandparents in various ways, listening to their advice and hearing their stories, learning their language.</li> <li>• Show respect for other parents and elders.</li> </ul>

## DENE KEDE GRADE 6

### People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Parents</b>	<ul style="list-style-type: none"> <li>• Accept parental discipline more readily.</li> <li>• Make an attempt to speak in the Dene language to facilitate communication between self and parents or grandparents.</li> </ul>
<p><b>The Child:</b> It is hoped that through the development of this curriculum the children will realize how valuable they are to the Dene culture, elders and people. Students should learn how children were viewed and brought up traditionally. They should evaluate child-rearing methods in the past, and compare them with present methods. They will understand the importance of sharing, being self-disciplined, and learning from their elders.</p>	<p><b>Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene believe that children are a direct link to the Creator.</li> <li>• Know that children are born complete and perfect.</li> <li>• Know that elders refer to children as extensions of their walking sticks.</li> <li>• Know that it is the job of each child to become what he or she was meant to be upon birth. Each child is born with a definite personality and talents.</li> <li>• Know that grandparents traditionally named a child and gave it a song based on what they perceived the child's personality to be.               <ul style="list-style-type: none"> <li>○ Be familiar with local beliefs about babies and children.</li> <li>○ Children should not be kissed on the palm of their hand or they become lazy.</li> <li>○ Caps left on children slow down their development.</li> <li>○ Children do not have a clear perception of danger.</li> </ul> </li> <li>• If a child has growing pains during periods of rapid growth, coal marks are put on the bottom of its feet and they are placed next to a fire to remove pain               <ul style="list-style-type: none"> <li>○ Children should not be kissed on the soles of their feet as it affects the feelings in their bones.</li> </ul> </li> <li>• Know that a willow placed in a sled/boat on a child's first ride, ensures that they sleep or remain calm on the journey.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that traditionally, babies were kept in bags which restricted movement to prevent overactive children. Toddlers' snowsuits were made with the wrists and ankles sewn shut to restrict movement.</li> <li>• Know that traditionally, moss was gathered by men and women in the fall, enough to last the winter. This was used for diapers.</li> <li>• Know the levels of skill and kinds of work traditionally done by children of their age.</li> <li>• Know that traditionally discipline was important. Children were not spoiled for fear they would become disobedient.</li> <li>• Know that young people were traditionally given rigid and stringent training.               <ul style="list-style-type: none"> <li>○ Young people were pushed to their limit to achieve their best.</li> <li>○ Young men lived about 1 km from camp until they were married. They spent their leisure hours engaged in traditional games of strength or skill such as running at -50 C without footwear.</li> </ul> </li> <li>• Know that they should help their parents with routine household duties.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that children were taught skills as soon as they could talk.</li> <li>• Know that young children were traditionally brought up by their grandparents because the parents were kept very busy with the daily chores of survival.               <ul style="list-style-type: none"> <li>○ Grandparents taught daily camp skills to children (gathering wood, spruce boughs, getting water, cleaning fish, snaring rabbits).</li> <li>○</li> </ul> </li> </ul>

## DENE KEDE GRADE 6

### People

Outcomes	Achievement Indicators – Measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>(Continued) <b>The Child</b></p>	<ul style="list-style-type: none"> <li>○ Boys slept with grandfathers, girls with grandmothers to encourage visions.</li> <li>○ Grandparents tended to be patient because they had more time. They taught children to be patient and to finish a task.</li> <li>○ Grandparents encouraged children to learn skills but also to use their minds in whatever they were doing.</li> <li>● Begin to interact more frequently with elders or grandparents. Behave in an appropriate way in the company of elders.</li> <li>● Be aware that what is considered appropriate behaviour for children in other cultures is not necessarily applicable to the Dene (Focusing attention on oneself by raising one's hand in school).</li> <li>● Understand their roles in the family and participate in house hold or camp chores.</li> <li>● Know that they should spend time with parents to hear stories or learn language.</li> <li>● Know that they should show affection and respect to parents</li> <li>● Listen to the advice given by parents without talking back.</li> <li>● Be familiar with missionary schooling and the hardship experienced by children: being separated from their families, not allowed to speak their native language, etc.</li> <li>● Be familiar with how orphaned children were handled.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>● Become aware how much children are valued by their parents and other adults.</li> <li>● Be familiar with various circumstances where personal needs must come second to group needs.</li> <li>● Know the kinds of skills or talents that are helpful to the family or community, and try to develop those skills for the sake of the group, not just for personal profit.</li> </ul> <p>Understand and be willing to accept personal responsibility in learning Dene ways from elders.</p>
<p><b>Tribes:</b> The Dene tribes together have used one land since time immemorial. They and the Inuit are the indigenous peoples of the Northwest Territories. The Dene tribes, though different in many ways, have had very similar lifestyles and all consider themselves a part of the Dene Nation. Students should understand the long history of their people as told by their elders.</p>	<p><b>Spiritual World</b></p> <ul style="list-style-type: none"> <li>● Be familiar with stories about how the tribes began.</li> <li>● Know how to pay respect when entering the land of another tribe.</li> <li>● Be familiar with and appreciate the craft forms and design concepts of other tribes.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>● Know that today, because of intermarriage; tribes are no longer as distinct as they once were.</li> <li>● Know that children from different tribes are brought up believing and learning in slightly different ways, but that all ways are good.</li> <li>● Know that when tribes come together they celebrate their reunion.</li> <li>● Be involved in projects which bring people of different tribes together.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>● Identify someone from another tribe that students can befriend and from whom they can learn something about the other tribe.</li> </ul>

## DENE KEDE GRADE 6

### People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Birth and Death:</b> Understanding that the Dene believes that life in its beginning has integrity. Students will understand the Dene way of understanding life, birth and death.</p>	<p><b>Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Understand that the Dene believe that life is a gift from the Creator; therefore, pregnant women are given special respect, and every precaution is taken when a woman is expecting a baby. Birth is a joyous occasion. (See the theme “Children” for more on babies)</li> <li>• Be familiar with customs for those that have died.               <ul style="list-style-type: none"> <li>○ Body prepared in fetal position</li> <li>○ Fire</li> <li>○ Feast</li> <li>○ Mass at graveyard</li> <li>○ Clean and repair grave site annually</li> <li>○ Cut hair to mourn</li> <li>○ When people die, the person is mourned by others. Traditionally people screamed and then did not sleep for 3 days and a very large fire was made. It was not uncommon for people to mourn for 2-3 years.</li> </ul> </li> <li>• Be familiar with the custom of burning discarded hair and nails because of the belief that before one journeys to Creator one must collect all belongings on earth.</li> <li>• Be familiar with local beliefs about babies.               <ul style="list-style-type: none"> <li>○ Child’s hair and nails are not cut.</li> <li>○ Child’s cradle is its nourishment.</li> </ul> </li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Be familiar with traditional ways of birthing and taking care of babies.               <ul style="list-style-type: none"> <li>○ Preparation for birth: warm rocks, moss, cloth, warm sand after delivery.</li> <li>○ Rattles and toys</li> <li>○ Moss diapers</li> <li>○ Baby bags and swings</li> <li>○ Baby straps</li> <li>○ Baby food and soothers: masticated rabbit brains were used as baby food. It was believed that it was food which would stay in the stomach longer and prevent starvation during lean times. Babies were also given broth rather than cold water.</li> <li>○ Baby clothing using baby caribou skin, not smoked skins.</li> </ul> </li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Help women who are pregnant.</li> <li>• Be able to sing songs or lullabies meant for babies</li> <li>• Be familiar with how local people deal with birth and death.</li> <li>• Know that the Dene traditionally did not bury their dead but placed them on platforms.</li> <li>• Be familiar with the practice that people always address the deceased before burial and on different occasions following.</li> <li>• Be of assistance to families who have had someone die. Know that the Dene help families of those who have died not only because they care, but also because they see the need for life to continue.</li> </ul>

## DENE KEDE GRADE 6

### People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Birth and Death</b>	<ul style="list-style-type: none"> <li>• Understand that walking is discouraged the evening following a death, because it might lead you to cross paths with the deceased spirit which is retracing its steps.</li> <li>• When helping prepare a body, like washing the body, you must not sleep for a night following that event.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Express personal feelings about birth or death as students have experienced them in their families.</li> <li>• Seek personal opportunities to help new mothers or people who have had death in their families.</li> <li>• Understand that if you led a good life, you will have no fear of dying</li> </ul>
<b>Men and Women:</b> Students should understand that men and women rely on each other and share work equally. Students will recognize that Dene can still follow traditional ways and that this is essential to survive in today's world. Students should understand and respect the modern and traditional roles of men and women, and realize that they themselves will need these skills in order to teach future generations.	<p><b>Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be aware that men and women play special roles in spiritual ceremonies (e.g. drumming and burial ceremonies).</li> <li>• Know that the Creator placed men and women on earth to prolong human life.</li> <li>• Know that traditional roles of men and women and how people relied on each other's skills to survive on the land.</li> <li>• Know that men and women must restore the land to its original state once used by them.</li> <li>• Know that it is believed by the Dene that men who make a kill on hunting trips return to their animal state and must cleanse themselves upon their return.</li> <li>• Know that it is expected that men and women should be able to perform basic household maintenance functions e.g. women should be able to get wood and check the nets; men should be able to sew and cook.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Understand the ways in which the traditional family and groups worked together, and relied on one another.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to help with household or camp activities by being thoughtful and attentive.</li> <li>• Be willing to experience and maintain traditional activities and roles by:               <ul style="list-style-type: none"> <li>○ Participating in new experiences with others or on their own.</li> <li>○ Trying their best and asking for help if needed.</li> </ul> </li> <li>• Commit themselves to becoming increasingly self-reliant and self-confident by learning traditional skills.</li> </ul>
<b>Friends:</b> Students must learn to respect the value of friendship, and the Dene perspective of friendship. Friends can mean many different things: nature is a friend (wood, food, weather, ants, etc.). To succeed in life and to maintain a livelihood, it is important to have friends and to be a friend.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that, among the Dene, friendship is very serious relationship. Friends call each other séhâée: one who is one with me.</li> <li>• Know that the Dene value friendship and encourage friendship.</li> <li>• Know that in order to succeed in life, you must be a friend.</li> <li>• Friends can be of any age.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Survival on the land has often meant being able to trust and rely on a friend</li> <li>• To ensure the survival of the Dene, the land has been a friend.</li> <li>• To ensure the survival of the Dene, the animals have been friends.</li> </ul>

## DENE KEDE GRADE 6

### People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(continued) <b>Friends</b>	<p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know why friends are important:               <ul style="list-style-type: none"> <li>○ Friends can help you survive physically and emotionally.</li> </ul> </li> <li>• Know what being a friend means according to Dene custom:               <ul style="list-style-type: none"> <li>○ Friendship involves love, kindness, trust, and respect.</li> <li>○ Friends teach one another, practise things together, help one another.</li> <li>○ Friends share thoughts, ideas, and things.</li> <li>○ Friends please one another, respect one another’s expectations.</li> <li>○ Friends do big favours.</li> <li>○ Friends help each other go through rough times.</li> <li>○ Money is not important between friends.</li> <li>○ Friends agree on things. They have few conflicting interests.</li> <li>○ Friends support each other in times of sorrow. E.g. death in the family</li> <li>○ Friends have patience with each other.</li> <li>○ Recognize a friend’s skills and talents. Do not be jealous.</li> <li>○ You are intuitive about our friend’s feelings.</li> </ul> </li> <li>• Work to gain friends by being nice, kind, friendly.</li> <li>• Know the difference between a real friend and someone who is not.               <ul style="list-style-type: none"> <li>○ Peer pressure to do wrong things.</li> <li>○ Knowing how to say no.</li> <li>○ Work to achieve the special bond between friends.</li> <li>○ Friends do not betray friends.</li> </ul> </li> <li>• Work to build good friendships.</li> <li>• Recognize self as best friend.               <ul style="list-style-type: none"> <li>○ Be comfortable with self</li> <li>○ Be able to enjoy time spent alone.</li> </ul> </li> </ul> <p>Identify qualities in self that could make friends</p>
<p><b>Elders:</b> The primary objective is to enable students to appreciate the older members of the community as well as the elders. To become an elder in the Dene community, one must earn the right. The elders are those who possess Dene knowledge. They are the primary source of all knowledge which has been accumulated by the Dene, generation after generation. Because of their life experience, they have the wisdom to advise new generations as to how to deal with life and its problems. It is hoped that students will become aware of their role or responsibility in ensuring the succession of knowledge and therefore the culture. Whatever is not obtained from our elders is gone forever...</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be familiar with beliefs about elders such as:               <ul style="list-style-type: none"> <li>○ Caring for an elder will bring happiness.</li> <li>○ Be familiar with the belief that to acquire the knowledge and words of an elder will prolong one’s life.</li> <li>○ Elders have within them the power to direct decisions and events.</li> </ul> </li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that elders are a rich source of information about the land.</li> <li>• Know that elders usually have their own area of expertise, that is, their own unique and special talents and knowledge about the land.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that some older people are given special recognition for their knowledge, wisdom and contribution to the Dene in the past. These people are the recognized elders. Know how to behave with these elders.</li> <li>• Be able to sit comfortably with an elder, and listen attentively for longer and longer periods.</li> <li>• Be able to receive and elder.</li> </ul>

## DENE KEDE GRADE 6

### People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Elders</b> ..This is the only way to ensure that the culture continues to exist and the connection with the past can be maintained	<ul style="list-style-type: none"> <li>• Be familiar with different terminology for “forefathers”, “old people”, “elders” and “grandparents” (if appropriate to local dialect).</li> <li>• Know that traditional knowledge has always been passed down from generation to generation of Dene, orally rather than through the use of books.</li> <li>• Elders use their skills and knowledge to:               <ul style="list-style-type: none"> <li>○ Give names</li> <li>○ Teach</li> </ul> </li> <li>• Be familiar with stories of famous elders of the past.</li> <li>• Know cultural rules (for your own community) for showing respect to elders, and behaviour around elders.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Become familiar with particular elders, and feel comfortable in their presence, and enjoy their time together.</li> <li>• Be willing to attend to the needs of elders both in and out of school</li> <li>• Use the knowledge and information received from elders to help students in their personal lives.</li> <li>• Express negative or confused feelings that students may have about particular older members of the community.</li> </ul>
<b>Leaders:</b> Students will learn about traditional leadership and apply it to their own lives in order to prepare them to provide Dene-style leadership in the future. Traditional leadership models were very effective in getting people to work together to survive and this is required for the future. Also, the students will learn about past and present Dene leaders. This will provide the students with good role models and also give them a new sense of pride in their people and students with good role models and also give them a new sense of pride in their people and in their history.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that traditionally leaders were greatly influenced by medicine men.</li> <li>• Know that leaders were role models.</li> <li>• Know that leaders need to have a very strong mind, and must withstand the demands of others.</li> <li>• Dene leader is not a 9-5 job. It is a 24 hour job.</li> <li>• As a leader your life is not your own.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be able to identify characteristics of those who were leaders traditionally.               <ul style="list-style-type: none"> <li>○ Were very capable in some area or skill</li> <li>○ Listened to people and heard about their needs</li> <li>○ Got consensus from people through negotiation</li> <li>○ Made decisions which were fair</li> <li>○ Took on additional responsibilities</li> <li>○ Got advice from elders</li> <li>○ Were humble and mannerly</li> <li>○ Were good speakers, communicators or teachers</li> <li>○ Were rational and even-tempered</li> <li>○ Used foresight and good planning, were organized in their works, and were good at organizing others</li> </ul> </li> <li>• Be familiar with community leadership               <ul style="list-style-type: none"> <li>○ Identify community leaders</li> <li>○ Identify the kinds of work that community leaders are responsible for</li> <li>○ Recognize and support community leaders</li> </ul> </li> <li>• Be familiar with recognized tribal or northern leaders, their accomplishments and their characteristics.</li> <li>• Know that though men were usually the leaders, the women would take over in their absence, and some became great leaders.</li> </ul>

## DENE KEDE GRADE 6

### People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Leaders</b>	<ul style="list-style-type: none"> <li>• Know how traditional leaders or chiefs were chosen and how they lost their position.</li> <li>• Know that leaders were the ones whom others tended to follow. If people did not agree with the leadership they would not stay with them.</li> <li>• Know that leaders did not have to boast about themselves. People knew their record.</li> </ul> <p>Identify ways in which traditional leaders were different from the leaders chosen today.</p>
<p><b>Clothing:</b> Traditionally, Dene clothing was made only of materials from nature. The clothing was designed to enable survival in the most severe winters or the warmest summers. It is important that this knowledge and skill not be lost. People are beginning to discover that the materials and design of traditional clothing are better for colder temperatures than clothing imported from the south. If students can be given this knowledge and the skills to sew the basic items of clothing in the traditional styles with traditional materials, they will come to appreciate the beautiful and creative skills of their culture and their people. In the process of gaining these skills, the students will acquire patience and self-esteem. The skills can be the basis for future economic development projects for communities.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know that certain materials were used for ceremonial dress (e.g. eagle feathers).</li> <li>• Know that certain materials were used to promote certain characteristics in people. (Dehcho: if a narrow strip of beaver fur was placed around a child's wrist, the child would be a good sewer or wood worker.)</li> <li>• Know that men's clothing was protected from breast milk or children's urine so that the medicine of the men would be not be affected. (Délíné)</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know the names for different kinds of clothing (parkas, jackets, coats, dress, pants, leggings, footwear).</li> <li>• Boys should be able to demonstrate basic sewing skills such as sewing on buttons and straight stitching for repair work.</li> <li>• Know the materials used for traditional clothing and why.               <ul style="list-style-type: none"> <li>○ Mainly moose and caribou but also rabbit, wolverine, muskrat, beaver</li> <li>○ Light caribou hides for pants and hats</li> <li>○ Light caribou skins and furs for shirts and mitts</li> <li>○ Caribou for tipis and boats</li> <li>○ Young caribou for children's clothing</li> </ul> </li> <li>• Know characteristics of different hides, their uses, and what parts of hides to use for what.</li> <li>• Be familiar with local decorative design concepts if any. Be able to interpret designs. Be familiar with local and natural materials used in decoration.</li> <li>• Be familiar with regional variations in clothing design.</li> <li>• Be familiar with tricks used by traditional Dene, such as putting ptarmigan feathers in mitts or footwear to prevent freezing. The feathers of ptarmigan, which are cold-weather birds, provide good insulation.</li> <li>• Be able to care for and clean clothing.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that women were given much respect based on their ability to sew. A woman's ability to sew was essential for her survival as well as for the survival of her tribe. Women were able to find husbands according to how well they sewed. Tribes made alliances based on some of these marriages.</li> <li>• Identify and acknowledge people in the community who are respected for their sewing skills.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Take pride in traditional clothing and be willing to take good care of it.</li> <li>• Be willing to care for their own clothes, hanging them up, cleaning properly, repairing.</li> <li>• Be willing to begin and finish a sewing project.</li> </ul>

