

## Saskatchewan Curriculum Outcomes

*\*The text written in green represents ideas of how curricular outcomes could be carried out in tandem with SucSeed initiatives.*

### Grade 6

#### **Grade 6 Science**

##### **Life Science**

##### **Diversity of Living Things (DL)**

**DL6.1** Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers.

- a.** State the characteristics that define all living things (e.g., are made up of one or more cells, require energy for life processes, respond to stimuli in their environment, and have the ability to reproduce).
- b.** Observe and document the diversity of living things in their local habitat through journaling, a nature walk, sketching, drawing, photographing, video recording, or other means.
- c.** Show respect for other people, living things, and the environment when observing ecosystems.
- d.** Document the diversity of living things in different terrestrial and aquatic habitats (e.g., grasslands, forests, tundra, deserts, rivers, ponds, and oceans) using print, video, and/or online resources.
- e.** Analyze how First Nations and Métis art and storytelling highlight movement and/or behaviour of living things and reflect a worldview that values all living things.

**DL6.5** Assess effects of micro-organisms on past and present society, and contributions of science and technology to human understanding of microorganisms.

- d.** Design and conduct an investigation of the factors that influence how quickly micro-organisms break down organic matter (e.g., build a composter in a 2L plastic bottle and vary conditions such as the amount of water, soil, light, and combinations of waste products).

## Grade 6 English Language Arts

### **Outcomes and Indicators:**

**Comprehend and Respond (CR).** Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level texts from First Nations, Métis, and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes including for learning, interest, and enjoyment.

**CR6.5** Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

- a. Display active listening behaviours including preparing to listen; making notes to assist recall of ideas presented; identifying important details; noting techniques employed; seeking additional information from other sources as needed.
- b. Restate and follow multi-step instructions and show that they have been understood by completing a task.
- c. Generate questions to clarify incomplete or unclear material heard.
- d. Identify speaker's viewpoint and purpose.
- e. Restate or summarize major points and supporting details after a presentation or podcast and show understanding by the actions taken.
- f. Draw conclusions about presenter's stance and values.

**Compose and Create (CC).** Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

**CC6.5** Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

- a. Engage in partner, small-group, and whole-class discussion to accomplish a task (e.g., develop a class plan of action).
- b. Show an understanding of when to speak and when to listen when participating in conversations and in small and whole group discussions.
- c. Contribute to structured discussion and dialogues to explore perspectives, ideas, and issues and to complete tasks.
- d. Maintain conversations with classmates and adults and consistently follow guidelines for interacting (e.g., listening to others without interrupting, speaking respectfully to peers, using appropriate language and tone to disagree).
- e. Exchange ideas and concepts with teacher, peers, and adults.
- f. Ask questions to sustain and extend interactions.
- g. Prepare and give oral presentations (e.g., on a topic under study or of personal interest).

*(\*Students can present on the knowledge acquired through planting a garden to combat food insecurity)*

**CC6.6** Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

- i. Adjust voice, tone, and language choices to a range of situations.
- j. Speak clearly and expressively in classroom presentations.
- k. Use body language and gestures, modification of voice, or facial expressions to respond to the audience.
- l. Present ideas effectively demonstrating an awareness of audience (e.g., attempt to make the material interesting and appropriate to audience and purpose).

## **Grade 6 Mathematics**

### **Outcomes and Indicators:**

**SP6.1** Extend understanding of data analysis to include: • line graphs • graphs of discrete data • data collection through questionnaires, experiments, databases, and electronic media • interpolation and extrapolation. [C, CN, PS, R, V, T]

- a. Explain the importance of accurate labelling of line graphs.
- b. Determine whether a set of data should be represented by a line graph (continuous data) or a series of points (discrete data) and explain why.
- c. Describe patterns seen in a given line graph or a graph of discrete data points, and describe a situation that the graph might represent.
- d. Construct a graph (line graph or a graph of discrete data points) to represent data given in a table for a particular situation.
- e. Interpret (through interpolation and extrapolation) the line graph or graphs of discrete data points for a situation to make decisions or solve problems.