

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"> ❖ Understanding Life Systems - Biodiversity 1. assess human impacts on biodiversity, and identify ways of preserving biodiversity
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 Am I Now?

I care about my community. I can express this care by sharing my values and beliefs about a community need.

LITERACY	
SOCIAL STUDIES	
THINK	<ul style="list-style-type: none"> ❖ Before reading the infographic, “Threats to Coral Reefs” (p.6) ask yourself, “What are my beliefs and values about climate change?” ❖ As you read the infographic, notice how text features such as titles, headings, text boxes, font and images help you to understand important information.
CREATE	<ul style="list-style-type: none"> ❖ Create a mind map and identify the main idea of the infographic. (see page 7 for examples) ❖ Reread the “How You Can Help” section of the infographic and extend your mind map by connecting the solutions listed to the main idea. ❖ Choose two solutions that make sense to you and reflect your values and beliefs. Extend your mind map by adding specific actions that you can take to work towards these solutions.
EXTEND	<ul style="list-style-type: none"> ❖ Using the infographic, create a T-chart with the headings “Event” and “Impact on Coral Reefs” with information from this section. <p style="color: #e67e22;">In 2016, Canada signed the Paris Agreement and pledged to reduce its economy-wide greenhouse gas emissions by 30% below 2005 levels by 2030. How impactful do you think this goal and/or this timeline will be in addressing the decline of the world’s coral reefs? Share your ideas with another person in your home.</p> <p style="color: #e67e22;">Centuries ago, the Anishinaabe Nation and Haudenosaunee Confederacy made an agreement called the Dish With One Spoon. This agreement was documented in a wampum belt (see page 8). These two sovereign Indigenous peoples, who live in the territories we currently call Canada and the United States of America, agreed to share and care for the land, water, and non-human beings in the territory that includes Toronto. All residents of this territory are expected to uphold this treaty.</p> <ul style="list-style-type: none"> ❖ How do you think signing agreements demonstrates the Canadian government’s attitude towards interacting with other nations of the world? ❖ When the Canadian government doesn’t uphold its terms of an agreement, what do you think this demonstrates? ❖ If you wanted the government to keep its commitments, what are different ways you could express your wish? ❖ Write down your ideas in a way that makes sense to you.
ACT	<ul style="list-style-type: none"> ❖ Using your completed graphic organizers, write a paragraph explaining how one of the solutions and your proposed actions reflect your beliefs, values or connection to your community.

Where Am I Now?

MATHEMATICS

<p>THINK</p>	<ul style="list-style-type: none"> ❖ Why is water such an important resource and why should you protect it? Think about the many ways you use water and the world uses water every day.
<p>ACT</p>	<ul style="list-style-type: none"> ❖ Read the infographic “Potable Water in Canada” (p.10). “Potable” means “safe to drink.” You will be using data to calculate water usage throughout the year and predicting future water use. ❖ How much water did the average Canadian household use in 2017? <ol style="list-style-type: none"> 1. How much water would an average household use in one month? How would you find out the answer? What other information do you need to answer the question? Try to answer it. <i>If you need help: 220 litres X 30 (number of days in a month)</i> 2. How much water would an average household use in six months? If you have completed question 1, there are two ways you can calculate the answer. Try both ways. Are the answers the same? <i>If you need help: One way is to multiply the answer from question 1 by 6; you could also multiply the number of days (30) by six (for the number of months) and then multiply that by 220 litres.</i> 3. How much water would an average household use in a year? If you have completed question 1, there are two ways you can calculate the answer. Are the answers the same? <i>If you need help: One way is to multiply the answer from question 1 by 12; you could also multiply 220 litres by 365 days (how many days there are in a year).</i> 4. How many people do you think “average” includes? How many are children and how many are adults? 5. Based on your answer to what “average” includes, would your household average be higher or lower or the same? Look over the infographic for examples of daily water use to help you decide. Explain your answer. 6. Based on the information you have, what would be an estimate for the average household water use for each day for the years after 2017? Explain your estimate.
<p>REFLECT</p>	<p>Even though there are not a lot of numbers on the infographic, there is much that can be figured out from the numbers that are there.</p> <ul style="list-style-type: none"> ❖ Look over the infographic again and think about what other information you could add to this infographic. What averages would you include? How would this information inform others about the importance of water for communities? Write your ideas beside the infographic.

Where Am I Now?

SCIENCE	
THINK	<ul style="list-style-type: none"> ❖ Make a list of all the places you can access water. In other words, where can you use water in your home? Think about when you use water throughout your day.
ACT	<p>Reducing our impact on our environment is important. Reread the infographic “Potable Water in Canada” (p.10). “Potable” means “safe to drink.” Make a list of the examples of the ways we use water daily in order of how much water you use.</p> <ul style="list-style-type: none"> ❖ If there are examples of water use that you do not use, record them at the bottom of your list. ❖ Now, beside each example, write a practical way you can reduce your water usage but still meet your needs. ❖ List five impacts of overuse of water by humans. In other words, what happens when other organisms do not have access to enough water? If you are not sure, write five questions you would like to research to help you find this answer or it can be a combination of impacts and questions.
REFLECT	<ul style="list-style-type: none"> ❖ Now that you have created your list and ways you could reduce your water use, think about what would be a challenge to make these changes.