## DENE KEDE GRADE 6

### People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(continued) <b>Clothing</b>	<ul style="list-style-type: none"> <li>• Evaluate their own' work and set goals for learning new skills</li> <li>• Take pride in their own work and in the work of other Dene</li> <li>• Learn from others.</li> </ul>
<p><b>The Arrival of the Non-Dene:</b> Before spending time with this theme, the students should know that the Dene were the original occupants of this land, and had learned to live and survive as a people for thousands of years prior to the coming of the Non-Dene. The study of the changes which occurred in the Dene culture as a result of the coming of the Non-Dene will enable students to better understand and control change in the future.</p>	<p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene were the original occupants of the land and had learned to survive on the land for thousands of years.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Be familiar with stories about first encounters with the Non-Dene.</li> </ul>
<p><b>Traditional Games:</b> It was important traditionally for the Dene to be mentally and physically fit to survive on the land. Traditional games were played to test their physical strength, mental capabilities, and to build character. It is to expose students to the games from the traditional Dene culture, and to have students value the games for what they provided: fun, entertainment, enjoyment and friendship. The competition is with oneself. It is hoped that the games will be revived.</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Understand spiritual meaning of certain games and play them.</li> <li>• Know that spirituality is present when there is balance in the mental and physical well being of a person.</li> <li>• Be familiar with how equipment for games is made using only things from the land.</li> <li>• Be familiar with the laws associated with the equipment used in the games, ego handgames sticks never used twice.</li> <li>• Be familiar with the land areas where traditionally games were played.</li> <li>• Be familiar with the appropriate land sites to play these games.</li> <li>• Be familiar with the seasons in which these games are played.</li> </ul> <p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Play and enjoy the games.</li> <li>• Exercise safety in playing the games.</li> <li>• Enjoy watching</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Be willing to play the games both at school and outside of school and encourage others to play.</li> <li>• Be aware of own physical abilities and accept them.</li> <li>• Recognize superior abilities of others. Accept gracefully.</li> <li>• Challenge oneself to greater degrees of physical, mental, emotional, and social development while playing games.</li> </ul>
<p><b>Play Learning Aids:</b> Play is a crucial developmental part of the Dene child's development, and is essential to the acquisition of language. Through play, children find friendship, learn leadership skills, and develop mentally, physically, creatively and spiritually. Play is considered an important process for a child in need of healing. ...</p>	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Know the kinds of learning aids that were made by the Dene traditionally.</li> <li>• Know that many of the learning aids that were made by the Dene for their children were smaller replicas of the real thing. They were imitations of true life experiences. Many of the learning aids were a form of training for skills and building strength required later in life.</li> <li>• Know that the Dene learning aids require skill and care in their use. Children must not be irresponsible in handling or using the toys because they have been made with much care, attention and time by Dene who still have the knowledge.</li> </ul>

## DENE KEDE GRADE 6

### People

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Play Learning Aids ...</b> Learning how to make traditional toys is one way to learn about the past, and to gain knowledge and skills which can be passed to the next generation... Students will learn that traditional learning aids were often models of the real thing, such as smaller versions of bows and arrows and other tools, and they will need to learn to exercise safe handling of these types of toys.	<p><b>The People</b></p> <ul style="list-style-type: none"> <li>• Know that traditional learning aids were all related to life activities.</li> <li>• Know that the Dene children observed adults with real objects, and then tried using them themselves.</li> <li>• Be willing to learn by observation.</li> <li>• Be willing to share the learning aids and care for the learning aids.</li> <li>• Be willing to help each other in making learning aids.</li> <li>• In competitions, be graceful in loss.</li> </ul> <p><b>The Self</b></p> <ul style="list-style-type: none"> <li>• Become aware of the fact that, long ago, there were children just as there are today, and that they liked to play as much as children do today.</li> <li>• Appreciate the sophistication and skill of Dene youngsters long ago in being able to handle some of the learning aids.</li> <li>• Appreciate and be proud of the Dene learning aids.</li> </ul>
<b>Eating and Food:</b> Students will understand that the land has provided the Dene with everything they needed to survive for thousands of years. All kinds of animals, plants and fish were available. The Dene have developed their own system of food gathering, preparation and preservation. Food is a source of wealth for the Dene. It must be shared to be replenished. One must never deny another food.	<p><b>The Spiritual World</b></p> <ul style="list-style-type: none"> <li>• Be able to give thanks for food by feeding the fire.</li> <li>• Know the types of land foods available in the area.</li> </ul> <p><b>The Land</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the taste of different</li> <li>• Dene foods               <ul style="list-style-type: none"> <li>○ Drymeat and fish</li> <li>○ Smoked meat or fish</li> <li>○ Fish eggs</li> </ul> </li> <li>• Know how to prepare Dene foods.               <ul style="list-style-type: none"> <li>○ Cutting meat or fish for drying and smoking.</li> <li>○ Identify what type of wood is used to smoke meat and fish.</li> <li>○ Techniques of making fat - pounding, boiling.</li> </ul> </li> </ul>

## ELA GRADE 6

**GO #1** Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Engage in exploratory communication to discover own interpretation and understanding 1.1.1	<ul style="list-style-type: none"> <li>• Reflects upon and <b>expresses conclusions, opinions</b>, and personal interpretations</li> <li>• Extends questions and answers to clarify others' ideas, information, and experiences (from oral, print, and other media texts)</li> </ul>
Explain preferences for particular forms and genres of oral, print, and other media texts 1.1.2	<ul style="list-style-type: none"> <li>• Chooses appropriate texts independently and / or following peer recommendation</li> <li>• Discusses preferences for particular author, genre, medium, and/or form</li> </ul>
Reflect on personal language use and revise personal goals to enhance language learning and use 1.1.3	<ul style="list-style-type: none"> <li>• Uses strengths and challenges to set <b>goals</b> to improve language use (behaviours, skills, and strategies)</li> <li>• Sets the <b>criteria</b> to assess the goals set for improving language use</li> </ul>
Reflect on prior knowledge and experiences to arrive at new understanding 1.2.1	<ul style="list-style-type: none"> <li>• Begins to apply current understandings and/or conclusions to new contexts</li> <li>• <b>Explains conclusions</b> based on the connections between prior and new experiences, observations, information, ideas and/or knowledge</li> <li>• Extends questions and answers to <b>clarify and connect</b> others' ideas, information , and experiences</li> </ul>
Explain personal viewpoints in clear and meaningful ways and revise previous understanding 1.2.2	<ul style="list-style-type: none"> <li>• Adapts, explains own understanding of concepts by <b>integrating</b> others' opinions and ideas</li> <li>• Uses <b>evidence to support revisions</b> of previous understandings through exploration of other opinions, experiences, and ideas</li> </ul>
<b>GO #2</b> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.	
Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding 2.1.1	<ul style="list-style-type: none"> <li>• <b>Integrates new ideas and information</b> into personal understanding <i>*new ideas and information evolved from the connections between self and text</i></li> <li>• <b>Represents the connections</b> that evolve from the exploration of texts (oral, print, and other media)</li> <li>• <b>Seeks to understand</b>, through discussion, the connections others have identified</li> <li>• Begins to <b>explain the connections</b> that evolve from the exploration of texts (oral, print, and other media)</li> </ul>
Anticipate meaning of text; select and use appropriate comprehension strategies to construct, confirm, revise, and explain understanding 2.1.2 <i>*using texts with an appropriate complexity of content and sophistication of style</i>	<ul style="list-style-type: none"> <li>• Reflects upon own reading behaviours</li> <li>• Uses the key thinking and comprehension strategies to construct and confirm understanding</li> <li>• Understands what is read</li> <li>• Revises understanding of text, based on new information</li> <li>• Sets a purpose for listening, viewing or reading to anticipate meaning</li> </ul>
Use textual cues to construct and confirm meaning 2.1.3	<ul style="list-style-type: none"> <li>• Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from <b>narrative</b> text (add: <b>composition</b>)</li> <li>• Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from <b>expository</b> text (add: <b>margin notes/side bars, thumbnails and menu bars</b>)</li> <li>• Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from <b>poetic</b> text (add: <b>whitespace</b>)</li> </ul>

## ELA GRADE 6

**GO #2** Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i></p>
<p>Use vocabulary, language structure and context to construct meaning of texts 2.1.4</p>	<ul style="list-style-type: none"> <li>• Reads for meaning; monitors, and self corrects</li> <li>• Reads new texts (grade appropriate) with fluency (<b>accuracy, expression, automaticity</b>) (<b>Intonation, pace, rate, volume, attending to punctuation, attending to context</b>)</li> <li>• Applies <b>phonetic rules, strategies, and generalizations</b> to <b>decode</b> unfamiliar words in context</li> <li>• Selects and <b>uses</b> a variety of <b>strategies</b> to construct and confirm meanings of both <b>known and unfamiliar words</b></li> <li>• Identifies and describes text structures, punctuation, and word order used in texts</li> <li>• <b>Infers</b> author’s or creator’s purpose, audience and choice of structure or form, in support of personal interpretations of text</li> </ul>
<p>Explore a variety of oral, print, and other media texts 2.2.1</p>	<ul style="list-style-type: none"> <li>• Listens to / reads / views stories represented through oral, print, and other media texts from diverse cultures</li> <li>• Sets a purpose for reading</li> <li>• Explores a variety of narrative texts (<b>Required in GR6: story books</b> (high proportion of text and increasingly sophisticated themes; play [script]; traditional tales; short stories; <b>novels</b>: chapters are relatively short [10 pages] with few or no illustrations, featuring action, minor dialogue, considerable description, varied sentence lengths, challenging vocabulary, often written in the first person or narrated, each chapter usually presents and solves a problem or a new attempt at solving the same problem, range 100-180 pages; <b>narrative</b> where the main and minor <b>characters</b> are predictable, often stereotypical but some complexity in characters is evident, main character is clearly identifiable, relationships between characters are central, <b>narrative</b> where <b>setting</b> is obvious and singular [in novels two or more settings are possible], some foreshadowing of flashbacks; <b>narratives</b> where <b>plot</b> includes clear sequence, action, problem is solved and there may be a simple twist at the end, clear cause-effect patterns, often features suspense; <b>narratives</b> where <b>ideas, content, vocabulary</b> and them are grade appropriate)</li> <li>• Explores a variety of expository texts (<b>Required in GR6: manuals, book and movie reviews; task cards and instructions; biographies; study notes; documentaries; text books; instructions; observations; histories; prologues; news and weather reports; letters [to officials or editors]; autobiographies; speeches; varied forms of data collections; thesauri; brochures; newspapers; pamphlets; science experiments</b>)</li> <li>• Explores a variety of poetic texts (<b>Required in GR6: poems with some repetition, strong rhythm, description, some figurative language [alliteration simile, and/or comparison, personification, metaphor, hyperbole/exaggeration: overstatement &amp; understatement]</b>)</li> </ul>
<p>Respond to texts creatively and critically 2.2.2 <i>*the distinction between grade levels is the depth of the response – see actual curriculum for examples</i></p>	<ul style="list-style-type: none"> <li>• Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning</li> </ul>

## ELA GRADE 6

**GO #2** Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Identify bias and stereotype in texts to extend personal perspective of cultural representations (oral, print, and other media) and real life 2.2.3 *awareness and sensitivity to bias and stereotype are critical	<ul style="list-style-type: none"> <li>• Describes how groups of people are portrayed in texts</li> <li>• <b>Identifies bias and stereotype</b> in text (oral, print, and other media) and real life *be aware of sensitivity to other points of view, evaluation of extreme or unethical positions, freedom from undo bias and prejudice, and respect for opinions and rights of others</li> <li>• Begins to interpret the portrayals of the various characters, communities and / or cultures in texts (oral, print, and other media)</li> <li>• Begins to explore how personal understandings of cultures and communities are influenced through texts (oral, print, and other media)</li> <li>• Begins to identify how similar ideas and themes are explored in texts (oral, print, and other media) from various cultures and communities</li> </ul>
Discuss the strengths and limits of various forms and genres 2.3.1	<ul style="list-style-type: none"> <li>• Talks about the <b>relationship</b> between genre/form and audience/purpose</li> <li>• Discusses the <b>strengths and limits</b> of various forms and genres</li> <li>• Discusses <b>literature</b> in reference to sub-genres</li> </ul>
Listen, read, and view texts to understand how the techniques and elements interact to create effects 2.3.2	<ul style="list-style-type: none"> <li>• Talks about and identifies the <b>elements</b> of <b>narrative</b> texts to explore their connections (same as grade 5)</li> <li>• Talks about and identifies <b>elements</b> of <b>expository</b> texts that guide an inquiry (add: content – thematic)</li> <li>• Talks about and identifies <b>elements</b> of <b>poetic</b> texts to explore their effectiveness (add: exaggeration/hyperbole)</li> <li>• Talks about and identifies <b>techniques</b> used to support texts (narrative, expository, poetic) (add: symbolism)</li> </ul>
Explain how the author develops voice through vocabulary, descriptive and figurative language, techniques, and elements in a variety of oral, print and other media texts 2.3.3	<ul style="list-style-type: none"> <li>• Extends vocabulary while speaking, reading, and writing</li> <li>• Explains how <b>effective</b> an author's <b>choice of words, techniques, or elements</b> are in clarifying and enhancing meaning (oral, print, and other media texts)</li> <li>• Explains <b>how</b> an author <b>expresses</b> his or her <b>voice</b> in oral print, and other media texts, with guidance (<b>GR6: discussing the overall effect of the author's voice on a text</b>)</li> <li>• Begins to understand the subtle ambiguity of language and the importance of precise language in context (<b>puns, jokes, double entendres (multiple meanings)</b>)</li> </ul>
<b>GO #3</b> Students will listen, speak, read, write, view and represent to plan and focus inquiry or research and interpret and analyze information and ideas, through a process.	
<b>Summarize</b> and focus personal knowledge of a topic to determine information needs in own and group inquiry 3.1.1	<ul style="list-style-type: none"> <li>• <b>Summarizes</b> prior knowledge, personal information, and ideas of a topic of inquiry or research, into categories</li> <li>• <b>Identifies missing</b> categories and information <b>gaps</b> in personal knowledge</li> <li>• Continues to use self-questioning to focus information needs</li> <li>• Begins to use information about missing categories and information gaps to plan the next steps of an inquiry or research</li> </ul>
Formulate relevant questions to focus information needs in own and group Inquiry 3.1.2.	<ul style="list-style-type: none"> <li>• Uses a variety of <b>broad inquiry-based</b> (open-ended, divergent) <b>questions</b> to focus an inquiry</li> <li>• Begins to <b>ask relevant questions</b> to deepen and extend thinking throughout the inquiry process</li> </ul>

## ELA GRADE 6

**GO #3** Students will listen, speak, read, write, view and represent to plan and focus inquiry or research and interpret and analyze information and ideas, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Create, follow, and reflect on a plan to collect and record information within a pre-established time frame for own and group inquiry 3.1.3	<ul style="list-style-type: none"> <li>• Identifies a <b>purpose and audience</b></li> <li>• Uses an appropriate strategy for <b>accessing</b> and <b>gathering</b> information</li> <li>• <b>Records</b> relevant information using the selected method</li> <li>• Creates a <b>plan and time line</b> to meet a specified time frame for inquiry</li> <li>• Uses <b>appropriate forms</b> of expression to connect purpose and audience</li> <li>• <b>Reflects on choice of strategies</b> and method for accessing and recording information</li> </ul>
Use a combination of primary and secondary sources to answer inquiry or research questions 3.2.1	<ul style="list-style-type: none"> <li>• Uses a combination of <b>primary</b> (experiential and/or firsthand account) and <b>secondary</b> (text based and/or secondhand account) sources of relevant information to answer inquiry or research question</li> </ul>
Recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established criteria 3.2.2	<ul style="list-style-type: none"> <li>• Matches sources to inquiry or research <b>purpose</b>, using preestablished <b>criteria</b> (teacher directed, student directed, or group directed)</li> <li>• Matches sources to inquiry or research <b>focus</b>, using pre-established criteria (teacher directed, student directed, or group directed)</li> <li>• Begins to use <b>specific criteria</b> (currency, reliability of information, and usefulness) to evaluate the source</li> </ul>
Use a variety of tools to access information and ideas; use visual and auditory cues to identify relevant information 3.2.3	<ul style="list-style-type: none"> <li>• Expands repertoire of <b>visual</b> cues to guide the search for information</li> <li>• Expands repertoire of <b>auditory</b> cues to guide the search for</li> <li>• Expands repertoire of <b>textual cues</b> to access information</li> <li>• Uses the <b>library's organizational</b> system to locate information</li> <li>• Uses the <b>computer</b> to access information <i>*applicable if technology is available</i></li> <li>• Accesses information from <b>reference materials</b></li> </ul>
Use organizational patterns in texts to construct meaning and gather Information 3.2.4	<ul style="list-style-type: none"> <li>• Uses prior knowledge, connections, predictions, and inferences to make sense of information (oral, print, and other media text)</li> <li>• Continues to use <b>text and textual cues</b>, including organizational patterns, to construct meaning from oral, print, and other media text</li> <li>• <b>Skims</b> to gather information</li> <li>• <b>Scans</b> to gather information</li> </ul>
Organize information and ideas using a variety of strategies and techniques 3.3.1	<ul style="list-style-type: none"> <li>• Uses <b>graphic organizers</b></li> <li>• <b>Chooses</b> appropriate graphic <b>organizer</b>, for the task (audience and purpose), from a selection, and explains choice</li> <li>• Explains information and ideas using the selected graphic organizer</li> <li>• <b>Chooses</b> appropriate <b>strategies</b> from a selection</li> </ul>

## ELA GRADE 6

**GO #3** Students will listen, speak, read, write, view and represent to plan and focus inquiry or research and interpret and analyze information and ideas, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Make notes on a topic, combining information from more than one source; reference sources appropriately 3.3.2	<ul style="list-style-type: none"> <li>• Selects and uses appropriate method to <b>record</b> information</li> <li>• <b>Cites references</b> using authors names in alphabetical order, titles, and publication dates</li> <li>• Begins to make effective notes from a <b>combination of source</b> materials (<b>identifying key ideas, deletes unimportant and/or repeated information, records supporting ideas and examples, questions contradictory information</b>)</li> </ul>
Evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information 3.3.3	<ul style="list-style-type: none"> <li>• Addresses information needs for task completion</li> <li>• Begins to evaluate the relevance of information and ideas using specific criteria (currency, reliability of information, and usefulness)</li> </ul>
Relate gathered information to prior knowledge to reach <b>conclusions</b> or develop points of view; set goals for <b>further inquiry</b> 3.3.4	<ul style="list-style-type: none"> <li>• Integrates new ideas and information to <b>develop point of view</b></li> <li>• <b>Substantiates conclusions</b> drawn from new understandings</li> <li>• Establishes <b>goals</b> for <b>further inquiry</b> or research process</li> </ul>

