

Grade 6 Overall Expectations

Overall Expectations	
Literacy	<ul style="list-style-type: none">❖ R 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;❖ W 1. generate, gather, and organize ideas and information to write for an intended purpose and audience;❖ M 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
Math	<ul style="list-style-type: none">❖ B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life
Science	<ul style="list-style-type: none">❖ 3. Biodiversity: demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.
Social Studies	<ul style="list-style-type: none">❖ A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada

TAKE CARE OF YOURSELF!

School and school work is, usually, a way to develop the intellectual or mental part of ourselves. But we have other dimensions. We have a physical body, feelings, and a spirit (which you might be more comfortable thinking of as your “true” self.) We hope some of these suggestions, plus ideas of your own, will help you live in a way that supports not just your mental well-being and development, but your whole self. See if you can do something to support each aspect of yourself each day.

PHYSICAL WELL-BEING

To take care of your physical well-being, you might:

- Move around! (skip, do jumping jacks, do sit-ups, do push-ups, go for a walk, etc.)
- Eat healthy food.
- Drink water.
- Get rest.
- Listen to your body.
- _____

EMOTIONAL WELL-BEING

To take care of your emotional well-being, you might:

- Connect with somebody (call someone, talk to someone, sit with someone, etc.)
- Notice your feelings.
- Try to have compassion for yourself.
- Write something about what you are experiencing and how it makes you feel. Maybe share it.
- Create art. Maybe share it.
- Laugh.
- _____

SPIRITUAL WELL-BEING

To take care of your spiritual well-being, you might:

- Do something for someone else.
- Meditate, pray, perform ceremony, or spend some time taking deep breaths.
- Make something.
- Offer thanks. It could even be thanks to something non-human, like the water that you drink or the plants growing through the cracks in the sidewalk.
- Ground yourself. Notice and express gratitude to the things and people surrounding you.
- _____

MENTAL WELL-BEING

To take care of your mental well-being, you might:

- Enjoy a story. Read something, listen to a podcast or audio book, watch a movie or show.
- Listen to music that stimulates thoughts.
- Look at art you find engaging.
- Talk with someone you admire.
- Share your own observations or insights with someone you trust.
- _____

Where Have I Come From?

I come from a community that has helped me to develop values and beliefs.

LITERACY

	THINK	<ul style="list-style-type: none"> ❖ Before you read about Ta’Kaiya Blaney (p.5) , ask yourself, “What are my beliefs and values? How has my family and community helped to shape them?” ❖ As you read an excerpt from the book, Our Future: How Kids are Taking Action, notice how Blaney’s beliefs and values have been shaped.
	CREATE	<ul style="list-style-type: none"> ❖ List in point form, Ta’Kaiya’s beliefs and values. Next, write about how they were shaped by her family and community. ❖ Gather between 4-6 items or images that are important to you and your family. Next, thoughtfully arrange the items in a way that tells the story of where you come from. Finally, sketch or take a photo of the arrangement ❖ Brainstorm a list of words and phrases that tell the story of where you come from and include words that describe your values & beliefs.
	REFLECT	<ul style="list-style-type: none"> ❖ Write in paragraphs to explain how your family/community has influenced your values and beliefs.

SOCIAL STUDIES

	READ	<ul style="list-style-type: none"> ❖ Read the passage “Indigenous Origins of Toronto Place and Street Names” (p.6).
	SHARE	<ul style="list-style-type: none"> ❖ Do you know the origin of your first name? Do you know the origin of your Family Name (last name) of your middle name(s)? Do your names have special meanings? Share this information with someone in your home. Or if you don’t know, ask someone in your home.
	REFLECT	<ul style="list-style-type: none"> ❖ What country does your surname come from? What connection does your surname have to you, your history, or your family’s history? Many places in Ontario and in Canada also have Indigenous names. What are three different things we might learn by learning about the origin of these names? ❖ Why is it important to know the origin of a name? How can knowing the origin of a place’s name tell us more about the history of that place?
	WRITE	<ul style="list-style-type: none"> ❖ Think about a place you would (re)name. You could name it for someone—even for yourself—or you could name it to reflect something about that place. Write an answer to these questions: <ul style="list-style-type: none"> ❖ Where is this place and what would you rename the place? ❖ Why would you rename this place? ❖ What would you want people to know about this place through the name?

Where Have I Come From?

MATHEMATICS



THINK

Names play an important role in our lives and often have a deep history for the people who named you.

- ❖ Write down your full name and closely look at it. Where do you see math even in your name? Using the total number of letters, create as many fractions as you can (e.g. # of vowels or consonants/total # of letters).
- ❖ Remember the **numerator** (top number) is the part of the fraction and the **denominator** (bottom number) is the whole number of parts.



ACT

Imagine comparing your fractions with 4 of your classmates whose first initials are: J, C, A & M. Each one of them represented the number of consonants in their names differently:

J: 4/5	= ? / 100	(hint: how many 5's are in 100?)
C: 75%	= ? / 100	(hint: this is already out of 100)
A: 0.68	= ? / 100	(hint: multiplying by 100 will shift the decimal two places)
M: 17/20	= ? / 100	(hint: how many 20's are in 100?)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- ❖ Use a hundreds chart as a tool to help you think proportionally about how your peers described their fractions. Whose name has the most consonants?



REFLECT

- ❖ Think about how you see and use this math in your lives. Write down some examples of where you use math in your daily life.

SCIENCE



THINK

- ❖ Where is water and nature in your local community? What does that nature include? When you think about what nature is, what ideas/images come to mind? What role does nature play in your life?



