

## Social Studies

The curriculum organizes the knowledge and skills that students need to acquire to demonstrate learning into two strands:

- Strand A: Heritage and Identity: **Communities in Canada, Past and Present**
- Strand B: People and Environments: **Canada's Interactions with the Global Community**

Students will explore the experiences and perspectives of diverse communities in historical and contemporary Canada and examine how they have contributed to the development of Canadian identity. They will investigate current issues and develop their understanding of the importance of international action and cooperation.

## Physical Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into two strands, or areas of learning: **Active Living** and **Movement Competence: Skills, Concepts, and Strategies**.

## Health Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into three strands, or areas of learning: **Understanding Health Concepts, Making Healthy Choices, and Making Connections for Healthy Living**

## The Arts

Education in the arts is essential to students' intellectual, social, physical, and emotional growth and well-being. Experiences in the arts – **dance, drama, music, and visual arts** – play a valuable role in helping students to achieve their potential as learners, make connections with other subjects and the world around them.



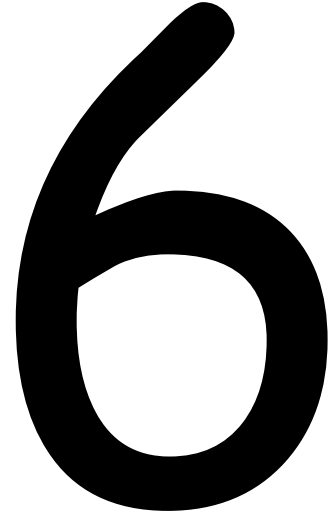
## Contact Information

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**Mission Statement:** Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

**Vision Statement:** Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.



## CURRICULUM OVERVIEW: GRADE 6



## Religious Education

York Catholic District School Board uses the Canadian *Born of the Spirit* series which invites children to journey in their faith and develop a meaningful relationship with God. The focus of the Grade 6 program, *You Shall Be My Witnesses*, allows children to explore the Christian moral life. Through the witness of their own lives, they are invited to enter more fully into God's covenant with us.

## Family Life

*Fully Alive* is a Family Life Education program developed for Ontario Catholic schools. This program is organized into five themes: **Created and Loved by God, Living in Relationship, Created Sexual, Growing in Commitment, and Living in the World.**

## Language Arts

The curriculum organizes the knowledge and skills that students need to become literate into the following four strands:

- **Oral Communication**
  - listen in order to understand and respond appropriately (e.g., summarize or paraphrase information and ideas to clarify understanding)
  - use speaking skills and strategies appropriately (e.g., acknowledge different points of view)
  - reflect on and identify their strengths and next steps as listeners and speakers (e.g., *What strategies do you use to recall important information after listening?*)
- **Reading**
  - read and demonstrate an understanding of a variety of texts (e.g., electronic texts, atlases) using a range of strategies to make meaning (e.g., making predictions, rereading)
  - recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning (e.g., subheadings, colour, layout)
  - use knowledge of words and cueing system to read fluently (e.g., spelling patterns)
  - reflect on and identify their strengths and next steps as readers (e.g., *What else can you do if rereading the text does not clarify the meaning?*)
- **Writing**
  - generate, gather, and organize ideas and information to write for an intended purpose and audience (e.g., script, interview, persuasive letter)
  - draft and revise their writing (e.g., create complex sentences by combining phrases/clauses)
  - use editing, proofreading, and publishing skills and strategies (e.g., peer editing checklist)
  - reflect on and identify their strengths and next steps as

writers (e.g., *In what ways do you think that the reading you do helps you as a writer?*)

- **Media Literacy**
  - demonstrate an understanding of a variety of media texts (e.g., television shows, clothing)
  - identify some media forms and explain how the conventions and techniques associated with them are used to create meaning (e.g., *What would you look for in a television news show that you wouldn't find in a newspaper?*)
  - create a variety of media texts (e.g., comic strip for publication in a class newsletter)
  - reflect on and identify their strengths and next steps as media interpreters and creators (e.g., *What skills and knowledge have you needed to interpret and create a movie poster based on a narrative you have studied?*)

## Core French

The curriculum is organized in four strands: **Listening, Speaking, Reading and Writing.** The language and language learning skills in the four strands overlap with and strengthen one another. Effective instructional activities often blend expectations from two or more strands in order to provide students with the kinds of experiences that promote meaningful learning.

## French Immersion (if applicable)

French Immersion is intended for students whose parents do not have a French background but would like their children to become fluent in French. Although the curriculum is the same as in the English language program, the language of instruction is French. Students will receive 50% of their instructional time in French. Please note that Language Arts, Science, Social Studies, Physical Education and Health, and the Arts (Dance, Drama, Visual Arts) are taught in French. Language, Mathematics, Religion and Family Life, and music are taught in English.

## Mathematics

The curriculum organizes the knowledge and skills that students need to become numerate in five strands, or areas of learning:

- **Number Sense and Numeration:** representing and ordering numbers to 1 000 000; developing the concept of place value to thousandths; comparing and ordering fractional amounts with unlike denominators; estimating 10%, 25%, 50%, and 75% of a quantity; adding and subtracting decimal amounts to thousandths; multiplying and dividing four-digit whole numbers by two-digit whole numbers; multiplying and dividing decimals to tenths by whole numbers and two-digit by two-digit whole numbers; dividing three-digit whole numbers by one-digit whole numbers; applying order of operations in expressions without brackets; relating simple fractions, decimals and percents
- **Measurement:** measuring quantities using metric units;

converting from larger to smaller metric units, including square metres to square centimetres; developing and applying area relationships for a parallelogram and a triangle; developing and applying the volume relationships for a triangular prism; determining and applying surface area relationships for rectangular and triangular prisms; relating square metres and square centimetres

- **Geometry and Spatial Sense:** classifying quadrilaterals by geometric properties; sorting polygons by lines of symmetry and by rotational symmetry; measuring angles to 180° with a protractor; constructing polygons; representing figures using views and isometric sketches; performing and describing rotations; plotting points in the first quadrant
- **Patterning and Algebra:** representing patterns using ordered pairs and graphs; describing pattern rules in words; calculating any term when given the term number; investigating variables as changing quantities; solving equations using concrete materials and guess and check
- **Data Management and Probability:** collecting and organizing discrete and continuous data; displaying data using continuous line graphs; selecting appropriate graphical representations; using continuous line graphs and mean to compare sets of data; finding theoretical probabilities; predicting the frequency of an outcome based on the theoretical probability

## Science and Technology

The curriculum organizes the knowledge and skills that students need to acquire, demonstrate and apply into four strands, or areas of learning:

- Understanding of Life Systems: **Biodiversity**
- Understanding Structures and Mechanisms: **Flight**
- Understanding Matter and Energy: **Electricity and Electrical Devices**
- Understanding Earth and Space Systems: **Space**