**GO #4** Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Generate ideas and develop a topic using a variety of 4.1.1	<ul style="list-style-type: none"> <li>• <b>Focuses</b> a topic by <b>integrating multiple ideas</b> from a variety of sources, for an oral, print, or other media text</li> </ul>
Use appropriate form (organizational structure, audience, purpose) to organize ideas and information 4.1.2	<ul style="list-style-type: none"> <li>• Begins to <b>adapt forms</b>, appropriate for a variety of audiences and purposes, to create oral, print, or media texts</li> <li>• Identifies an <b>audience</b> and sets a <b>purpose</b> when creating texts (oral, print, and other media), with guidance</li> <li>• <b>Applies</b> understanding of <b>organizational structures</b> when creating a variety of texts (oral, print, and other media)</li> <li>• <b>Organizes and reorganizes</b> the same information and ideas in a variety of forms and genres of texts</li> <li>• <b>Develops topic, concluding, and supporting sentences in paragraphs</b></li> </ul>
Create original texts (oral, print, and other media) 4.1.3	<ul style="list-style-type: none"> <li>• Creates original <b>narrative</b> texts (oral, print, and other media) applying familiar narrative forms</li> <li>• Applies understanding of <b>elements</b> of <b>narrative</b> texts when creating texts (oral, print, and other media) (<b>GR6: BME; rising action or events; cause and effect [problem and solution]; characters [main and minor]; setting; resolution; background information</b>)</li> <li>• Creates original <b>expository</b> texts (oral, print, and other media) applying familiar expository forms</li> <li>• Applies understanding of <b>elements</b> of <b>expository</b> texts when creating texts (oral, print, and other media) (<b>GR6: title; headings; content paragraphing: topic sentence, supporting details, concluding sentence, multiple paragraphs: main idea supporting details, conclusions; related vocabulary; logical organization; graphics; illustrations/captions; publication information; conclusion</b>)</li> <li>• Creates original <b>poetic</b> texts applying familiar poetic forms</li> <li>• Applies understanding of <b>elements</b> of <b>poetic</b> texts when creating texts (oral, print, and other media) (<b>GR6: decryption; rhyme; repetition; similes; alliteration; line breaks; white space</b>)</li> <li>• Creates texts using a computer</li> </ul>

## ELA GRADE 6

**GO #4** Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Use pre-established criteria to focus conversations about own and others' texts and representations 4.2.1 <i>*the criteria to guide the focused conversations is based on techniques, elements and/or content</i>	<ul style="list-style-type: none"> <li>• Participates in <b>development of criteria</b> to respond to own and others' draft texts and representations</li> <li>• <b>Uses criteria</b> when suggesting <b>revisions</b> to own and others' draft texts and representations</li> <li>• <b>Uses criteria</b> when asking for <b>feedback</b> about own and others' draft texts and representations</li> </ul>
Revise ideas and organization to match purpose and engage the audience 4.2.2	<ul style="list-style-type: none"> <li>• Clarifies and extends ideas by incorporating <b>supporting details</b></li> <li>• Chooses most <b>effective</b> sequence or organization of ideas and information to meet <b>intended purposes and engage audience</b></li> <li>• <b>Revises</b> content to meet pre-established criteria using a <u>personal revision</u> process (add: incorporates supporting details)</li> <li>• <b>Revises</b> content to meet pre-established criteria using feedback from <b>conferencing</b> with others (with guidance)</li> </ul>
Write legibly, fluently, and efficiently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary 4.2.3	<ul style="list-style-type: none"> <li>• Writes legibly, fluently, and efficiently</li> <li>• Develops proficiency with keyboarding and word processing when composing, revising, formatting, and publishing text (add: uses titles and headers, incorporate graphics, uses borders, shades appropriately, uses style for emphasis)</li> <li>• Develops an expanding repertoire of vocabulary associated with keyboarding and word processing</li> </ul>
Experiment with language to create desired effect in oral, print, and other media text 4.2.4 <i>*The distinction between grade levels is the sophistication of vocabulary</i>	<ul style="list-style-type: none"> <li>• Chooses <b>descriptive and figurative</b> language in personal representations to create desired effect</li> <li>• Uses <b>new and accurate vocabulary</b> in personal representations (related to personal interests or topics of study)</li> <li>• Uses varied sentence lengths and structures including: simple, compound, complex</li> <li>• Uses a <b>voice</b> that is individual, expressive, and engaging with an awareness of and respect for the audience and intended purpose (in oral, print, and other media text) (add: uses writing/phrase/expressions that portray character's personality, takes risk to include personal details that reveal the author, shows strong commitment to the topic)</li> </ul>
Use an editing process to enhance communication 4.3.1	<ul style="list-style-type: none"> <li>• Uses an <u>editing process</u>, with guidance (add: to use appropriate verb tense [past, present, future], check for correct subject-verb agreement)</li> <li>• Discusses the <b>function of the parts of speech</b> in a sentence (same as GR5)</li> </ul>
Apply spelling conventions to texts; participate in an editing process using a variety of strategies and resources 4.3.2	<ul style="list-style-type: none"> <li>• Spells <b>most</b> words <b>conventionally</b></li> <li>• <b>Applies</b> knowledge of <b>spelling generalizations, rules, and structural analysis</b> to spell familiar and unfamiliar words</li> <li>• Uses spelling <b>references</b></li> <li>• Uses spelling <b>strategies</b></li> <li>• Participates in an <b>editing process</b> to check spelling, with guidance</li> <li>• Uses spell check, dictionaries, or thesauri on the <b>computer</b></li> </ul>
Use an editing process to check for punctuation and capitalization 4.3.3	<ul style="list-style-type: none"> <li>• Applies rules of <b>capitalization</b> in personal representations</li> <li>• Applies rules for <b>punctuation</b> in personal representations (add: colons, semi-colons, dashes)</li> <li>• Participates in <b>editing process</b> to edit <b>punctuation</b> and <b>capitalization</b>, with guidance</li> <li>• <b>Edits</b> for punctuation and capitalization with <b>computer</b></li> </ul>

## ELA GRADE 6

**GO #4** Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Present and/or publish texts (oral, print, and media) 4.4.1	<ul style="list-style-type: none"> <li>• Experiments with techniques used to enhance presentation of texts (oral, print, and media) (<b>add: tone, mood and key ideas – emphasizing</b>)</li> <li>• Engages (attracts and sustains) the audience (<b>Required in GR6: asks questions; leaves time for questions or comments; draws attention to important information of facts; concludes with summary of main ideas, points, strong, statement, arguments</b>)</li> <li>• Experiments with media to enhance presentation of texts (oral, print, and media)</li> <li>• Evaluates the effectiveness of presentation of texts (oral, print, and media) on audience, with guidance</li> </ul>
<b>GO #5</b> Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.	
Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making 5.1.1	<ul style="list-style-type: none"> <li>• Follows pre-established group processes when collaborating with a peer to accomplish a task (<b>add: reaching consensus and agreeing to disagree</b>)</li> <li>• Selects appropriate roles for small / whole group task (s)</li> </ul>
Adjust listening, viewing, speaking behaviours according to the situation 5.1.2	<ul style="list-style-type: none"> <li>• Speaks and listens / views respectfully (<b>GR6: showing evidence of comprehension [participate in conversations, ask relevant questions, make connections, express opinions, ideas, concerns], responding to the speaker's gestures, responding to emotional aspects of the presentation</b>)</li> <li>• Adjusts language to fit the context (audience, purpose, and situation)</li> <li>• Discusses differences in language use in a variety of school and community contexts</li> </ul>
Assess own contributions to group processes, set personal goals for enhancing work with others, and monitor group process 5.1.3 <i>*the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections</i>	<ul style="list-style-type: none"> <li>• Participates in the <b>development of the criteria</b> to evaluate group processes</li> <li>• Assesses the <b>effectiveness</b> of the group processes using the set criteria</li> <li>• Reflects on personal behaviours and learning style</li> <li>• Reflects on personal behaviours that contribute to group success to set personal and/or group goals</li> <li>• Applies peer and/or group feedback about group processes</li> </ul>
Compare personal ways of responding and thinking with those of others 5.2.1	<ul style="list-style-type: none"> <li>• Recognizes differing perspectives of common experiences</li> <li>• Offers constructive feedback</li> <li>• Begins to paraphrase others' ideas</li> </ul>
Develop and opinion about diversity 5.2.2	<ul style="list-style-type: none"> <li>• Shows respect of others' talents, strengths, interests, feelings and ideas to strengthen the community</li> <li>• Expresses and explores own identity through talents, strengths, feelings and ideas</li> <li>• Develops an opinion about diversity</li> <li>• Begins to discuss issues related to or barriers blocking the acceptance or the honouring of diversity</li> </ul>
Explain how context influences the selection of language and form 5.2.3	<ul style="list-style-type: none"> <li>• Explains how the context influences the selection of appropriate language and form to honour and celebrate others</li> <li>• Selects and uses appropriate language and form to celebrate others, special events, or accomplishments</li> <li>• Begins to recognize the value of own contribution to many communities</li> </ul>

## MATH GRADE 6

### Strand: Number

#### General Outcome: Develop number sense

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
1. Demonstrate an understanding of place value for numbers: <ul style="list-style-type: none"> <li>• greater than one million</li> <li>• less than one thousandth.</li> </ul> [C, CN, R, T]	<ul style="list-style-type: none"> <li>• Explain how the pattern of the place value system, e.g., the repetition of ones, tens and hundreds, makes it possible to read and write numerals for numbers of any magnitude.</li> <li>• Provide examples of where large numbers and small decimals are used, e.g., media, science, medicine, technology.</li> </ul>
2. Solve problems involving large numbers, using technology. [ME, PS, T]	<ul style="list-style-type: none"> <li>• Identify which operation is necessary to solve a given problem and solve it.</li> <li>• Determine the reasonableness of an answer.</li> <li>• Estimate the solution and solve a given problem.</li> </ul>
3. Demonstrate an understanding of factors and multiples by: <ul style="list-style-type: none"> <li>• determining multiples and factors of numbers less than 100</li> <li>• identifying prime and composite numbers</li> <li>• solving problems involving multiples.</li> </ul> [PS, R, V]	<ul style="list-style-type: none"> <li>• Identify multiples for a given number and explain the strategy used to identify them.</li> <li>• Determine all the whole number factors of a given number using arrays.</li> <li>• Identify the factors for a given number and explain the strategy used, e.g., concrete or visual representations, repeated division by prime numbers or factor trees.</li> <li>• Provide an example of a prime number and explain why it is a prime number.</li> <li>• Provide an example of a composite number and explain why it is a composite number.</li> <li>• Sort a given set of numbers as prime and composite.</li> <li>• Solve a given problem involving factors or multiples.</li> <li>• Explain why 0 and 1 are neither prime nor composite.</li> </ul>
4. Relate improper fractions to mixed numbers. [CN, ME, R, V]	<ul style="list-style-type: none"> <li>• Demonstrate using models that a given improper fraction represents a number greater than 1.</li> <li>• Express improper fractions as mixed numbers.</li> <li>• Expressed mixed numbers as improper fractions.</li> <li>• Place a given set of fractions, including mixed numbers and improper fractions, on a number line and explain strategies used to determine position.</li> </ul>
5. Demonstrate an understanding of ratio, concretely, pictorially and symbolically. [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li>• Provide a concrete or pictorial representation for a given ratio.</li> <li>• Write a ratio from a given concrete or pictorial representation.</li> <li>• Express a given ratio in multiple forms, such as 3:5, <math>\frac{3}{5}</math>, or 3 to 5.</li> <li>• Identify and describe ratios from real-life contexts and record them symbolically.</li> <li>• Explain the part/whole and part/part ratios of a set, e.g., for a group of 3 girls and 5 boys, explain the ratios 3:5, 3:8 and 5:8.</li> <li>• Solve a given problem involving ratio.</li> </ul>
6. Demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially and symbolically. [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li>• Explain that “percent” means “out of 100.”</li> <li>• Explain that percent is a ratio out of 100.</li> <li>• Use concrete materials and pictorial representations to illustrate a given percent.</li> <li>• Record the percent displayed in a given concrete or pictorial representation.</li> <li>• Express a given percent as a fraction and a decimal.</li> <li>• Identify and describe percents from real-life contexts, and record them symbolically.</li> <li>• Solve a given problem involving percents.</li> </ul>

## MATH GRADE 6

### Strand: Number

**General Outcome:** Develop number sense

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
7. Demonstrate an understanding of integers, concretely, pictorially and symbolically. [C, CN, R, V]	<ul style="list-style-type: none"> <li>• Extend a given number line by adding numbers less than zero and explain the pattern on each side of zero.</li> <li>• Place given integers on a number line and explain how integers are ordered.</li> <li>• Describe contexts in which integers are used, e.g., on a thermometer.</li> <li>• Compare two integers, represent their relationship using the symbols <math>&lt;</math>, <math>&gt;</math> and <math>=</math>, and verify using a number line.</li> <li>• Order given integers in ascending or descending order.</li> </ul>
8. Demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors). [C, CN, ME, PS, R, V]	<ul style="list-style-type: none"> <li>• Place the decimal point in a product using front-end estimation, e.g., for <math>15.205 \text{ m} \times 4</math>, think <math>15 \text{ m} \times 4</math>, so the product is greater than 60 m.</li> <li>• Place the decimal point in a quotient using front-end estimation, e.g., for <math>\\$26.83 \div 4</math>, think <math>\\$24 \div 4</math>, so the quotient is greater than \$6.</li> <li>• Correct errors of decimal point placement in a given product or quotient without using paper and pencil.</li> <li>• Predict products and quotients of decimals using estimation strategies.</li> <li>• Solve a given problem that involves multiplication and division of decimals using multipliers from 0 to 9 and divisors from 1 to 9.</li> </ul>
9. Explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers). [CN, ME, PS, T]	<ul style="list-style-type: none"> <li>• Demonstrate and explain with examples why there is a need to have a standardized order of operations.</li> <li>• Apply the order of operations to solve multi-step problems with or without technology, e.g., computer, calculator.</li> </ul>
<b>Strand: Patterns and Relations (Patterns)</b>	
<b>General Outcome:</b> Use patterns to describe the world and solve problems.	
1. Demonstrate an understanding of the relationships within tables of values to solve problems. [C, CN, PS, R]	<ul style="list-style-type: none"> <li>• Generate values in one column of a table of values, given values in the other column and a pattern rule.</li> <li>• State, using mathematical language, the relationship in a given table of values.</li> <li>• Create a concrete or pictorial representation of the relationship shown in a table of values.</li> <li>• Predict the value of an unknown term using the relationship in a table of values and verify the prediction.</li> <li>• Formulate a rule to describe the relationship between two columns of numbers in a table of values.</li> <li>• Identify missing elements in a given table of values.</li> <li>• Identify errors in a given table of values.</li> <li>• Describe the pattern within each column of a given table of values.</li> <li>• Create a table of values to record and reveal a pattern to solve a given problem.</li> </ul>
2. Represent and describe patterns and relationships using graphs and tables. [C, CN, ME, PS, R, V]	<ul style="list-style-type: none"> <li>• Translate a pattern to a table of values and graph the table of values (limit to linear graphs with discrete elements).</li> <li>• Create a table of values from a given pattern or a given graph.</li> <li>• Describe, using everyday language, orally or in writing, the relationship shown on a graph.</li> </ul>

## MATH GRADE 6

### Strand: Number

#### General Outcome: Patterns and Relations (Variables and Equations)

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
3. Represent generalizations arising from number relationships using equations with letter variables. [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li>• Write and explain the formula for finding the perimeter of any given rectangle.</li> <li>• Write and explain the formula for finding the area of any given rectangle.</li> <li>• Develop and justify equations using letter variables that illustrate the commutative property of addition and multiplication, e.g., <math>a + b = b + a</math>; or <math>a \times b = b \times a</math>.</li> <li>• Describe the relationship in a given table using a mathematical expression.</li> <li>• Represent a pattern rule using a simple mathematical expression, such as <math>4d</math> or <math>2n + 1</math>.</li> </ul>
4. Demonstrate and explain the meaning of preservation of equality concretely, pictorially and symbolically. [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li>• Model the preservation of equality for addition using concrete materials, such as a balance or using pictorial representations and orally explain the process.</li> <li>• Model the preservation of equality for subtraction using concrete materials, such as a balance or using pictorial representations and orally explain the process.</li> <li>• Model the preservation of equality for multiplication using concrete materials, such as a balance or using pictorial representations and orally explain the process.</li> <li>• Model the preservation of equality for division using concrete materials, such as a balance or using pictorial representations and orally explain the process.</li> <li>• Write equivalent forms of a given equation by applying the preservation of equality and verify using concrete materials, e.g., <math>3b = 12</math> is the same as <math>3b + 5 = 12 + 5</math> or <math>2r = 7</math> is the same as <math>3(2r) = 3(7)</math>.</li> </ul>

### Strand: Shape and Space (Measurement)

#### General Outcome: Use direct or indirect measurement to solve problems.

1. Demonstrate an understanding of angles by: <ul style="list-style-type: none"> <li>• identifying examples of angles in the environment classifying angles according to their measure</li> <li>• estimating the measure of angles using <math>45^\circ</math>, <math>90^\circ</math> and <math>180^\circ</math> as reference angles</li> <li>• determining angle measures in degrees</li> <li>• drawing and labelling angles when the measure is specified.</li> </ul> [C, CN, ME, V]	<ul style="list-style-type: none"> <li>• Provide examples of angles found in the environment.</li> <li>• Classify a given set of angles according to their measure, e.g., acute, right, obtuse, straight, reflex.</li> <li>• Sketch <math>45^\circ</math>, <math>90^\circ</math> and <math>180^\circ</math> angles without the use of a protractor, and describe the relationship among them.</li> <li>• Estimate the measure of an angle using <math>45^\circ</math>, <math>90^\circ</math> and <math>180^\circ</math> as reference angles.</li> <li>• Measure, using a protractor, given angles in various orientations.</li> <li>• Draw and label a specified angle in various orientations using a protractor.</li> <li>• Describe the measure of an angle as the measure of rotation of one of its sides.</li> <li>• Describe the measure of angles as the measure of an interior angle of a polygon.</li> </ul>
2. Demonstrate that the sum of interior angles is: <ul style="list-style-type: none"> <li>• <math>180^\circ</math> in a triangle</li> <li>• <math>360^\circ</math> in a quadrilateral. [C, R]</li> </ul>	<ul style="list-style-type: none"> <li>• Explain, using models, that the sum of the interior angles of a triangle is the same for all triangles.</li> <li>• Explain, using models, that the sum of the interior angles of a quadrilateral is the same for all quadrilaterals</li> </ul>
3. Develop and apply a formula for determining the: <ul style="list-style-type: none"> <li>• perimeter of polygons</li> <li>• area of rectangles</li> <li>• volume of right rectangular prisms.</li> </ul> [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li>• Explain, using models, how the perimeter of any polygon can be determined.</li> <li>• Generalize a rule (formula) for determining the perimeter of polygons, including rectangles and squares.</li> <li>• Explain, using models, how the area of any rectangle can be determined.</li> <li>• Generalize a rule (formula) for determining the area of rectangles.</li> <li>• Explain, using models, how the volume of any right rectangular prism can be determined.</li> <li>• Generalize a rule (formula) for determining volume of right rectangular prisms.</li> <li>• Solve a given problem involving the perimeter of polygons, the area of rectangles and/or the volume of right rectangular prisms.</li> </ul>