ACT

- ❖ Create a map of a community with which you have a strong connection.

Remember to include as much detail as possible. **It can be near where you live or other important communities for you, e.g., school community.** You can decide how large an area to include. **Biodiversity** (many different kinds of plants, animals) is important in nature because it supports all life to live, not just a few species. Include places that have **biodiversity** in your map. Remember even small areas can have this. E.g. a large tree can provide a habitat for birds, squirrels, insects and more.



WRITE

- ❖ Once that you have completed this map, where else would you like to see **biodiversity**? Add those details to your map.
- ❖ Write beside each addition your reasoning for what you added. Remember why biodiversity is important. Why does it need to be there?



REFLECT

- ❖ **Biodiversity** supports all living things around us. In this activity, you created a visual of why is important. Think about how you used information to create visuals (map, diagram) of what you knew or learned.

Where Have I Come From?

Ta’Kaiya Blaney, Canada



Ta’Kaiya is from Tla’amin Nation on Canada’s west coast.

Ta’Kaiya uses her talents for acting, singing, and song writing to call for action to protect Mother Earth for future generations. At 11, she co-wrote “Earth Revolution.” Her lyrics are: “We’re Generation Now, Children of the future, Earth’s Revolution./ Creation’s crying out, I feel her pain, I can’t walk away./ I’ll do my part to fix what’s broken, and give back what we’ve taken, to hope for the dawn of a new day./ I’m calling each and every person, join me in Earth Revolution.” Ta’Kaiya performed the song at a global conference for youth involved in social and environmental justice. “It was amazing! Someone said, ‘Oh, kids, they’re not going to do anything.’ I said, ‘Hey, I’m a kid, and you’re wrong! We’re speaking out for those who have no voice, like the whales, the salmon. We are not afraid to use it.’ I always had a dream of creating a sustainable future for my community, but it was ‘when I grow up...’ When I read about an oil pipeline from Alberta to British Columbia, I realized age doesn’t matter. It’s important for youth to be involved because it’s our future that corporations and governments are putting at risk—our water, land, and the future of Indigenous people. Elders and other inspiring people are leading this movement, but they get tired. Youth can help. Each one of us has a gift. We should share it!”

Ta’Kaiya says:

Our generation does not see activism just as an obligation, but a beautiful opportunity to invent the unexpected and to spread our optimism to make a better world.

“There is a fire lit inside you, and that fire is rising in the youth. You can feel it in the ground. You can hear it in the trees. You can feel it in the air. This generation is ready.”

—**Naelyn Pike**, 17, USA



A Lakota prophecy predicts children will provide leadership when people have grown ashamed of mistreating Earth. “The Seventh Generation will rise and create a new world. It’s our responsibility to stand up and protect Mother Earth for the next seven generations. We are the ones we’ve been waiting for!”

—**Journey Zephier**, 15, USA

“Grown men can learn from very little children, for the hearts of the little children are pure. Therefore, the Great Spirit may show to them many things which older people miss.”

—**Black Elk**, holy man of the Oglala Lakota Sioux

Wilson, Janet (2019) "Ta’Kaiya Blaney" in *Our Future: How Our Kids are Taking Action* Toronto: Second Story Press.

Where Have I Come From?

Indigenous Origins of Toronto Place and Street Names

by Lee Sheppard

(Note: All bolded names are the names of Indigenous Nations.)

The word Toronto comes from the **Kanienkehaka** (or **Mohawk**) word “tkaronto,” meaning ‘trees standing in the water.’ The ‘trees standing in the water’ was a fishing weir or fishing fence used to harvest fish. The word also came to mean ‘meeting place.’

Learning about the way that current names for places and streets in Toronto sometimes come from Indigenous words helps remind me that since long before my family settled here, this land has been and remains home to Indigenous people. Most of my understandings come from Elder Dr. Duke Redbird and the First Story Bus Tour, led by Jon Johnson and Philip Cote, a Knowledge Keeper who is **Shawnee, Potawatomi, Lakota, and Ojibway**.

The street name, Spadina, comes from the Anishinaabemowin (the **Anishinaabe** language) word “ishpadinaa.” According to Hayden King, who is **Anishinaabe**, “ishpadinaa” means “a place on the hill.” On the First Story Bus Tour, I was told that the word means “the rise in the land” and that it refers to the hill just north of the intersection of Davenport Avenue and Spadina Road.

Two place names that come from Anishinaabemowin words are Mimico and Etobicoke. Mimico comes from the word “omiimiika” meaning “place of the pigeon.” Etobicoke comes from a word that means “place where the alders grow.”

Hayden King and Susan Blight, who is also Anishinaabe, are involved in a project, named “Ogimaa Mikana,” that changes street signs to make them Indigenous **names**. They also change historical plaques or billboards to remind non-Indigenous people that they are on Indigenous land or to share **Anishinaabe** words and teachings. They made a sign for Queen Street that called the street “Ogimaa Mikana” or “Leaders’ Trail” in honour of strong Indigenous women leaders. They also changed a street sign for Davenport Avenue, which is a very old Indigenous portage trail between the Don and Humber Rivers, to rename the street Gete-Onigaming, which means “at the old portage.”



Figure 1. Street sign at the corner of Spadina Road and Davenport Road in Toronto, Ontario, Canada. May 13, 2020.



Figure 2. Street sign at the corner of Spadina Road and Davenport Road in Toronto, Ontario, Canada. May 13, 2020.