

Grade 6 Science Core Competencies

Curricular Competencies

Students (should) be able to do the following:

Questioning and predicting

- Demonstrate a sustained curiosity about a scientific topic or problem of personal interest
- Make observations in familiar or unfamiliar contexts
- Make predictions about the findings of their inquiry

Planning and conducting

- With support, plan appropriate investigations to answer their questions or solve problems they have identified

Processing and analyzing data and information

- Experience and interpret the local environment
- Identify First Peoples perspectives and knowledge as sources of information
- Demonstrate an openness to new ideas and consideration of alternatives

Evaluating

- Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations

Applying and innovating

- Contribute to care for self, others, and community through personal or collaborative approaches
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

Communicating

- Communicate ideas, explanations, and processes in a variety of ways
- Express and reflect on personal, shared, or others' experiences of place

Content

Students (should) know the following:

- effects of balanced and unbalanced forces in daily physical activities
- force of gravity

Grade 6 Social Core Competencies

Curricular Competencies

Students (should) be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Develop a plan of action to address a selected problem or issue
- Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
- Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)
- Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)
- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

Content

Students (should) know the following:

- the urbanization and migration of people
- global poverty and inequality issues, including class structure and gender
- roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples
- different systems of government
- economic policies and resource management, including effects on indigenous peoples
- globalization and economic interdependence
- regional and international conflict

Grade 6 Physical and Health Education Core Competencies

Curricular Competencies

Students (should) be able to do the following:

Physical literacy

- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments
- Develop and apply a variety of movement concepts and strategies in different physical activities
- Apply methods of monitoring and adjusting exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and describe preferred types of physical activity

Healthy and active living

- Participate daily in physical activity designed to enhance and maintain health components of fitness
- Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness
- Describe the impacts of personal choices on health and well-being
- Identify, apply, and reflect on strategies used to pursue personal healthy-living goals

Social and community health

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- Explore strategies for promoting the health and well-being of the school and community

Mental well-being

- Describe and assess strategies for promoting mental well-being, for self and others
- Describe and assess strategies for managing problems related to mental well-being and substance use, for others

Content

Students (should) know the following:

- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills
- movement concepts and strategies
- ways to monitor and adjust physical exertion levels
- how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
- training principles to enhance personal fitness levels, including the FITT principle and the SAID principle
- basic principles for responding to emergencies