## MATH GRADE 6

### Strand: Shape and Space (3-D Objects and 2-D Shapes)

**General Outcome:** Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
4. Construct and compare triangles, including: <ul style="list-style-type: none"> <li>• scalene</li> <li>• isosceles</li> <li>• equilateral</li> <li>• right</li> <li>• obtuse</li> <li>• acute</li> </ul> in different orientations. [C, PS, R, V]	<ul style="list-style-type: none"> <li>• Sort a given set of triangles according to the length of the sides.</li> <li>• Sort a given set of triangles according to the measures of the interior angles.</li> <li>• Identify the characteristics of a given set of triangles according to their sides and/or their interior angles.</li> <li>• Sort a given set of triangles and explain the sorting rule.</li> <li>• Draw a specified triangle, e.g., scalene.</li> <li>• Replicate a given triangle in a different orientation and show that the two are congruent.</li> </ul>
5. Describe and compare the sides and angles of regular and irregular polygons. [C, PS, R, V]	<ul style="list-style-type: none"> <li>• Sort a given set of 2-D shapes into polygons and non-polygons, and explain the sorting rule.</li> <li>• Demonstrate congruence (sides to sides and angles to angles) in a regular polygon by superimposing.</li> <li>• Demonstrate congruence (sides to sides and angles to angles) in a regular polygon by measuring.</li> <li>• Demonstrate that the sides of a regular polygon are of the same length and that the angles of a regular polygon are of the same measure.</li> <li>• Sort a given set of polygons as regular or irregular and justify the sorting.</li> <li>• Identify and describe regular and irregular polygons in the environment.</li> </ul>
<b>Strand: Shape and Space (Transformations)</b> <b>General Outcome:</b> Describe and analyze position and motion of objects and shapes.	
6. Perform a combination of translation(s), rotation(s) and/or reflection(s) on a single 2-D shape, with and without technology, and draw and describe the image. [C, CN, PS, T, V]	<ul style="list-style-type: none"> <li>• Demonstrate that a 2-D shape and its transformation image are congruent.</li> <li>• Model a given set of successive translations, successive rotations or successive reflections of a 2-D shape.</li> <li>• Model a given combination of two different types of transformations of a 2-D shape.</li> <li>• Draw and describe a 2-D shape and its image, given a combination of transformations.</li> <li>• Describe the transformations performed on a 2-D shape to produce a given image.</li> <li>• Model a given set of successive transformations (translation, rotation and/or reflection) of a 2-D shape.</li> <li>• Perform and record one or more transformations of a 2-D shape that will result in a given image.</li> </ul>
7. Perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations. [C, CN, T, V]	<ul style="list-style-type: none"> <li>• Analyze a given design created by transforming one or more 2-D shapes, and identify the original shape and the transformations used to create the design.</li> <li>• Create a design using one or more 2-D shapes and describe the transformations used.</li> </ul>
8. Identify and plot points in the first quadrant of a Cartesian plane using whole number ordered pairs. [C, CN, V]	<ul style="list-style-type: none"> <li>• Label the axes of the first quadrant of a Cartesian plane and identify the origin.</li> <li>• Plot a point in the first quadrant of a Cartesian plane given its ordered pair.</li> <li>• Match points in the first quadrant of a Cartesian plane with their corresponding ordered pair.</li> <li>• Plot points in the first quadrant of a Cartesian plane with intervals of 1, 2, 5 or 10 on its axes, given whole number ordered pairs.</li> </ul>

## MATH GRADE 6

### Strand: Shape and Space (Transformations)

**General Outcome:** Describe and analyze position and motion of objects and shapes

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
(Continued)	<ul style="list-style-type: none"> <li>• Draw shapes or designs, given ordered pairs in the first quadrant of a Cartesian plane.</li> <li>• Determine the distance between points along horizontal and vertical lines in the first quadrant of a Cartesian plane.</li> <li>• Draw shapes or designs in the first quadrant of a Cartesian plane and identify the points used to produce them.</li> </ul>
9. Perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole number vertices). [C, CN, PS, T, V]	<ul style="list-style-type: none"> <li>• Identify the coordinates of the vertices of a given 2-D shape (limited to the first quadrant of a Cartesian plane).</li> <li>• Perform a transformation on a given 2-D shape and identify the coordinates of the vertices of the image (limited to the first quadrant).</li> <li>• Describe the positional change of the vertices of a given 2-D shape to the corresponding vertices of its image as a result of a transformation (limited to first quadrant).</li> </ul>

### Strand: Statistics and Probability (Data Analysis)

**General Outcome: Collect, display and analyze data to solve problems**

1. Create, label and interpret line graphs to draw conclusions. [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li>• Determine the common attributes (title, axes and intervals) of line graphs by comparing a given set of line graphs.</li> <li>• Determine whether a given set of data can be represented by a line graph (continuous data) or a series of points (discrete data) and explain why.</li> <li>• Create a line graph from a given table of values or set of data.</li> <li>• Interpret a given line graph to draw conclusions.</li> </ul>
2. Select, justify and use appropriate methods of collecting data, including: <ul style="list-style-type: none"> <li>• questionnaires</li> <li>• experiments</li> <li>• databases</li> <li>• electronic media.</li> </ul> [C, PS, T]	<ul style="list-style-type: none"> <li>• Select a method for collecting data to answer a given question and justify the choice.</li> <li>• Design and administer a questionnaire for collecting data to answer a given question, and record the results.</li> <li>• Answer a given question by performing an experiment, recording the results and drawing a conclusion.</li> <li>• Explain when it is appropriate to use a database as a source of data.</li> <li>• Gather data for a given question by using electronic media including selecting data from databases.</li> </ul>
3. Graph collected data and analyze the graph to solve problems. [C, CN, PS]	<ul style="list-style-type: none"> <li>• Determine an appropriate type of graph for displaying a set of collected data and justify the choice of graph.</li> <li>• Solve a given problem by graphing data and interpreting the resulting graph.</li> </ul>

## MATH GRADE 6

**Strand:** Statistics and Probability (Chance and Uncertainty)

**General Outcome:** Collect, display and analyze data to solve problems

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
4. Demonstrate an understanding of probability by: <ul style="list-style-type: none"> <li>• identifying all possible outcomes of a probability experiment differentiating between experimental and theoretical probability</li> <li>• determining the theoretical probability of outcomes in a probability experiment</li> <li>• determining the experimental probability of outcomes in a probability experiment</li> <li>• comparing experimental results with the theoretical probability for an experiment.</li> </ul> [C, ME, PS, T]	<ul style="list-style-type: none"> <li>• List the possible outcomes of a probability experiment, such as:               <ul style="list-style-type: none"> <li>○ tossing a coin</li> <li>○ rolling a die with a given number of sides</li> <li>○ spinning a spinner with a given number of sectors.</li> </ul> </li> <li>• Determine the theoretical probability of an outcome occurring for a given probability experiment.</li> <li>• Predict the probability of a given outcome occurring for a given probability experiment by using theoretical probability.</li> <li>• Conduct a probability experiment, with or without technology, and compare the experimental results to the theoretical probability.</li> <li>• Explain that as the number of trials in a probability experiment increases, the experimental probability approaches theoretical probability of a particular outcome.</li> <li>• Distinguish between theoretical probability and experimental probability, and explain the differences.</li> </ul>

## SCIENCE GRADE 6

### LIFE SYSTEMS: Diversity of Living Things

**BIG IDEA:** Organisms can be classified according to their unique characteristics.

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate an understanding of ways in which classification systems are used to understand the diversity of living things and the interrelationships among living things	<ul style="list-style-type: none"> <li>• Explain why formal classification systems are usually based on structural character (e.g., type of skeleton, circulatory system, reproductive system) rather than on physical appearance or behavioural characteristics</li> <li>• Recognize that the essential difference between cold and warm-blooded animals lies in different means of regulating body temperature</li> <li>• Identify and describe the characteristics of vertebrates, and use these characteristics to classify vertebrates as mammals, birds, amphibians, reptiles, and fish (the five main classes)</li> <li>• Identify and describe the characteristics of invertebrates, and classify invertebrates into phyla (e.g., sponges, worms, mollusks, arthropods)</li> <li>• Compare the characteristics of vertebrates and invertebrates</li> <li>• Compare the characteristics of different kinds of arthropods (crustaceans such as clams, and, snails; insects such as butterflies, mosquitoes, and, bees)</li> <li>• Describe microscopic living things using appropriate tools (hand lens) to assist them with their observations of pond life</li> <li>• Describe ways in which microorganisms, like larger creatures meet their basic needs (water, air, energy).</li> </ul>
SKILLS OUTCOMES	
Investigate classification systems and some of the processes of life common to all animals (e.g., growth, energy, reproduction, movement, response, and adaptation)	<ul style="list-style-type: none"> <li>• Formulate questions about and identify the needs of different types of animals and explore possible answers to these questions and ways of meeting these needs (e.g., design an experiment to show whether certain insects, such as stick bugs, will grow larger if given large quantities of food)</li> <li>• Plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure fair testing and identifying criteria for assessing key solutions</li> <li>• Use appropriate vocabulary, including correct science and technology terms, in describing their investigations and observations (e.g., use terms such as organism, species, structure, and kingdom/phyla in describing classification of animals)</li> <li>• Compile data gathered through investigation in order to record and present results, using charts, tables and labeled graphs produced by hand or with a computer (e.g., make an inventory of animals found in a specific location)</li> <li>• Communicate the procedures and results of investigations for specific purposes and to specific audiences, using electronic media, oral presentations, written notes and descriptions, charts, graphs, and drawings (e.g., create a clearly labeled chart of organisms observed and identified during a pond study).</li> </ul>
RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL	
Describe ways in which classification systems can be used in everyday life.	<ul style="list-style-type: none"> <li>• Identify various kinds of classification systems, from a variety of sources, that are based on specific criteria and used to organize information (e.g., in a telephone system, numbers are classified according to country code, area code, telephone number, extension number)</li> <li>• Identify inherited characteristics (e.g., eye colour, hair colour) and learned or behavioural characteristics (e.g., habits of cleanliness)</li> <li>• Explain why characteristics related to physical appearance (e.g., size, shape, colour, texture) or behaviour are not suitable attributes for classifying living things</li> <li>•</li> </ul>

## SCIENCE GRADE 6

### Life Systems: Diversity of Living Things

**BIG IDEA:** Organisms can be classified according to their unique characteristics.

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> <li>• Identify various kinds of plants and animal organism in a given plot using biological classification keys (e.g., organisms observed in a lake, pond or river, plants and animals found in or around the community)</li> <li>• Describe specific characteristics or adaptations that enable each group of vertebrates to live in its particular habitat (e.g., fish in lakes, birds in trees, moose around swamps) and explain the importance of maintaining that habitat for the survival of the species</li> <li>• Explain how fossils provide evidence of changes in animals over geological time</li> <li>• Compare similarities and differences between fossils and animals of the present.</li> </ul>

### **MATTER AND MATERIALS:** Properties of Air and Characteristics of Flight

**Big Ideas:** Air is a fluid and behaves according to Bernoulli's Principle.

Demonstrate an understanding of the properties of air (e.g., air and other gases have mass, are compressible, and have an undefined volume) and explain how these can be applied to the principles of flight	<ul style="list-style-type: none"> <li>• Recognize that gravity does not depend on the presence of air</li> <li>• Demonstrate understanding that gases expand to fill a space</li> <li>• Demonstrate that air expands when heated (e.g., heat a garbage bag or dry cleaning bag partially filled with air using the heat from a blow dryer to heat the surface of the bag)</li> <li>• Demonstrate and explain how the shape of a surface over which air flows affects the role of lift (Bernoulli's Principle) in overcoming gravity (e.g., changing the shape or angle of an airplane's wings affects the air flow over it)</li> <li>• Demonstrate and describe methods used to increase lift or alter drag in flying devices (e.g., flaps on a aircraft's wings, wing slope, control surfaces, fuselage, tail, curvature of the wing)</li> <li>• Explain the importance of minimizing the mass of an object when designing devices to overcome the forces of earth's gravity</li> <li>• Describe and demonstrate methods, which affect the lift of a wing (e.g., slats, flaps, spoilers)</li> <li>• Describe the sources of propulsion for flying devices (e.g., moving air, propellers, combustion of fuel in jet engines and rockets)</li> <li>• Describe how unbalanced forces are used to steer airplanes and spacecraft (e.g., ailerons, elevators, rudder control an aircraft and rocket maneuvering thrusters maneuver a space craft).</li> </ul>
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### **SKILLS OUTCOMES**

Investigate the principles of flight and determine the effect of the properties of air on materials when designing and constructing flying devices	<ul style="list-style-type: none"> <li>• Design, construct and test a structure that can fly (e.g., a kite, a paper airplane, a hot air balloon)</li> <li>• Design and create a device that uses pneumatic power to move another object (e.g., balloon rocket)</li> <li>• Formulate questions about and identify needs and problems related to the properties of air and characteristics of flight and explore possible answers and solutions (e.g., investigate whether the shape of a plane affects its ability to fly)</li> </ul>
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## SCIENCE GRADE 6

### MATTER AND MATERIALS: Properties of Air and Characteristics of Flight

**BIG IDEA:** Air is a fluid and behaves according to Bernoulli's Principle.

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> <li>• Plan investigations from some of these answers and solutions, identifying variables that need to be held constant to ensure fair test and identifying criteria for assessing solutions</li> <li>• Use appropriate vocabulary, including correct science and technology terms, to communicate ideas, procedures, and results (e.g., use terms such as lift, thrust, drag, gravity, angle of attack, streamline, and aerodynamics when discussing flight)</li> <li>• Compile data gathered through investigation in order to record and present results, using tally charts, tables, labeled graphs, and simple scatter plots produced by hand or computer (e.g., record the flight distances of different styles of paper airplanes, and present their findings in a graph)</li> <li>• Communicate the procedures and results of investigations for specific purposes and to specific audiences, using electronic media, written notes and descriptions, charts, graphs, drawings and oral presentations (e.g., hold an invention convention where each student or group prepares a device that is capable of flight).</li> </ul>
<b>RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL</b>	
Identify design features (of products or structures) that make use of the properties of air, and give examples of technological innovations that have helped inventors to create or improve flying devices.	<ul style="list-style-type: none"> <li>• Identify devices that involve the application of Bernoulli's principle (e.g., paint sprayer, carburetor, aircraft wing)</li> <li>• Describe how the properties of air, such as its compressibility and insulating quality, are used in common products (e.g., automobile tires, double-glazed glass, down filled sleeping bags, fire extinguishers, traditional clothing/fur/hides down)</li> <li>• Describe and justify the differences in design between various types of flying devices (e.g., airplane versus helicopter, spacecraft versus hot-air balloon)</li> <li>• Identify characteristics and adaptations that enable birds and insects to fly</li> <li>• Compare living things to identify the different features that allow them to be transported by wind (e.g., spores, pollen, seeds)</li> <li>• Describe milestones in the history of air and space travel</li> <li>• Investigate and describe the impact flight and bush pilots have had on the development of Northern Canada</li> <li>• Compare the different special features of different air transportation methods that enable those methods to meet different needs (e.g., small planes, turboprop/jet engines, passenger/cargo planes)</li> <li>• Describe safe practices that ensure their safety and that of other during investigations into flight (e.g., safe practices at an airport or when using model planes).</li> </ul>
<b>ENERGY AND CONTROL: Electricity</b>	
<b>BIG IDEA:</b> Electrical energy can be transformed into other forms of energy.	
Demonstrate understanding that electrical energy can be transformed into other forms of energy, such as heat, light, sound and mechanical energy	<ul style="list-style-type: none"> <li>• Investigate ways in which electrical energy can be transformed into other forms of energy (e.g., light, heat, and sound)</li> <li>• Compare the conductivity of a variety of solids and liquids</li> <li>• Identify, through experimentation, ways in which chemical energy can be transformed into electrical energy (e.g., build a circuit using a lemon or a potato clock kit)</li> <li>• Compare the characteristics of current and static electricity</li> <li>• Describe the relationship between electricity and magnetism in an electromagnetic device</li> </ul>

## SCIENCE GRADE 6

### ENERGY AND CONTROL: Electricity

#### BIG IDEA: Electrical energy can be transformed into other forms of energy

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> <li>• Identify, through observation, the effects of using different types of core materials in building an electromagnet</li> <li>• Identify different types of switches that are used to control electrical devices (e.g., contact, tilt switches, mercury thermostat switches) and explain the key differences among them (e.g., differences in design use).</li> </ul>
SKILLS OUTCOMES	
Design and construct a variety of electrical circuits and investigate ways in which electrical energy is transformed into other forms of energy	<ul style="list-style-type: none"> <li>• Formulate questions about and identify needs and problems related to the properties and uses of electrical energy and explore possible answers and solutions (e.g., compare some sources of electrical energy used in the past, such as coal, wood, and seal oil, with sources of today, such as uranium, oil, gas, wind turbine and moving water, and evaluate the advantages and disadvantages of each</li> <li>• Plan investigations for some of these answers and solutions, identify variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions</li> <li>• Use appropriate vocabulary, including correct science and technology terms, in describing their investigations and observations (e.g., use terms such as current, battery, circuit, conductor, insulator; polarity, positive (plus) and negative (minus) charges for electrically charged materials; north pole and south pole for magnetic materials)</li> <li>• Compile data gathered through investigation in order to record and present results using tally charts, tables, labeled graphs and scatter plots produced by hand or with a computer (e.g., record in a journal all daily uses of electrical energy for a week, classify the various uses, and present the findings using tables and graphs)</li> <li>• Communicate the procedures and results of investigations for specific purposes and to specific audiences, using electronic media, oral presentations, written notes and descriptions, drawings, and charts (e.g., draw a diagram of an electrical circuit using appropriate symbols; create a brochure outlining safe and unsafe uses of electricity; create a table showing different factors that could lead to a decrease in consumption of electrical energy in the home and at school)</li> <li>• Design and build electrical circuits (e.g., series circuits and parallel circuits) and describe the function of their component parts (e.g., switches, power source)</li> <li>• Build and test an electrical circuit that performs a useful function, and draw a diagram of it using appropriate electrical symbols</li> <li>• Construct series circuits and parallel circuits to control a device, and compare their characteristics</li> <li>• Design and construct an electrical system that operates a device in a controlled way (e.g., a switch provides a controlled input and lamps, buzzers or motors produce an output).</li> </ul>
RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL	
Identify uses of electricity in the home and community and evaluate the impact of these uses on both our quality of life and the environment.	<ul style="list-style-type: none"> <li>• Describe the electrical conversions in everyday devices to systems (e.g., electrical energy to heat energy in a toaster; electrical energy to mechanical energy in an electric mixer or drill)</li> <li>• Identify the different ways electricity is produced (e.g., by batteries using chemical energy; by dams using water; by generating station using diesel engines) and</li> </ul>

