

# CURRICULUM CONNECTIONS ATLANTIC CANADA Grade 6

## SELECTED EXPECTATIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

Students will:

### ARTS

- be part of a rights-respecting, compassionate, democratic learning environment that “allows all students regardless of ability, gender, lifestyle, values, social class, and racial and ethnocultural backgrounds to feel comfortable in taking learning risks to express their ideas, frustrations, and dreams. It is a community of ongoing inquiry based on trust and respect. It upholds the rights of each student and requires students to respect the rights of others. It values and nurtures different perceptions, diverse approaches, and open conversations.”
- be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

### HEALTH AND PHYSICAL EDUCATION

- develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.
- learn about support networks, mentors, and developing healthy relationships and positive interdependence.
- apply a variety of strategies for resolving conflict
- examine how health habits/behaviours influence body image and feelings of self-worth

### LANGUAGE

- use their knowledge and skills in listening, speaking, reading, writing, viewing, and representing to understand, critically analyze, and communicate a broad range of information and ideas from and about their multicultural, multimedia environment.
- learn to identify and explore multiple perspectives, question the messages in texts, and look at issues related to fairness, equity, and social justice.
- analyze the structure and elements of a variety of text forms, and create a variety of oral, print, and media texts in order to communicate their own ideas and opinions for a variety of purposes and audiences.
- explore more complex topics or issues related to fairness, equity, and social justice, more subtle or abstract themes, and particular genres; that use a variety of organizational patterns and features; and that require inference and analysis.

### MATHEMATICS

- develop, select, and apply problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.
- develop and apply reasoning skills (e.g., classification, recognition of relationships, use of counter-examples) to make and investigate conjectures and construct and defend arguments.
- demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by comparing and adjusting strategies used, by explaining why they think their results are reasonable, by recording their thinking in a math journal).
- relate mathematical ideas to situations or phenomena drawn from other contexts (e.g., other curriculum areas, daily life, sports).

## CONVENTION ARTICLES

## LINKS TO GLOBAL CONCEPTS

INTERDEPENDENCE	IMAGES AND PERCEPTIONS	SOCIAL JUSTICE	CONFLICT AND CONFLICT RESOLUTION	CHANGE AND THE FUTURE	HUMAN RIGHTS
12, 13, 15, 17, 28, 29	✓	✓	✓	✓	
3, 16, 17, 27, 28, 29, 31, 42	✓		✓	✓	
12, 13, 15, 17, 29, 30	✓	✓	✓		
12, 13, 17, 28, 29	✓		✓	✓	

## SELECTED EXPECTATIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

Students will:

### SCIENCE AND TECHNOLOGY

- learn that biodiversity includes diversity among individuals, species, and ecosystems.
- look for ways in which people might come to agreement on how to minimize the negative impact of their actions, but also will be able to make more informed decisions about their own positions and about action they can take .
- identify practices that ensure their personal safety and the safety of others and demonstrate an understanding of these practices.
- focus on past and present-day contributions of space science to the quality of human life while developing an understanding of the phenomena that result from the movement of different bodies in space.

### SOCIAL SCIENCE

- learn about the main characteristics of North American First Nation cultures, including the close relationship of the First Nation peoples with the natural environment.
- examine the positive and negative effects of interactions between European and First Nation peoples.
- identify and describe Canada’s economic, political, social, and physical links with the United States and other regions of the world.
- investigate the importance of international connections for Canada’s well-being and influence in the world.

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✓	✓			✓	✓
✓		✓	✓	✓	✓

12, 13, 15,  
17, 19, 24,  
28, 29, 30

2, 3, 8, 12,  
13, 14, 15,  
17, 24, 28,  
29, 30, 42