

## Northwest Territories

### Grade 6

#### *Science*

##### Specific Learning Outcomes

- 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
- Compare living things to identify the different features that allow them to be transported by wind (e.g., spores, pollen, seeds);

#### *Math*

##### Specific Learning Outcomes

- I feel like there is no outcomes applicable

#### *Language Arts*

##### Specific Learning Outcomes

- Engage in exploratory communication to discover own interpretation and understanding
- Reflect on prior knowledge and experiences to arrive at new understandings
- Explain personal viewpoints in clear and meaningful ways, and revise previous understandings
- Formulate relevant questions to focus information needs in own and group inquiry
- Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry
- Relate gathered information to prior knowledge to reach conclusions or develop points of view; set goals for further inquiry

#### *Health*

##### Specific Learning Outcomes

- identify the leader nutrients in each of the four food groups and their functions
- list foods that are rich in the leader nutrients in each food group
- describe what is meant by a balanced food intake in one day
- design a personal nutrition program to promote health