## SCIENCE GRADE 6

### ENERGY AND CONTROL: Electricity

#### BIG IDEA: Electrical energy can be transformed into other forms of energy

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> <li>• evaluate the effect of different production methods on natural resources and living things in the environment</li> <li>• Describe conditions that could affect the consumption of electrical energy in the home and at school (e.g., seasonal variations in heat and light requirements; number of people in a house)</li> <li>• Identify devices that use electricity to send signals (e.g., televisions, telephones, radios, satellite phones, computers, am/fm, and communication radios)</li> <li>• Describe how electricity was discovered and harnessed for use (e.g., name some inventions) and discuss whether we are more or less dependent on electricity than people in the past</li> <li>• Develop a plan for reducing electricity consumption at home or at school and assess how this change could affect the economy (e.g., jobs) and our use of natural resources</li> <li>• Compare using tables and charts the cost of electricity in various NWT communities and their mode of generating electricity (e.g., Diesel at 35 cents kw/hr vs. hydro at 8 cents a kw/hr).</li> </ul>

### STRUCTURES AND MECHANISMS: Motion

#### BIG IDEA: Different kinds of motion can be used in machines to transfer energy and do work.

Demonstrate an understanding of different kinds of motion (linear, rotational, reciprocating, oscillating)	<ul style="list-style-type: none"> <li>• Describe, using their observations, ways in which mechanical devices and systems produce a linear output from a rotary use input (e.g., screw, crank and slider, rack and pinion, cam and cam follower)</li> <li>• Describe, using their observations, the purposes or uses of three classes of simple levers (e.g., seesaw/first class, wheelbarrow/second class, tongs/third class)</li> <li>• Demonstrate an understanding of how linkages (systems of levers) transmit motion and force (e.g., by means of a fixed pivot, a moving pivot, and/or a fulcrum)</li> <li>• Demonstrate awareness that a moving mass has kinetic energy that can be transferred to a stationary object (e.g., a car hitting a parked car will cause the parked car to move)</li> <li>• Demonstrate awareness that friction (e.g., rubbing hands together/moving parts in a machine create heat due to friction) transforms kinetic energy into heat energy</li> <li>• Investigate ways of reducing friction (e.g., use a ball bearing, lubricants/special surfaces) so that an object can be moved more easily.</li> </ul>
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### SKILLS OUTCOMES

Design and make mechanical devices, and investigate how mechanisms change one type of motion into another and transfer energy from one form to another	<ul style="list-style-type: none"> <li>• Design and make mechanical devices that change the direction and speed of an input to produce a desired output and that perform a useful function (e.g., a clothesline, simple piston pump)</li> <li>• Formulate questions about and identify needs and problems related to structures and mechanisms in the environment, and explore possible answers and solutions (e.g., describe how a system, such as a simple plumbing system, could be modified to meet different needs)</li> <li>• Plan investigations for some of these variables that need to be held constant to ensure a fair test and identify criteria for assessment solutions</li> <li>• Use appropriate vocabulary, including correct science and technology terms in describing their investigation and observations (e.g., such as fulcrum, pivot, rack and pinion, belt, lubricant, friction)</li> </ul>
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## SCIENCE GRADE 6

### STRUCTURES AND MECHANISMS: Motion

**BIG IDEA:** Different kinds of motion can be used in machines to transfer energy and do work.

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> <li>• Compile data gathered through investigation in order to record and present results, using tally charts, tables labeled graphs, and simpler scatter plots produced by hand or with a computer (e.g., measure and record the motion of moving objects; manipulate forces on computerized simulations of data collected from a moving object)</li> <li>• Communicate the procedures and results of investigations for specific purposes and to specific audiences, using electronic media, written notes and descriptions, charts, drawings, and oral presentations (e.g., describe how a product was created from the first idea to the final model; produce a set of instructions to control the sequence of movements of a simple mechanical device such as a window opener).</li> </ul>

### RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL

Identify modifications to improve the design and method of production of systems that have mechanisms that move in different ways.	<ul style="list-style-type: none"> <li>• Make use of the physical and aesthetic properties of natural and manufactured materials when designing a product;</li> <li>• Show awareness of the effect on a design of the unavailability of specific materials (e.g., the design of a pair of scissors may need to change if only plastic is available instead of metal)</li> <li>• Write a plan outlining the different materials and processes involved in producing a product (e.g., resources, equipment, marketing)</li> <li>• Identify various criteria for selecting a product (e.g., safety, reliability, durability)</li> <li>• Describe modifications that could improve the action of a variety of devices in the home (e.g., can-opener, nutcracker, clothesline on pulleys)</li> <li>• Show an understanding of the impact of moving mechanisms (e.g., truck, trains, planes, snowmobiles, ATV's) on the environment and on living things (e.g., loss of natural habitat; pollution)</li> <li>• Compare qualitatively the efforts required to move a load a given distance using different devices and systems</li> <li>• Describe how different devices and systems have been used by different cultures to meet similar needs (e.g., irrigation systems for farms, temporary shelters, bicycles, wagons and carts).</li> </ul>
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### EARTH AND SPACE SYSTEMS: Space

**Big Idea:** Technology has enhanced our understanding of space and the interactions of heavenly bodies.

Demonstrate an understanding of the patterns of change between heavenly bodies inside and outside the solar system as observed from Earth (e.g., solar and lunar eclipses, tides, phases of the moon, position of the constellations) and of the physical characteristics of the different components of the solar system	<ul style="list-style-type: none"> <li>• Describe the physical characteristics of components of the solar system, the sun, planets, natural satellites, comets, asteroids, and meteoroids (e.g., relative size, surface, colour and temperature)</li> <li>• Identify the bodies in space that emit light (stars) and those that reflect light (e.g., planets, moons, comets)</li> <li>• Describe, using models or simulations, the features of the moon's surface (e.g., craters, Maria, rills)</li> <li>• Identify cycles in nature (e.g., cycles of day and night and seasons) and describe the changes within the cycles (e.g., observe the phases of the moon over several months to determine the pattern of change, and record these observations)</li> <li>• Describe, using models or simulations, how the Earth's rotation causes the cycle of day and night and how the Earth's revolution around the sun causes the cycle of the seasons</li> </ul>
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## SCIENCE GRADE 6

### EARTH AND SPACE SYSTEMS: Space

**Big Idea:** Technology has enhanced our understanding of space and the interactions of heavenly bodies

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> <li>• Recognize major constellations visible at night and describe the origins of their names (e.g., such as Orion, Leo, Polaris);</li> <li>• Describe, using models or simulations, the effects of the relative motion and positions of the Earth, moon and sun (e.g., solar and lunar eclipses, tides, phases of the moon)</li> <li>• Follow safety procedures when observing the sun (e.g., never look at the sun directly or through a lenses or coloured glass; look only at a projection of the sun’s image; do not use lens or magnifiers to focus the sun’s rays on a small area; exercise extreme caution when using mirrors so they do not reflect the sun’s image directly into someone’s eyes).</li> </ul>
<b>SKILLS OUTCOMES</b>	
Investigate, using models and simulations, the relationship between the sun, Earth, and moon, the patterns of change observable on Earth that result from the movement of these bodies, and the physical characteristics of the different components of the solar system (e.g., the sun and planets, inner planets and outer planets)	<ul style="list-style-type: none"> <li>• Construct a device that could have been used to tell time before mechanical clocks tools were invented (e.g., sundial)</li> <li>• Formulate questions about and identify needs and problems related to objects and events in the environment, and explore possible answers and solutions (e.g., investigate why craters are of different sizes; print, media, and electronic resources to identify and investigate space technologies, and to investigate images of space and identify what they represent; use a computer simulation program to show the relative size of the planets and their distance from the sun)</li> <li>• Plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions</li> <li>• Use appropriate vocabulary, including correct science and technology terminology, in describing their investigations and observations (e.g., use terms such as constellations, planets, moons, comets, asteroids, satellites, aurora and meteors to describe objects in space)</li> <li>• Compile data gathered through investigation in order to record and present results, using tally charts, tables, labeled graphs, and scatter plots produced by hand or with a computer (e.g., use print and electronic resources to organize information about the solar system)</li> <li>• Communicate the procedures and results of investigations for specific purposes and to specific audiences, using electronic media, written notes and descriptions, charts, graphs, drawings, and oral presentations (e.g., prepare a multimedia presentation showing Canada's contribution to space exploration satellites, spacecraft, lunar landers).</li> </ul>
<b>RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL</b>	
Describe technological and scientific advances that enable humans to study space, and explain how these advances have affected the quality of life on Earth.	<ul style="list-style-type: none"> <li>• Describe how humans have improved the tools and techniques used in space exploration (e.g., Canadarm, Hubble and Chandra space telescopes, Lunar rover, Sojourner, Voyager, Mars Rover)</li> <li>• Identify Canadians who have contributed to space science and technology (e.g., Marc Garneau, David Levy, Helen Hogg, Bjarni Tryggvason, Chris Hatfield, Roberta Bondar);</li> <li>• Explain how astronauts meet their basic needs in space (e.g., through the use of dehydrated food, backpacks with an oxygen supply, a hermetically sealed cabin with temperature and air controls)</li> </ul>

## SCIENCE GRADE 6

### EARTH AND SPACE SYSTEMS: Space

**Big Idea:** Technology has enhanced our understanding of space and the interactions of heavenly bodies

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> <li>• Identify the technological tools and devices needed for space exploration (e.g., telescopes, spectrometers, spacecraft, life support systems and sources of energy)</li> <li>• Recognize problems arising from space exploration (e.g., space junk, satellites burning in the atmosphere upon reentry, collisions, micro meteors, radiation)</li> <li>• Identify and describe past and present day contributions to astronomy to the quality of human life (e.g., development of the calendar; prediction of events such as eclipses and seasons; provision of information about space and time, understanding of the universe)</li> <li>• Identify the ways in which the development of materials and technology for space exploration has led to the use of new technologies and materials on earth (e.g., micro-electronics, medical imaging, remote sensing, alternate sources of energy).</li> </ul>

## SOCIAL STUDIES GRADE 6

### Territorial and Provincial Government

Outcomes	Achievement indicators – measurable outcomes
It is expected that students will:	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Issues for Inquiry:</b>            Should territories make provincehood a primary goal?            What is the structure of the government of the NWT? Of the court system?</p> <p><b>Related Questions:</b>            How is the Legislative Assembly chosen? What matters is it responsible for?            How has the territorial government changed over the years and how is it still changing?            How does the territorial government differ from a provincial government?            What is the relationship of the NWT and its government to the federal government?</p>	
Explore and describe structures and processes of the NWT government and explain how the NWT, its government and people, are linked to Canada	<ul style="list-style-type: none"> <li>• Draw conclusions about the effectiveness of the government of the NWT</li> <li>• Analyze and assess a viewpoint, expressed by a member of the legislative Assembly</li> <li>• Develop and pursue a decision-making strategy to make a tentative choice about a territorial, government issue</li> <li>• Analyze links between the NWT and other parts of Canada</li> </ul>
<p><b>Geographical, Economic and Sociological Regions of Canada</b></p> <p><b>Issues for Inquiry:</b>            Should Canadians be more concerned about changes to their environment?            Should Canada’s regions remain together as one country?            Should modern political boundaries divide the traditional territories of aboriginal peoples?</p> <p><b>Related Questions:</b>            What are the main physical regions of Canada? Where are they located?            What are the distinctive geographic characteristics of each region?            What are the different political regions and main population centres of Canada? Where are they located?            How do geographical features affect people’s lives in each region?            How do Canadians in each region depend upon Canadians in other regions to satisfy their needs?</p>	
Explore and describe the main characteristics of the political and physical regions of Canada.	<ul style="list-style-type: none"> <li>• Draw inferences about the nature of each region from graphs, tables and charts</li> <li>• Analyze instances where Canadians have attempted to preserve their environment, or modify and adapt to a changing environment</li> <li>• Analyze and report on regional differences</li> <li>• Analyze links between the NWT and other parts of Canada</li> <li>• Develop and pursue a problem-solving strategy to answer an outstanding question about some element of Canadian culture</li> </ul>
<p><b>Skills Outcomes</b></p> <ul style="list-style-type: none"> <li>• Use maps, written and visual materials to study the political and physical regions of Canada</li> <li>• Use maps and globes to locate Canada in North America and in the world</li> <li>• Write a research paper on one of Canada’s provinces or cultural groups, giving credit to sources for specific information</li> </ul>	

## SOCIAL STUDIES GRADE 6

### Sociology of Canada

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Issues for Inquiry:</b>            Should Canadians support a policy of continuing immigration?            Should Canadians support a policy of official multiculturalism?</p> <p><b>Related Questions:</b>            Who are the various peoples who make up Canada?            Where did these various peoples come from and why?            Who were the first peoples to live in Canada and where are they now located?            Where have other immigrants come from and where have they settled?</p>	
Discuss and describe Canadians	<ul style="list-style-type: none"> <li>• Generalize from facts to define a Canadian</li> <li>• Analyze links between the NWT and other parts of Canada</li> <li>• Develop and pursue a problem-solving strategy to answer an outstanding question about some element of Canadian culture</li> </ul>
<p><b>Skills Outcomes</b></p> <ul style="list-style-type: none"> <li>• Use maps, written and visual materials to study the people of Canada</li> <li>• Create time-lines, retrieval charts and maps to demonstrate the settlement of Canada over time</li> <li>• Create a mural illustrating the peoples of Canada, their languages, lifestyles and economic activities</li> <li>• Write a research paper on one of Canada’s provinces or cultural groups, giving credit to sources for specific information</li> </ul>	

## HEALTH GRADE 6

### MENTAL AND EMOTIONAL WELL BEING

Big Ideas: relationships, decision making, coping, life style

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe ways that friends share a responsibility for maintaining the relationship	<ul style="list-style-type: none"> <li>• Describe mutual responsibilities involved in maintaining a friendship</li> </ul>
Identify how people share a responsibility for helping each other	<ul style="list-style-type: none"> <li>• Identify roles of volunteers in the community</li> <li>• Identify the importance of volunteers</li> <li>• Investigate ways they can become involved as volunteers</li> </ul>
Discrimination may affect relationships	<ul style="list-style-type: none"> <li>• Describe discrimination</li> <li>• Describe how discrimination affects people</li> <li>• Describe how people learn to discriminate</li> </ul>
Responsible decisions come from a developed value system	<ul style="list-style-type: none"> <li>• Identify what is important to them</li> </ul>
Effective decision-making uses a systematic process	<ul style="list-style-type: none"> <li>• Describe the steps in the decision-making process</li> <li>• Demonstrate the steps in the decision-making process</li> </ul>
Effective decision-making can be both an individual and a group process	<ul style="list-style-type: none"> <li>• Describe how group decisions are made</li> <li>• Identify situations in which groups might be involved in decision-making</li> <li>• Demonstrate making a group decision</li> </ul>
Time management helps control stress	<ul style="list-style-type: none"> <li>• Identify situations which require time management</li> <li>• Demonstrate time management</li> </ul>
Self-knowledge is the first step to self improvement	<ul style="list-style-type: none"> <li>• Assess personal characteristics related to mental and emotional well-being</li> <li>• Design a plan for self improvement</li> <li>• Evaluate the plan for self improvement</li> </ul>
<b>GROWTH AND DEVELOPMENT</b>	
Big Ideas: body systems, disease prevention,	
Explain how the excretory system removes harmful materials from the body	<ul style="list-style-type: none"> <li>• Name and locate the main parts of the excretory system</li> <li>• Describe the functions of the excretory system</li> <li>• state the importance of the excretory system</li> <li>• Name problem conditions related to the excretory system</li> <li>• Describe ways to care for the excretory system</li> </ul>
Explain how the nervous system connects all body systems	<ul style="list-style-type: none"> <li>• Name and locate the main parts of the nervous system</li> <li>• Identify the main parts of the brain</li> <li>• Describe the functions of the nervous system</li> <li>• State the importance of the nervous system</li> <li>• Name common problem conditions related to the nervous system</li> <li>• Describe ways to care for the nervous system</li> </ul>
Describe numerous way that the body protects itself from disease	<ul style="list-style-type: none"> <li>• Identify ways in which diseases are transmitted</li> <li>• Name the routes of germ entry into the body</li> <li>• Identify the body's three lines of defence that protect against disease</li> </ul>
Explain how the serious communicable disease AIDS can be prevented	<ul style="list-style-type: none"> <li>• Identify the cause, nature and seriousness of AIDS</li> <li>• Describe how the disease AIDS is transmitted</li> <li>• Identify ways to prevent the spread of AIDS</li> </ul>

## HEALTH GRADE 6

### Family Life

**Big Ideas:** families, human development and reproduction, abuse prevention

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe ways that as children grow, their responsibilities and relationships within the family change	<ul style="list-style-type: none"> <li>• Identify their responsibilities within the family</li> <li>• Describe how responsibilities change with age</li> <li>• Describe how relationships with other family members change with age</li> </ul>
Describe the important role elders have in families	<ul style="list-style-type: none"> <li>• Identify the importance of elders in the family</li> </ul>
Explain how the endocrine system regulates and controls a variety of body activities	<ul style="list-style-type: none"> <li>• Name and locate the main parts of the endocrine system</li> <li>• Identify the functions of the major endocrine glands</li> <li>• Describe the changes in males and females at puberty as they relate to the endocrine system</li> </ul>
Discuss and explain that menstruation is a natural occurrence in females	<ul style="list-style-type: none"> <li>• Describe the process of menstruation as it relates to reproduction</li> <li>• Identify some menstrual discomforts and ways to relieve them</li> </ul>
Explain how human life is formed by the union of an egg and sperm	<ul style="list-style-type: none"> <li>• Describe the processes involved in the development of new life</li> <li>• Describe the stages of fetal development</li> </ul>
Discuss and describe that no one has the right to sexually abuse a child	<ul style="list-style-type: none"> <li>• Describe sexual abuse</li> <li>• Identify responsible behaviours which help prevent abuse</li> <li>• Recognize supportive people</li> <li>• Identify family and community members who will provide support</li> </ul>

### Nutrition

**Big Ideas:** food classification, selection and appreciation, lifestyle

Explain how foods are classified into four food groups on the basis of nutrient content	<ul style="list-style-type: none"> <li>• Identify the leader nutrients in each of the four food groups and their functions</li> <li>• List foods that are rich in the leader nutrients in each food group</li> </ul>
Discuss and illustrate how eating the recommended daily servings from each food group will ensure a balanced diet	<ul style="list-style-type: none"> <li>• Describe what is meant by a balanced food intake in one day</li> <li>• Identify the recommended daily number of servings from the four food groups</li> <li>• Identify and give examples of serving sizes of food within each of the food groups</li> <li>• Explain the importance of the recommended daily servings for the four food groups</li> <li>• Plan a balanced food intake for one day</li> <li>• Analyze daily food intake for the recommended number of servings from the food groups</li> </ul>
Describe ways that labels on food products provide information to customers	<ul style="list-style-type: none"> <li>• Identify information about foods from their labels</li> <li>• Compare the nutrition information of similar foods from food labels</li> <li>• Explain why it is important to read the information on food labels</li> </ul>
Illustrate ways in which positive nutrition lifestyle practices promote health	<ul style="list-style-type: none"> <li>• Assess if their food intake for one day meets the recommended daily servings</li> <li>• Design a personal nutrition program to promote health</li> <li>• Evaluate the effectiveness of the program</li> </ul>

### Dental Health

**Big Ideas:** structure, function, hygiene, dental disease

Describe ways that the structure of a tooth is related to its function	<ul style="list-style-type: none"> <li>• Identify the structure and functions of a tooth</li> <li>• Identify the four tooth groups and their functions</li> </ul>
Explain how the regular practice of effective oral hygiene skills promotes dental health	<ul style="list-style-type: none"> <li>• Identify behaviours that promote healthy teeth for a lifetime</li> <li>• Demonstrate effective oral hygiene skills that promote dental health</li> </ul>

## HEALTH GRADE 6

### Dental Health

**Big Ideas:** structure, function, hygiene, dental disease

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Explain dental health problems among children and youth are treatable and preventable	<ul style="list-style-type: none"> <li>• Name some common dental health problems of children and youth</li> <li>• Define tooth decay, tooth decay process, gum disease and orthodontic problems</li> <li>• List some signals of dental health problems</li> <li>• List some treatments for dental health problems of children and youth</li> <li>• List ways to prevent dental health problems</li> </ul>
Discuss and illustrate how the prevention of dental health problems is a personal responsibility	<ul style="list-style-type: none"> <li>• Explain the importance of dental health to total well-being</li> <li>• Assess personal dental health habits</li> <li>• Design and follow a personal dental health program to promote health</li> <li>• Evaluate the effectiveness of the program</li> </ul>

### Safety and First Aid

**Big Ideas:** babysitting,

Explain ways in which babysitting is a serious responsibility that requires preparation	<ul style="list-style-type: none"> <li>• Identify the responsibilities of a babysitter</li> <li>• Identify some child care routines and play activities for different ages</li> <li>• Give examples of common childhood injuries</li> <li>• Identify safety rules to prevent common childhood injuries</li> <li>• Outline how to handle an emergency fire in the home while babysitting</li> </ul>
Demonstrate how rescue breathing can save lives	<ul style="list-style-type: none"> <li>• List common causes of breathing difficulties</li> <li>• Demonstrate how to assess breathing</li> <li>• Demonstrate how to give assistance in a breathing emergency</li> </ul>
Explain that choking is a breathing emergency that can be prevented	<ul style="list-style-type: none"> <li>• List common causes of choking</li> <li>• Outline safety rules to follow that prevent choking</li> <li>• Demonstrate first aid for choking</li> </ul>
Describe why and how poisoning requires immediate first aid to minimize the injuries	<ul style="list-style-type: none"> <li>• Describe common causes of poisoning</li> <li>• List the four questions to ask to determine the history of a poisoning emergency</li> <li>• Demonstrate first aid for poisoning</li> </ul>
Explain why unconsciousness requires immediate first aid to restore the blood supply to the brain	<ul style="list-style-type: none"> <li>• List common causes of unconsciousness</li> <li>• Describe the signs that may result in fainting</li> <li>• Demonstrate first aid for fainting</li> <li>• Demonstrate first aid for unconsciousness</li> </ul>
Describe how positive safety and first aid lifestyle practices save lives and minimize the effects of injuries	<ul style="list-style-type: none"> <li>• Assess first aid for life-threatening situations</li> <li>• Explain the importance of first aid</li> <li>• Identify organizations and professionals who train and deliver safety and first aid programs</li> <li>• Design a personal safety and first aid program</li> <li>• Evaluate the effectiveness of the program</li> </ul>

### Drugs and Alcohol

**Big ideas:** drugs, alcohol, substance abuse, solvents

Explain ways in which everyone is responsible for the decisions he/she makes regarding drug/alcohol/tobacco/solvent use	<ul style="list-style-type: none"> <li>• Explain that each person is responsible for his/her own decisions</li> <li>• Examine their values in relation to drug, alcohol, tobacco and solvent usage</li> </ul>
Describe myths that are related to drugs and alcohol use	<ul style="list-style-type: none"> <li>• Identify some of the myths related to drugs and alcohol use</li> </ul>
Explain the different factors which determine the effect alcohol has on a person	<ul style="list-style-type: none"> <li>• Identify the different factors which determine the effect alcohol has on a person</li> </ul>

## HEALTH GRADE 6

### Drugs and Alcohol

**Big ideas:** drugs, alcohol, substance abuse, solvents

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe ways in which young people are affected by alcohol in different ways from adults	<ul style="list-style-type: none"> <li>• Identify the effects of alcohol on young people</li> </ul>
Describe many factors which influence our decisions about the use of drugs (including alcohol, Tobacco and solvents)	<ul style="list-style-type: none"> <li>• Identify factors which influence our decisions about the use of drugs</li> </ul>
Explain how peer pressure is one factor which can influence our decisions about the use of drugs (including alcohol, tobacco and solvents)	<ul style="list-style-type: none"> <li>• Explain how peer pressure influences decisions</li> <li>• Apply the decision-making process to peer pressure situations</li> </ul>
Illustrate how advertising is one factor which can influence our decisions about the use of drugs (including alcohol and tobacco)	<ul style="list-style-type: none"> <li>• Identify the main reasons for advertising</li> <li>• Look critically at advertisements</li> </ul>
Explain the four main factors which can influence our decisions about the use of solvents	<ul style="list-style-type: none"> <li>• Identify factors which influence decisions on the use of solvents</li> </ul>
Provide ways that give a sense of well-being without using drugs	<ul style="list-style-type: none"> <li>• Identify individual activities which make them feel good</li> <li>• Identify leisure time activities in the community</li> </ul>
Describe behaviours that improve our well-being	<ul style="list-style-type: none"> <li>• Identify ways in which they can change their behaviour to improve their own well-being</li> </ul>

## CAREER DEVELOPMENT GRADE 6

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Build and maintain a positive self-image</b>	<ul style="list-style-type: none"> <li>• Discover how behaviours and attitudes influence the feelings and behaviours of others 1.2.1</li> <li>• Discover how behaviours and attitudes affect school and family situations 1.2.2</li> <li>• Understand how the environment influences attitudes and behaviours 1.2.3</li> <li>• Understand the concepts of values and beliefs, and explore their influence on self-image 1.2.4</li> <li>• Discover the importance of developing a realistic and positive self-image, and the consequences of developing an erroneous one 1.2.5</li> <li>• Discover how a realistic and positive self-image contributes to self-fulfilment, both personally and professionally 1.2.6</li> <li>• Describe one’s self-image 1.2.7</li> <li>• Adopt behaviours that reflect a positive attitude about self 1.2.8</li> <li>• Evaluate the impact of one’s self-image on self and others 1.2.9</li> <li>• Transform behaviours and attitudes in order to improve one’s self-image and in turn contribute positively to one’s life and work. 1.2.10</li> </ul>
<b>Interact positively and effectively with others</b>	<ul style="list-style-type: none"> <li>• Explore the concept of diversity as it relates to respect, tolerance, flexibility and openness towards others 2.2.1</li> <li>• Explore the concepts of dependability and honesty towards others 2.2.2</li> <li>• Explore interpersonal and group communication skills 2.2.3</li> <li>• Explore personal management skills such as time management, problem solving, stress management, life-work balance, etc 2.2.4</li> <li>• Explore helping skills such as facilitating, problem solving, tutoring and guiding 2.2.5</li> <li>• Demonstrate respect for the feelings and beliefs of others 2.2.6</li> <li>• Demonstrate tolerance and flexibility in interpersonal and group situations 2.2.7</li> <li>• Demonstrate effective social and group membership skills, knowledge and attitudes 2.2.9</li> <li>• Demonstrate openness to the diversity of cultures, lifestyles, as well as mental and physical abilities 2.2.10</li> <li>• Demonstrate helping skills such as problem solving, tutoring and guiding 2.2.11</li> <li>• Demonstrate dependability and honesty towards others 2.2.12</li> <li>• Acknowledge and appreciate the similarities and differences among people 2.2.14</li> <li>• Re-examine one’s respect, tolerance, flexibility, openness, dependability and honesty towards others and determine at what degree they are influencing the development of positive relationships in one’s life 2.2.15</li> <li>• Integrate personal management skills such as time management, problem solving, stress management and life/work balance to one’s daily life 2.2.16</li> <li>• Engage in further learning experiences that help build positive relationships in one’s life 2.2.17</li> </ul>

## CAREER DEVELOPMENT GRADE 6

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Change and grow throughout one’s life</b>	<ul style="list-style-type: none"> <li>• Explore how feelings are influenced by significant experiences 3.2.1</li> <li>• Understand the concept of stress and its impact on mental and physical well-being 3.2.2</li> <li>• Explore effective communication skills to use in stressful situations (assertiveness, conflict resolution, problem solving, etc.) 3.2.3</li> <li>• Discover changes that occur in the physical, psychological, social and emotional development of an individual 3.2.4</li> <li>• Understand how physiological and psychological changes impact on life and work 3.2.5</li> <li>• Explore the importance of work, family and leisure activities to mental, emotional, physical and economic well-being 3.2.6</li> <li>• Identify what cause stress on one’s own mental and physical well-being 3.2.7</li> <li>• Demonstrate effective communication skills in stressful situations (assertiveness, conflict resolution, problem solving, etc.) 3.2.8</li> <li>• Re-examine one’s communication skills and adopt those that are truly effective in stressful situations 3.2.10</li> <li>• Examine one’s work, family and leisure activities and acknowledge their impact on one’s mental, emotional, physical and economic well-being 3.2.11</li> <li>• Improve on communication skills used in stressful situations 3.2.12</li> <li>• Engage in further work, family and leisure activities that contribute to one’s mental, emotional, physical and economic well-being 3.2.13</li> </ul>
<b>Participate in life-long learning supportive of life/work goals</b>	<ul style="list-style-type: none"> <li>• Explore life-long learning strategies 4.2.1</li> <li>• Demonstrate life-long learning strategies 4.2.11</li> <li>• Improve and engage in life-long learning strategies supportive of one’s life/work scenarios 4.2.17</li> </ul>
<b>Locate and understand life/work information</b>	<ul style="list-style-type: none"> <li>• Discover differences between work, jobs, occupations and careers 5.2.1</li> <li>• Discover how occupations, work roles and work alternatives (e.g. self-employment, contracting, multitasking) can be classified 5.2.2</li> <li>• Explore economic /work sectors 5.2.3</li> <li>• Explore school and community information resources on work roles and work alternatives 5.2.4</li> <li>• Explore various work settings and roles in the community 5.2.6</li> <li>• Explore various work settings 5.2.7</li> <li>• Use school and community settings and resources to learn about work roles and work alternatives 5.2.8</li> <li>• Demonstrate how one’s interests, knowledge, skills, beliefs and attitudes are transferable to various work roles 5.2.9</li> <li>• Identify working conditions for oneself 5.2.10</li> <li>• Assess life/work information and determine its pertinence for oneself 5.2.11</li> <li>• Improve one’s strategies for locating, understanding and using life/work information 5.2.12</li> </ul>

## CAREER DEVELOPMENT GRADE 6

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Understand the relationship between Work and society/economy</b>	<ul style="list-style-type: none"> <li>• Understand the relationships between work, community and the economy 6.2.3</li> <li>• Understand how the community, the economy and technological advances impact work and work roles 6.2.5</li> <li>• Evaluate how one can contribute to the community through work 6.2.7</li> </ul>
<b>Secure/create and maintain work</b>	<ul style="list-style-type: none"> <li>• Explore personal qualities (e.g. dependability, punctuality, getting along with others) that are needed to get and keep work 7.2.1</li> <li>• Understand the language describing employment and other work opportunities 7.2.3</li> <li>• Explore work search tools and skills required to find/create and maintain work (application forms, resumes, cover letters, portfolios, job interviewing, proposals, etc.) 7.2.4</li> <li>• Demonstrate personal qualities that are needed to get and keep work 7.2.5</li> <li>• Demonstrate the ability to complete application forms 7.2.6</li> <li>• Demonstrate work search tools required to find and maintain work (e.g. resume, portfolio, proposals, cover letters) 7.2.7</li> </ul>
<b>Make life/work enhancing decisions</b>	<ul style="list-style-type: none"> <li>• Understand how personal beliefs and attitudes affect decision-making 8.2.1</li> <li>• Explore possible outcomes of decisions 8.2.3</li> <li>• Understand how uncertainties about the future may lead to creative or alternative choices 8.2.9</li> <li>• Demonstrate how one’s beliefs and attitudes influence one’s decision-making process 8.2.10</li> <li>• Make decisions and take responsibility for them 8.2.13</li> <li>• Evaluate how one’s decisions (about school, family, leisure, work, etc.) impact one’s life, and affect other decisions 8.2.15</li> <li>• Examine creative or alternative scenarios and evaluate their impact on one’s life 8.2.16</li> <li>• Evaluate the impact of personal decisions on self and others 8.2.17</li> <li>• Engage in decision-making respectful of oneself and supportive of one’s goals 8.2.18</li> </ul>

## CAREER DEVELOPMENT GRADE 6

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Maintain balanced life and work roles</b>	<ul style="list-style-type: none"> <li>• Understand how different work and family roles require varying kinds of energy, participation, motivation and abilities 9.2.1</li> <li>• Examine how personal goals can be satisfied through a combination of work, community, social and family roles 9.2.3</li> <li>• Understand how personal leisure choices relate to lifestyle 9.2.4</li> <li>• Understand how various life and work roles impact the attainment of future goals 9.2.5</li> <li>• Explore the advantages and disadvantages of various life role scenarios 9.2.6</li> <li>• Explore the interrelationships among family, work and leisure decisions 9.2.7</li> <li>• Plan and experience leisure activities that relate to one’s considered or preferred lifestyle 9.2.8</li> <li>• Examine the type of lifestyle one wants 9.2.10</li> <li>• Determine the type of life and work roles that best impact one’s life 9.2.11</li> </ul>
<b>Understand the changing nature of life/work roles</b>	<ul style="list-style-type: none"> <li>• Identify non-traditional life/work scenarios 10.2.1</li> <li>• Investigate advantages and challenges of entering non-traditional work 10.2.2</li> <li>• Explore the advantages of experiencing personal interests, even if they are most often considered non-traditional (<i>to one’s gender</i>) 10.2.3</li> <li>• Understand the concepts of stereotypes, biases and discriminatory behaviours 10.2.4</li> <li>• Experience personal interests, even if they are most often considered non-traditional to one’s gender 10.2.5</li> <li>• Identify stereotypes, biases and discriminatory behaviours that may limit opportunities for women and men in certain work roles 10.2.6</li> <li>• Acknowledge one’s own stereotypes, biases and discriminatory behaviours that may limit opportunities for oneself or others in certain work roles 10.2.7</li> <li>• Develop attitudes and engage in behaviours that are non-discriminatory 10.2.8</li> </ul>
<b>Understand, engage in and manage one’s own life/work building process</b>	<ul style="list-style-type: none"> <li>• Explore the concept every decision is a life/work decision 11.2.1</li> <li>• Understand the importance of developing flexible and adaptable short-term action plans within the life/work building process 11.2.4</li> <li>• Understand the concept of a preferred future as part of the life/work building process 11.2.5</li> <li>• Define one’s preferred future 11.2.7</li> <li>• Develop short-term action plans in step with one’s preferred future 11.2.8</li> <li>• Re-examine and assess one’s preferred future using as criteria newly acquired information about self and the world of work 11.2.10</li> <li>• Take steps to move towards one’s preferred future 11.2.11</li> <li>• Adjust one’s preferred future as experience changes one’s knowledge of oneself 11.2.12</li> </ul>

## ARTS GRADE 6

### Dance

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Creative/Productive (CP) K-12 Goal:</b> Students will inquire, create, and communicate through dance, drama, music, and visual art.	
<p>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). CP6.1</p>	<ul style="list-style-type: none"> <li>● Use inquiry in dance to extend understanding of identity (e.g., examine how pop culture trends influence youth identities):               <ul style="list-style-type: none"> <li>○ Generate key questions to guide inquiry in dance (e.g., How could we represent through dance the unique identities of different peer groups?).</li> <li>○ Summarize and focus knowledge of topic to determine information needs.</li> <li>○ Generate additional relevant questions for deeper exploration.</li> <li>○ Use the Internet and other relevant sources (e.g., print, digital, community) to research and gather ideas for dance-making.</li> <li>○ Use the dance-making process to explore the central questions and ideas (e.g., How could we show through movement that each peer group has a distinct identity? How can we use hip hop or other dance forms to communicate our individual or community identities?).</li> <li>○ Expand on dance and movement ideas in reflective records such as journals, blogs, and video or audio recordings.</li> <li>○ Keep a record of dance phrases using invented and/or traditional notation symbols, and video where possible, to explore, record, and reconstruct movements.</li> <li>○ Reflect, analyze, and make connections between the original topic or inquiry question and subsequent dance explorations.</li> </ul> </li> <li>● Investigate how a single idea can be developed in many ways and directions (e.g., How could we represent in movement the idea of an individual feeling isolated or excluded from a peer group?).</li> <li>● Demonstrate self-awareness in decision making about own movement selections.</li> <li>● Reflect on how movement and dance elements can be organized to convey meaning in dance (e.g., What messages or ideas does our movement or dance communicate to an audience about identity?).</li> <li>● Reflect upon choices made during dance-making process.</li> </ul>
<p>Investigate and manipulate elements of dance and principles of composition including repetition and contrast. CP6.2</p>	<ul style="list-style-type: none"> <li>● Investigate and demonstrate choreographic principles using the elements of actions, body, relationships, dynamics, and space.</li> <li>● Analyze, discuss, and explore through movement, the principles of repetition and contrast in dance.</li> <li>● Demonstrate ways that contrast creates interest or variety in dance.</li> <li>● Use inquiry questions to guide investigations into the elements of dance and the principles of repetition and contrast (e.g., How could we use repetition and contrast in the dance sequences to show how people often follow pop culture trends?).</li> <li>● Show how movements can be initiated from the centre or the periphery of the body and incorporated into dance.</li> <li>● Extend repertoire of actions for expressive purposes and to demonstrate repetition and contrast.</li> <li>● Create with own bodies various volumes and pathways on the floor and through space using repetition and contrast.</li> </ul>

## ARTS GRADE 6

### Dance

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) CP6.2	<ul style="list-style-type: none"> <li>• Explore and apply biomechanical concepts and principles of force production, force absorption, and resistance (see grade 6 physical education curriculum outcome 6.7) during warm-ups and dance compositions.</li> </ul>
Shape dance compositions using various choreographic forms (e.g., ABA). CP6.3	<ul style="list-style-type: none"> <li>• Investigate and demonstrate different ways of sequencing and developing movements and phrases.</li> <li>• Demonstrate expressive transitional movements between dance phrases and sequences.</li> <li>• Explore various forms in own dance compositions (e.g., AABB, ABA, ABACA).</li> <li>• Apply understanding of form as an organizing structure in dance.</li> <li>• Experiment with the use of focus and apply to own work (i.e., where in space one's gaze is directed).</li> <li>• Determine effectiveness of transitions and form in own dance compositions</li> </ul>

### Drama

Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio drama). CP6.4	<ul style="list-style-type: none"> <li>• Sustain belief in own roles and in the roles assumed by others.</li> <li>• Use language to achieve dramatic purposes when speaking and writing in role.</li> <li>• Assume different types of roles and fictional identities in drama work.</li> <li>• Demonstrate a willingness to take a risk in developing new roles.</li> <li>• Reflect on, and explain, how the various roles function and express different identities within the work.</li> <li>• Draw on own life experience and imagination when speaking and representing ideas in role.</li> </ul>
Select and use focus, tension, conflict, and symbol to convey ideas. CP6.5	<ul style="list-style-type: none"> <li>• Support the focus during pair and group work, improvisations, and the development of dramatic episodes.</li> <li>• Suggest various ways to create a sense of tension or conflict in the drama work.</li> <li>• Suggest various ways to use symbols in the drama work.</li> <li>• Use the language and vocabulary of drama when reflecting on the work.</li> <li>• Suggest ways to refine (e.g., their focus) and improve the work.</li> <li>• Describe how ideas expressed through symbol, for example, in dramas and collective creations relate to own lives, cultures, and society.</li> <li>• Assess and evaluate use of tension, conflict, and symbol</li> </ul>
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). CP6.6	<ul style="list-style-type: none"> <li>• Use inquiry in drama to extend understanding about identity and how it is influenced:               <ul style="list-style-type: none"> <li>○ Generate questions to guide inquiry in drama (e.g., What if we were to discover that we had suddenly switched identities with other people or creatures?).</li> <li>○ Use the Internet and other sources (e.g., print, digital, community) to research and gain information and ideas that will contribute to the authenticity and significance of the drama.</li> </ul> </li> <li>• Contribute ideas to the topic, focus, and development of the drama.</li> <li>• Propose options and choose from among many possible drama strategies to help direct the course and quality of the work.</li> <li>• Recognize that dramas, and episodes within dramas, have focus; and help to identify and maintain that focus.</li> <li>• Understand how conflict and tension can impel a response or action in a drama.</li> </ul>

## ARTS GRADE 6

### Drama

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) CP6.6	<ul style="list-style-type: none"> <li>• Examine ways of creating contrast in a drama (e.g., movement/stillness, sound/silence, and light/darkness).</li> <li>• Use symbol to represent ideas about identity and to convey meaning in drama.</li> <li>• Demonstrate a willingness to negotiate, accept the ideas of others, and work toward consensus in dramatic work.</li> <li>• Confer with peers to decide how work will be documented and shared.</li> <li>• Describe how the drama conveys ideas about identity, and how the drama might be refined.</li> </ul>

### Music

Demonstrate increased skills and abilities in the use of voice and instruments. CP6.7	<ul style="list-style-type: none"> <li>• Experiment with voice and instruments by creating a wide variety of sounds and sound patterns.</li> <li>• Extend skills in singing and expand ability to sing harmony and parts.</li> <li>• Recognize, and be sensitive to, ways that voices change with age and musical experience.</li> <li>• Distinguish among diverse voice types, styles, and forms of vocal expression.</li> <li>• Sing, play, and create music that demonstrates a variety of techniques and styles.</li> <li>• Demonstrate focused listening.</li> <li>• Change the feel, style, or add another part to an existing piece of music.</li> <li>• Prepare, rehearse, present, and assess own music performances.</li> <li>• Collaborate on the identification and evaluation of performance criteria such as clarity, unity, and expression.</li> </ul>
Investigate and manipulate elements of music and principles of composition including repetition and variety. CP6.8	<ul style="list-style-type: none"> <li>• Use inquiry in music to extend understanding of the composition principles of repetition and variety:               <ul style="list-style-type: none"> <li>○ Pose questions to guide inquiry into how elements of music can be manipulated to create repetition and variety (e.g., How can we demonstrate repetition and variety using rhythm? How can we manipulate texture to create repetition and variety? How are we using repetition and variety in our techno or hip hop beats and lyrics?)</li> <li>○ Experiment with voice and instruments to explore the inquiry questions.</li> <li>○ Collaborate with peers to document the inquiry process (e.g., traditional and/or invented notation, audio or video recording).</li> <li>○ Rehearse and perform to share inquiry results with others.</li> </ul> </li> <li>• Demonstrate how musicians and composers use principles of composition such as repetition and variety as tools to organize the elements of music (i.e., rhythm, melody/pitch, dynamics, timbre/tone colour, texture).</li> <li>• Identify repetition and variety in own music and the music of others, and analyze how it is achieved.</li> <li>• Investigate how phrases in vocal and instrumental music can be repeated or contrasted with other phrases to create larger structural units (e.g., call/response, question/answer, rounds).</li> <li>• Play rhythmic ostinatos inspired by music of various cultures, identifying how repetition and variety are achieved.</li> <li>• Investigate ways that variety can add interest and repetition can hold a musical piece together.</li> <li>• Create and manipulate melodic phrases using repetition and variety.</li> </ul>

## ARTS GRADE 6

### Music

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) CP6.8	<ul style="list-style-type: none"> <li>• Demonstrate balance between repetition and variety in a melody.</li> <li>• Demonstrate and discuss how increase in texture (e.g., the addition of melodic/rhythmic patterns or ostinatos) can make music more interesting.</li> <li>• Examine ways that silence can be used in compositions.</li> <li>• Use the Internet and other sources (e.g., guest musicians) to identify, analyze, and create repetition and variety in different styles of music.</li> </ul>
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). CP6.9	<ul style="list-style-type: none"> <li>• Use inquiry in music to extend understanding of relationships between music and identity:               <ul style="list-style-type: none"> <li>○ Generate questions to guide inquiry into ways that adolescents' identity might be influenced by, or reflected in, different musical styles.</li> <li>○ Access a broad range of resources (e.g., print, digital, interviews, community) as sources of information.</li> <li>○ Convey understanding of identity as expressed in own music compositions and/or performances.</li> <li>○ Collaborate with peers to document the inquiry and composition process.</li> </ul> </li> <li>• Collaborate on the creation of sound compositions that convey a sense of identity (e.g., country, rock, blues, rave or electronic compositions; hip hop or rap commentaries on youth identity; 50s, 60s, 80s eras; various cultural identities).</li> <li>• Explain how various compositions express identity.</li> <li>• Reflect upon choices made during the composing process.</li> </ul>

### Visual Art

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). CP6.10	<ul style="list-style-type: none"> <li>• Use inquiry in visual art to extend understanding of identity (e.g., examine how pop culture trends such as clothing design, hair styles, and visual images in mass media influence youth identities):               <ul style="list-style-type: none"> <li>○ Generate key questions to guide inquiry in visual art (e.g., How could we visually represent the uniqueness and distinguishing attributes of different peer group identities?).</li> <li>○ Summarize and focus knowledge of topic to determine information needs.</li> <li>○ Generate additional relevant questions for deeper exploration.</li> <li>○ Use the Internet and other sources (e.g., print, digital, community) to gather ideas for visual art.</li> <li>○ Explore the central questions and ideas visually (e.g., How could we communicate visually that each peer group has a distinct identity but also share common concerns? In what ways do graffiti artists represent their identities? How could this mural or installation represent the diverse identities of students in our school?).</li> <li>○ Expand on ideas in reflective records such as visual journals, blogs, and video or audio recordings.</li> </ul> </li> <li>• Investigate how a single idea can be developed in many ways and directions (e.g., How many different ways could we represent visually the idea of individual isolation or exclusion from a peer group?).</li> <li>• Recognize valuable accidents in explorations and put them to use when appropriate.</li> <li>• Demonstrate self-awareness in decision making about own choices of media, techniques, and subject matter.</li> </ul>
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## ARTS GRADE 6

### Visual Art

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) CP6.10	<ul style="list-style-type: none"> <li>• Reflect, analyze, and make connections between the original topic or inquiry question and subsequent visual art explorations.</li> <li>• Reflect on how images, elements of art, and principles of composition can be organized to convey meaning and express identity in visual art (e.g., What messages or ideas does our art work convey about identity?)</li> </ul>
Investigate and use various visual art forms, images, and art-making processes to express ideas about identity. CP6.11	<ul style="list-style-type: none"> <li>• Select various visual art forms (e.g., drawing, mixed media sculpture) to express ideas about youth and identity.</li> <li>• Investigate how visual artists and popular media manipulate the elements of art (i.e., line, colour, texture, shape, form, and space) and principles of design (e.g., balance, rhythm, emphasis, variety, contrast, proportion/scale) to achieve intentions, and apply understanding to own work.</li> <li>• Make keen observations of detail, and increase skills in representing unique features of individual people, animals, plants, and objects.</li> <li>• Identify and create visual patterns.</li> <li>• Examine ways of creating contrast (e.g., bold/subtle, rough/smooth, light/dark).</li> <li>• Observe, interpret, and discuss the use of symbols to represent ideas.</li> <li>• Use the Internet and other sources (e.g., local artists) to gain information about the use of symbolic imagery and apply to own work.</li> <li>• Demonstrate how symbols and other images can be used to convey meaning (e.g., create a visual statement about personal and/or cultural identity).</li> </ul>
Demonstrate increased skills and problem-solving abilities in a variety of visual art media. CP6.12	<ul style="list-style-type: none"> <li>• Explore and determine appropriate media, technology, forms, and methods for visual expression.</li> <li>• Demonstrate skillful use of a range of appropriate tools, technology, materials, and techniques.</li> <li>• Recognize that decision making and problem solving are essential to the creative process, and apply to own work.</li> <li>• Describe own critical and creative thinking, decision-making, and problem-solving processes.</li> </ul>
<b>Dance, Drama, Music, Visual Art</b> <b>CRITICAL/RESPONSIVE (CR) K-12 Goal:</b> Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, creativity, research, and collaborative inquiry.	
Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music). CR6.1	<ul style="list-style-type: none"> <li>• Demonstrate critical and creative thinking when responding to the work of Saskatchewan and other Canadian dance, drama, music, and visual artists (e.g., composers, graphic artists, architects, actors, filmmakers).</li> <li>• Recognize that cultural background and experiences affect responses to arts expressions and the understanding of symbols and meanings.</li> <li>• Discuss interpretations of arts expressions and create own expressions in response to the original work.</li> <li>• Describe how personal response and own arts expression connects to the original work.</li> </ul>
Investigate and identify ways that the arts can express ideas about identity. CR6.2	<ul style="list-style-type: none"> <li>• Analyze and describe how identity may be expressed through various styles and forms of art.</li> <li>• Reflect on and discuss the intentions, problem-solving processes, and interpretations of own and others' arts expressions including how they relate to the concept of identity.</li> </ul>

## ARTS GRADE 6

### Dance, Drama, Music, Visual Art

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) CR6.2	<ul style="list-style-type: none"> <li>• Demonstrate awareness that artists are curious about their world and explore significant questions and concepts such as identity.</li> </ul>
Examine arts expressions and artists of various times and places. CR6.3	<ul style="list-style-type: none"> <li>• Describe, analyze, interpret, and draw conclusions about the content and aesthetics of various arts expressions.</li> <li>• Interpret &amp; evaluate art works in an informed manner, &amp; expand arts vocabulary.</li> <li>• Support opinions about arts expressions with evidence found in the work and further study.</li> <li>• Describe the many contributions artists make to community life (e.g., research and interview local artists).</li> <li>• Demonstrate open-mindedness when responding to arts expressions.</li> <li>• Consider informed opinions and worldviews that differ from their own.</li> <li>• Discuss personal characteristics and career requirements of professional artists (e.g., self-discipline, passion, post-secondary education, contract and seasonal work, independent learners, entrepreneurial and grant writing abilities).</li> </ul>
<b>CULTURAL HISTORICAL (CH) K-12 Goal:</b> Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.	
Investigate how personal, cultural, or regional identity may be reflected in arts expressions. CH6.1	<ul style="list-style-type: none"> <li>• Apply critical thinking when analyzing and describing how identity is expressed in arts expressions (e.g., hip hop, blues, country music).</li> <li>• Participate, when possible, in partnerships with Saskatchewan artists and arts organizations to increase understanding of arts content and practices, and to understand how identity may be expressed in various art forms.</li> <li>• Use inquiry and share findings about professional artists in Saskatchewan, examining their expressions and various identities.</li> <li>• Describe why personal and cultural identity is often an important influence in the creation of arts expressions.</li> </ul>
Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work. CH6.2	<ul style="list-style-type: none"> <li>• Formulate questions and conduct an inquiry to discover how the work of various contemporary First Nations, Métis, and Inuit dance, drama, music, and visual artists expresses cultural identity.</li> <li>• Observe, listen to, inquire about the traditional protocols that may affect contemporary arts expressions (e.g. What do Saulteaux Elders think about the inclusion of sacred aspects of culture such as painting on tipis by contemporary artists?).</li> <li>• Analyze and discuss how artists reflect cultural identity in their work.</li> <li>• Make connections between traditional expressions of cultural identity (e.g., throat singing, quill work) and the ideas of contemporary artists.</li> <li>• Engage in research (e.g., interviewing a group of women contemporary fancy dancers) to deepen understanding of how cultural identity is expressed in contemporary work.</li> </ul>
Investigate arts expressions from a range of cultures and countries, and analyze how cultural identity is reflected in the work. CH6.3	<ul style="list-style-type: none"> <li>• View and listen to a range of traditional and contemporary arts expressions from around the world.</li> <li>• Use the Internet, and other sources such as community resource people, to help identify, discuss, and analyze traditional and contemporary arts expressions from specific cultural groups.</li> <li>• Compare traditional and contemporary arts expressions from specific cultural groups (e.g., traditional Francophone music compared to contemporary Francophone music).</li> </ul>

## PHYSICAL EDUCATION GRADE 6

### Activity

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	<i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
Select, perform and refine more challenging locomotor sequences A6-1	<ul style="list-style-type: none"> <li>Through modified track and field events, learn the locomotor sequences practised in hurdles, running and jumping—long, high, modified triple. (Individual Activities)</li> </ul>
Consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance A6-2	<ul style="list-style-type: none"> <li>Use different forms of locomotion identified on a map to locate designated targets on an orienteering course set on the school field. Provide feedback to other students on the quality of the movements. (Alternative Environment)</li> </ul>
Select, perform and refine more challenging nonlocomotor sequences A6-3	<ul style="list-style-type: none"> <li>Demonstrate and practise a balance on a mat. Roll a die and remember the number. The number will correspond to the number of body parts in contact with the surface during the balance. (Types of Gymnastics)</li> </ul>
Consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance A6-4	<ul style="list-style-type: none"> <li>Practise simple wrestling moves or combination moves. (Individual Activities)</li> </ul>
Demonstrate ways to receive, retain and send an object with increasing accuracy A6-5	<ul style="list-style-type: none"> <li>Using a soft lacrosse stick, run while cradling the ball, and shoot at a target. Progress to passing with a partner, and later add a defender. (Games)</li> </ul>
Consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship A6-6	<ul style="list-style-type: none"> <li>Use simple items; e.g., ribbons or fans, as stimuli to create dances or perform an established dance pattern. (Dance)</li> <li>(Individual Activities)</li> </ul>
Select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering A6-7	<ul style="list-style-type: none"> <li>With a partner, alternate swimming two lengths of a pool, using the front crawl. When not swimming, observe the partner. When finished, give feedback on one or two aspects as identified by the teacher; e.g., travelling in a straight line, breathing technique, high elbow on recovery. (Alternative Environment)</li> </ul>
Demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli A6-9	<ul style="list-style-type: none"> <li>Make musical instruments from recycled items, such as bottles, boxes and spoons. Create movement sequences to rhythms and sounds made with these instruments. (Dance )</li> </ul>
Demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone A6-10	<ul style="list-style-type: none"> <li>Using three pieces of equipment; e.g., a hoop, a soft flying disc and a mat, create a game that uses specified skills; e.g., jumping, dodging, throwing and catching. (Games)</li> </ul>
Demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games A6-11	<ul style="list-style-type: none"> <li>Practise a give-and-go tactic with a soccer ball, by kicking a ball at an angle to the wall and moving to get the pass back from the wall. Add a stationary defender, and while dribbling toward the defender, pass to the wall before getting the return pass. Extend this activity by having an offensive player replace the wall to provide the pass back. Play a soccer game, and emphasize the give-and-go tactic. (Games)</li> </ul>

## PHYSICAL EDUCATION GRADE 6

### Activity

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
Select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics A6-12	<ul style="list-style-type: none"> <li>• Create a six-part sequence on benches, mats or small apparatus; e.g., two travels, three balances, one dismount. (Types of Gymnastics)</li> </ul>
Demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics A6-13	<ul style="list-style-type: none"> <li>• Learn through short practices each of the running, jumping and throwing events. (Individual Activities)</li> </ul>
<b>Benefits Health</b>	
Explain the relationship between nutritional habits and physical activity B6-1	<ul style="list-style-type: none"> <li>• Review <i>Canada's Food Guide to Healthy Eating</i>, and discuss how various foods in each of the food groups, including culturally-specific foods, benefit physical development and performance; e.g., protein for building muscle tissue, calcium for strong bones, sodium and potassium for nerve conduction. (Games)</li> </ul>
Demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity B6-2	<ul style="list-style-type: none"> <li>• Working in small groups, plan and participate in a fitness circuit using different games to develop endurance, strength and flexibility.(Games)</li> <li>• Assess flexibility and strength at the beginning of the gymnastics program and again at the end, and note any improvements.(Types of Gymnastics)</li> <li>• (Alternative Environment)</li> </ul>
Explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to personal fitness level B6-3	<ul style="list-style-type: none"> <li>• Examine the kinds of actions within dances that relate to specific components of fitness; e.g., sequences/actions that improve flexibility. Identify personal strengths and those aspects of fitness that need practice. (Dance)</li> <li>• Types of Gymnastics)</li> </ul>
Acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities B6-4	<ul style="list-style-type: none"> <li>• Compare and contrast pictures of elite athletes, such as cyclists, hikers and swimmers, identifying the physical attributes that provide an advantage in the activity; e.g., having big shoulders in swimming. Also include examples of elite athletes with body types that do not fit the ideal in order to acknowledge that success comes from a variety of attributes. .(Alternate Environment)</li> <li>• Create a group movement sequence in which each student is responsible for performing a portion of the sequence. Choose from a list of movements to include in the sequence. Try challenging movements. (Types of Gymnastics)</li> </ul>
Identify and plan for personal positive benefits from specific physical activity. B6-6	<ul style="list-style-type: none"> <li>• . In small groups, plan and participate in an exercise program in preparation for alternative-environment activities; e.g., preparing leg muscles for skiing. Track progress throughout the program. (Alternate Environment)</li> <li>• Keep a journal of personal running times/distances and fitness improvements.(Individual Activities)</li> </ul>
Describe and chart individual fitness changes as a result of engaging in physical activity.B6-7	<ul style="list-style-type: none"> <li>• Using stations designed to develop the elements of fitness, set, record and modify personal fitness goals. (Individual Activities)</li> </ul>

## PHYSICAL EDUCATION GRADE 6

### Benefits Health

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
Understand the connection between physical activity, stress management and relaxation B6-8	<ul style="list-style-type: none"> <li>• Develop a rap dance routine, based on the theme of the benefits of physical activity on stress management and relaxation. (Dance)</li> </ul>
<b>Cooperation</b>	
Identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity C6-1	<ul style="list-style-type: none"> <li>• Examine and develop sequences, using rhythm, size of movement or repetition, based on the ways in which people of different ages/ cultures meet, greet and part.(Dance)</li> </ul>
Demonstrate etiquette and fair play C6-3	<ul style="list-style-type: none"> <li>• Before playing doubles net and wall games; e.g., badminton or one-wall handball, highlight the strategies that will help create an effective team; e.g., calling “out” or “long” for your partner, playing an up-and-back formation, switching to a side-by-side formation when needed. (Games)</li> </ul>
Identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education C6-4	<ul style="list-style-type: none"> <li>• Take turns to be the leader on an orienteering course. At the end of the course, identify what the qualities of the effective leaders were, and discuss the value of good followership. (Alternate Environment)</li> <li>• Use relationship concepts, such as matching, mirroring, leading and following, when creating a gymnastics sequence with a partner.(Types of Gymnastics)</li> <li>• Take on the roles of participant, official and teacher; e.g., provide feedback to another student on how to improve jumping technique for the high jump. (Individual Activities)</li> </ul>
Describe and demonstrate practices that contribute to teamwork C6-5	<ul style="list-style-type: none"> <li>• Take part in activities that require communication with others, and review how communication is an important strategy in many team games. (Games)</li> <li>• (Alternate Environment)</li> </ul>
Identify and demonstrate positive behaviours that show respect for self and others C6-6	<ul style="list-style-type: none"> <li>• List ways to show respect for others in the pool, list factors that contribute to the development of self-confidence and self-esteem, and demonstrate these things during activity. (Alternate Environment)</li> <li>• Watch finished dances performed by peers, and give feedback related to the objectives of the dances.(Dance)</li> <li>• Discuss and demonstrate how everyone can be successful by adapting or modifying activities, thus respecting each other’s potential and interests; e.g., find ways to travel over a bench or overturned bench that are optimally challenging.(Types of Gymnastics)</li> <li>• Keep a journal of physical activity and nutritional intake. Reflect on energy levels in relation to the types of food eaten.(Individual Activities)</li> </ul>
<b>Do it Daily ... for Life!</b>	
Demonstrate enjoyment of participation through extended effort in physical activity D6-1	<ul style="list-style-type: none"> <li>• Regularly, during the year, display enthusiasm for specific dances by repeating these dances. Discuss the increased benefit received when dancing with great effort.(Dance)</li> <li>• (Individual Activities)</li> </ul>
Identify and demonstrate strategies that encourage participation and continued motivation D6-2	<ul style="list-style-type: none"> <li>• Listen to local park employees or naturalists talk about participation in wilderness areas, the programs available, and possible career opportunities. (Alternate Environment)</li> </ul>
Identify, describe and follow rules, routines & procedures for safety in a variety of activities from all movement dimensions D6-3	<ul style="list-style-type: none"> <li>• Periodically review safety procedures and demonstrate them; e.g., handling equipment, emergency procedures, how to check for unsafe equipment and facilities. (Games)</li> <li>• (Types of Gymnastics)</li> </ul>

## PHYSICAL EDUCATION GRADE 6

### Do it Daily ... for Life!

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
Participate in, and demonstrate the benefits of, safe warm-up and cool-down activities D6-4	<ul style="list-style-type: none"> <li>• Identify what joints and areas of the body are especially important to stretch before playing certain games and activities; e.g., shoulders and trunk in scooter handball.(Games)</li> <li>• Add one activity to a warm-up or cool-down; e.g., lead a stretch, lead an activity.(types of Gymnastics)</li> <li>• (Individual Activities)</li> </ul>
Select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating D6-5	<ul style="list-style-type: none"> <li>• Invite individuals from the community to demonstrate and talk about various health issues. Be aware of programs such as local bicycle education programs.(Individual Activities)</li> </ul>
Set and modify goals to improve personal performance based on interests and abilities D6-6	<ul style="list-style-type: none"> <li>• Plan and participate in activities that will broaden and enhance skill levels within an alternative environment; e.g., walking, cycling, snowshoeing and cross-country skiing. (Alternate Environment)</li> <li>• Focus on various ways to improve upon performance. For example, try to beat a personal best time on how fast you can run 60 m, by focusing on running more on the balls of your feet rather than your heels. (Individual Activities)</li> </ul>
Analyze and create different ways to achieve an activity goal that is personally challenging D6-7	<ul style="list-style-type: none"> <li>• Identify one aspect of your games play to improve upon, and suggest a variety of approaches to attain this goal. (Games)</li> <li>• Do peer- and self-analysis through the use of creating and exchanging written task cards or videocassettes.(Types of Gymnastics)</li> </ul>
Examine factors that influence community decisions to support and promote physical activity D6-8	<ul style="list-style-type: none"> <li>• Plan and direct a school track and field day and seek community support; e.g., seniors, local business, parks and recreation department. (Alternate Environment)</li> </ul>
D6-9	<ul style="list-style-type: none"> <li>• Through discussion, and in journals, identify which aspects of your activity/learning in dance affect your participation in other physical activities. (Dance)</li> </ul>

## ICT - GRADE 6 - TRANSITIONING (GRADE 4 - 7)

### Cognitive Domain

Outcomes	Achievement indicators – measurable outcomes	
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
	Plan and Question	Supporting Skills
<b>Knows – Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Recalls and or records prior knowledge and asks topic-related questions</li> <li>• Follows given plans</li> </ul>	
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>• Constructs how and why questions, predictions, hunches, educated guesses and hypotheses and identifies information needs</li> </ul>	
	<ul style="list-style-type: none"> <li>• Adapts given electronic plans</li> </ul>	<ul style="list-style-type: none"> <li>• Moves text and images</li> <li>• Inserts and edits text, data, images, sound, video and or formulas</li> <li>• Formats text, images, graphs, and tables using toolbar icons, menu options, and or keyboard shortcuts</li> <li>• Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes</li> <li>• Formats page layout</li> <li>• Customizes the template of a graphic organizer, table, multimedia presentation, spreadsheet, and/or database</li> </ul>
<b>Synthesize Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Evaluates original inquiry questions and creates new questions for future inquiry</li> </ul>	
	<ul style="list-style-type: none"> <li>• Designs own electronic plans</li> </ul>	<ul style="list-style-type: none"> <li>• Manages electronic files and folders</li> <li>• Moves data between applications</li> <li>• Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages</li> </ul>

## ICT - GRADE 6 - TRANSITIONING (GRADE 4-7)

### Cognitive Domain

Outcomes	Achievement indicators – measurable outcomes	
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
<b>• Gather and Make Sense</b>	<b>• Supporting Skills</b>	
<b>Knows – Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Finds and collects information from given media sources</li> </ul>	<ul style="list-style-type: none"> <li>• Logs on and off ICT devices</li> <li>• Opens applications and files</li> <li>• Saves files</li> <li>• Prints files</li> <li>• Browses multimedia</li> <li>• Searches the Internet using teacher-selected search engines and keywords</li> <li>• Sends and receives text messages and electronic files using rules of etiquette</li> <li>• Manipulates input devices</li> <li>• Selects and uses peripherals to find, record, manipulate, save, print, and/or display information</li> </ul>
	<ul style="list-style-type: none"> <li>• Identifies sources of information and provides bibliographic/reference data</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and presses keys on the keyboard</li> <li>• Inserts hyperlinks to electronic sources</li> </ul>
	<ul style="list-style-type: none"> <li>• Records data or makes notes on gathered information and ideas using given categories and given ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Logs on and off ICT devices</li> <li>• Opens applications and files</li> <li>• Saves files</li> <li>• Navigates within an application</li> <li>• Moves data between applications</li> <li>• Recognizes and presses keys on the keyboard</li> <li>• Inserts and edits text, data, images, sound video and/or formulas</li> </ul>
	<ul style="list-style-type: none"> <li>• Collects primary data using electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Captures digital data</li> </ul>
	<ul style="list-style-type: none"> <li>• Questions whether information from media sources is real, useful, and/or distracting</li> </ul>	
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>• Refines information searches using a variety of media sources</li> </ul>	<ul style="list-style-type: none"> <li>• Navigates within an application</li> <li>• Browses the Internet</li> <li>• Chooses /uses search engines &amp; own keywords</li> <li>• Refines searches using Boolean logic</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyzes textual, numerical, aural, and visual information gathered from media sources, applying established criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Investigates currency, authorship of electronic sources such as websites, email, CD-ROMs, syndications, blogs, wikis, podcasts, and broadcast media</li> </ul>
	<ul style="list-style-type: none"> <li>• Categorizes information using the ICT suitable for the purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Navigates within an application</li> <li>• Moves data between applications</li> <li>• Transfers ICT knowledge to new applications</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyzes if info from media sources is sufficient, suitable for purpose/audience</li> </ul>	
	<ul style="list-style-type: none"> <li>• Analyzes whether information from media sources has been manipulated</li> </ul>	
<b>Synthesize Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Incorporates new information with prior knowledge and adjusts inquiry strategies</li> </ul>	
	<ul style="list-style-type: none"> <li>• Assesses textual, numerical, aural, and visual info, and sources of the media, to verify context, perspective, bias, motive</li> </ul>	

## ICT - GRADE 6 - TRANSITIONING (GRADE 4-7)

### Cognitive Domain

Outcomes		Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
Produce to Show Understanding		Supporting Skills
<b>Knows – Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Participates in establishing criteria for student – created electronic work</li> </ul>	<ul style="list-style-type: none"> <li>• Logs on and off ICT devices</li> <li>• Opens applications and files</li> <li>• Saves files</li> <li>• Navigates within an application</li> <li>• Manipulates input devices</li> <li>• Recognizes and presses keys on the keyboard</li> <li>• Moves text and images</li> <li>• Draws images using electronic tools</li> <li>• Inserts and edits texts, data, images, sound, video, and/or formulas</li> <li>• Recalls ICT vocabulary in context</li> <li>• Uses ICT vocabulary in context</li> </ul>
	<ul style="list-style-type: none"> <li>• Composes text, records, sound, sketches images, graphs, data, and/or creates video</li> </ul>	
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>• Edits electronic work according to established criteria, conventions, and/or standards</li> </ul>	<ul style="list-style-type: none"> <li>• Prints files</li> <li>• Navigates between applications</li> <li>• Sends and receives text messages and electronic files using rules of etiquette</li> <li>• Transfers ICT knowledge to new applications</li> <li>• Inserts and edits texts, data, images, sound, video, and/or formulas</li> <li>• Formats text, images, graphs, tables using toolbar icons, menu options, keyboard shortcuts</li> <li>• Edits text using spell check, dictionary, thesaurus, grammar check, and/or track changes</li> <li>• Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages</li> </ul>
	<ul style="list-style-type: none"> <li>• Selects suitable ICT application and/or device to create electronic work and explains the selection</li> <li>• Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback and personal preferences</li> </ul>	

## ICT - GRADE 6 - TRANSITIONING (GRADE 4-7)

### Cognitive Domain

Outcomes		Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
<b>Produce to Show Understanding</b>		<b>Supporting Skills</b>
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>Solves problems, reaches conclusions, makes decisions, and/or proposes answers to questions by analyzing data/information and concepts using ICT devices and/or applications</li> </ul>	<ul style="list-style-type: none"> <li>Navigates within an application</li> <li>Moves data between applications</li> <li>Transfers ICT knowledge to new applications</li> </ul>
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>Designs and creates non-sequenced ICT representations</li> </ul>	<ul style="list-style-type: none"> <li>Moves data between applications</li> </ul>
	<ul style="list-style-type: none"> <li>Self-assesses ICT representations to go beyond established criteria by enhancing meaning and/or artistry, according to topic, audience, purpose and occasion</li> </ul>	
<b>Communicate</b>		<b>Supporting Skills</b>
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>Displays and/or discusses electronic work</li> </ul>	<ul style="list-style-type: none"> <li>Logs on and off ICT devices</li> <li>Opens applications and files</li> <li>Navigates within an application</li> <li>Manages electronic files and folders</li> <li>Manipulates input devices</li> <li>Recognizes and presses keys on the keyboard</li> <li>Selects and uses peripherals to find, record, manipulate, save, print, and/or display information</li> </ul>
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>Discusses information, ideas, and/or electronic work using tools for electronic communication</li> </ul>	<ul style="list-style-type: none"> <li>Sends and receives text messages and electronic files using rules of etiquette</li> </ul>
<b>Synthesize Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>Adjusts communication based on self-evaluation and feedback from a global audience</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Reflect</b>		<b>Supporting Skills</b>
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>Participates in guided conferences to think about using ICT to learn</li> </ul>	<ul style="list-style-type: none"> <li>Uses ICT vocabulary in context</li> </ul>
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>Invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn</li> </ul>	
<b>Synthesize - Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>Self-monitors learning goals, reflects on the value of ICT to complete learning tasks, and sets personal goals for using ICT to learn</li> </ul>	

## ICT – GRADE 6 – TRANSITIONING (GRADE 4-7)

### Affective Domain

Outcomes	Achievement indicators – measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Ethics and Responsibility</b>	
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Respects ICT equipment and personal technology space of other ICT users</li> <li>• Recognizes guidelines for safety and security</li> <li>• Recognizes the need to acknowledge authorship of intellectual property</li> <li>• Identifies possible health issues associated with using ICT</li> </ul>
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Applies school division’s acceptable-use policy for ICT</li> <li>• Applies safety guidelines when communicating electronically</li> <li>• Explains consequences of unethical behaviour</li> <li>• Applies guidelines for ethical and responsible use of ICT</li> </ul>
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Evaluates effects of personal ICT behaviour on others</li> <li>• Weights personal benefits and risks of using ICT</li> </ul>
<b>Social Implications</b>	
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Identifies uses of ICT at home, at school, at work, and in the community</li> <li>• Relates societal consequences of ethical and unethical use of ICT</li> <li>• Chooses appropriate times and places to use wireless games and/or communication devices</li> </ul>
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Analyzes current trends in ICT to predict effects of emerging technologies</li> <li>• Analyzes various ICT skill and competency requirements’ for personal career choices</li> <li>• Analyzes advantages and disadvantages of ICT use in society</li> </ul>
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Weighs society’s right to information access against right to individual privacy</li> <li>• Weighs benefits versus risks to society of creating new ICTs</li> </ul>
<b>Collaboration</b>	
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Works with others in teacher-directed learning tasks using ICT and assists others with ICT knowledge and procedures</li> </ul>
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Collaborates with peers to accomplish self-directed learning with ICT in various settings</li> <li>• Collaborates with others over distance using ICT</li> </ul>
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Leads a group in the process of collaborative learning</li> <li>• Weighs benefits and challenges of collaborating on learning with ICT</li> </ul>
<b>Motivation and Confidence</b>	
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Demonstrates confidence and self-motivation while doing ICT tasks alone and with others</li> <li>• Recognizes ICT problems and seeks assistance to solve them</li> <li>• Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems</li> </ul>
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Investigates ICT problems and applies strategies to solve them</li> <li>• Preserves in working through complex ICT problems using higher-level thinking skills</li> </ul>
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Synthesizes knowledge and information to solve unique ICT problems</li> </ul>

## AAT WRITING GRADE 6 TEST BLUEPRINT

AAT Part (A) Narrative Writing –Test Blueprint		
Reporting Category	Looking For...	Description of Writing Assignments
<b>Content*</b> (respond to a picture prompt by writing a narrative.)	Students establish their purpose, select ideas and supporting details to achieve the purpose, and communicate in a manner appropriate to their audience.	<p>The Narrative Writing Assignment is a picture prompt meant to stimulate the imagination of the student completing the narrative writing assignment. Students may organize their story ideas on a provided planning page.</p>
<b>Organization*</b> (organizing ideas and details into a coherent whole)	Students organize their ideas to produce a unified and coherent narrative that links events, details, sentences, and paragraphs.	
<b>Sentence Structure</b> (structuring sentences effectively)	Students control sentence structure and use a variety of sentence types, sentence beginnings, and sentence lengths to enhance communication.	
<b>Vocabulary</b> (selecting and using words and expressions correctly and effectively)	Students choose specific words and expressions that are accurate and effective, and enhance the student’s voice.	
<b>Conventions</b> (using the conventions of written language correctly and effectively)	Students use conventions accurately and effectively to communicate.	
<ul style="list-style-type: none"> <li><b>Content and Organization are weighted to be worth twice as much as each of the other categories</b></li> </ul>		
AAT Part (A) Functional Writing –Test Blueprint		
Reporting Category	Looking For...	Description of Writing Assignments
<b>Content*</b> (thought and detail)	Students organize and develop ideas for a specified purpose and audience.	<p>The Functional Writing Assignment requires students to write to a specified audience in the context of a news article.</p>
<b>Content Management*</b> (using the conventions of written language correctly and effectively)	Students communicate accurately and effectively by selecting words and phrases appropriate to their purpose. Students demonstrate control of sentence structure, usage, mechanics, and format.	

**AAT READING GRADE 6  
TEST BLUEPRINT (same as grade 3)**

<b>AAT Part (B) Reading - Grade 6: Test Blueprint (same as grade 3)</b>		
<b>Reporting Category</b>	<b>Looking For...</b>	<b>Types of Reading Passages</b>
<b>Understanding Main Ideas / Details</b>	The students should be able to identify key details and main ideas, differentiate between main and supporting characters, recognize character motivation and explicit relationships between events and characters, and categorize ideas.	<p>There are two types of reading passages on the AAT: informational texts and narrative/poetic texts. Stories and poems comprise almost 68% of the test.</p>
<b>Organization of Ideas and Relationships Between Form and Content</b>	The student should be able to identify genre (stories, poetry, plays, reports, and articles), organize features of story structure, use text and typographical features, recognize authors' techniques, and determine an author's purpose.	
<b>Associating Meaning</b>	The student should be able to associate meanings of words, expressions, and literary devices from prior knowledge and contextual clues.	
<b>Synthesizing Ideas</b>	The student should be able to draw conclusions by relating what is known to new information, add assess the plausibility of ideas and situations in literature.	

**AAT MATH GRADE 6  
TEST BLUEPRINT**

<b>Multiple Choice (MC) and Numerical Response (NR)</b>			
<b>Item Type</b>	<b>Number of Items</b>	<b>Number of Marks</b>	<b>Percentage of Test</b>
<b>MC</b>	40	40	80%
<b>NR</b>	10	10	20%
<b>TOTAL</b>	50	50	100%
<b>Content Domain of Test</b>			
<b>Strand</b>		<b>Percentage of Items on Test</b>	
Number		25 – 35%	
Patterns and Relations		25 – 35%	
Shape and Space		20 – 30%	
Statistics and Probability		10 – 20%	
<b>Cognitive Domain of Test</b>			
<b>Complexity Level</b>		<b>Percentage of Items on Test</b>	
Low		30 – 40%	
Moderate		40 – 50%	
High		15 – 25%	