Where Am I Now?

Threats to Coral Reefs



THREATS TO CORAL REEFS

CLIMATE CHANGE

Increased greenhouse gases from human activities result in climate change and ocean acidification.

CLIMATE CHANGE = OCEAN CHANGE

↑ burning fossil fuels for heat and energy

↑ producing some industrial products

↑ raising livestock

↑ fertilizing crops

↑ deforestation

CO₂

The world's ocean is a massive sink that absorbs carbon dioxide (CO₂). Although this has slowed global warming, it is also changing ocean chemistry.

HOW YOU CAN HELP

Shrink your carbon footprint to reduce greenhouse gases.

-  Drive less.
-  Reduce, reuse or recycle.
-  Purchase energy-efficient appliances and lightbulbs.
-  Print less. Download more. Use less water.

CLIMATE CHANGE dramatically affects CORAL REEF ECOSYSTEMS

 **Warming Ocean**

thermal stress

 **Sea Level Rise**

sedimentation

 **Changes in Storm Patterns**

stronger, more frequent storms

 **Changes in Precipitation**

increased runoff of freshwater, sediment & land-based pollutants

 **Altered Ocean Currents**

change in connectivity & temperature regimes

 **Ocean Acidification**
a result of increased CO₂

reduction in pH levels

CORAL BLEACHING

INFECTIOUS DISEASE

SMOTHERING OF CORAL

DESTRUCTION OF REEF STRUCTURE

ALGAL BLOOMS & MURKY WATER REDUCE LIGHT

LACK OF FOOD AND DISPERSAL OF LARVAE

DECREASES GROWTH RATES AND STRUCTURAL INTEGRITY

Impacts are immediate and long term, direct and indirect - A weakened coral is **vulnerable**.



Reduce the use of lawn and garden chemicals.



DO NOT dump household chemicals in storm drains.



Choose sustainable seafood.
www.FishWatch.gov



Learn about good reef etiquette and practice it when in the water.

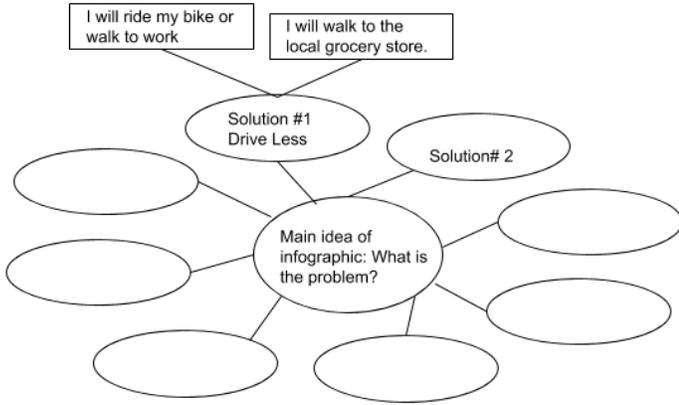


Volunteer for beach and waterway clean ups.

Where Am I Now?

Mind Map Exemplars

Exemplar #2: Grade 6 Sample Mind Map & Paragraph (Copyright TDSB, 2020)

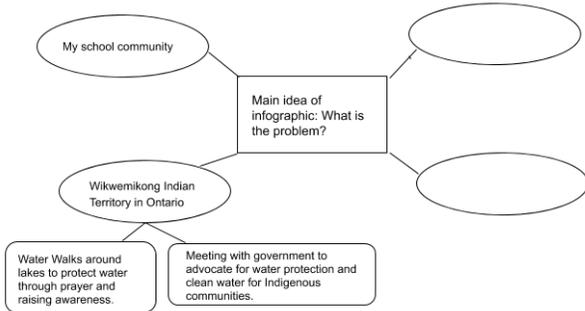


Sample Paragraph - Explanatory By anonymous

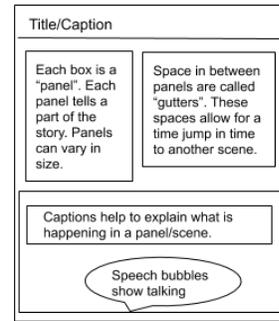
Climate change is something that affects all of us. One belief that I learned from my family is that we are interconnected and so we are responsible for working towards justice - in this case, environmental justice. My values about living responsibly and trying not to cause harm, challenge me to change my behaviour. One positive action that I can take to reduce carbon emissions is to drive less. In order to accomplish this, I will walk, cycle or take public transportation to work and I will walk to and shop at the local grocery store. From the time that I was a child, my family and community taught me that seeking justice often requires that I give something up. Driving less will require that travelling to work and grocery shopping will take more time and effort but this will help me to live in harmony with my personal and family beliefs and values.

Exemplar #3: Grade 7 Sample Mind Map & Comic Layout (Copyright TDSB, 2020)

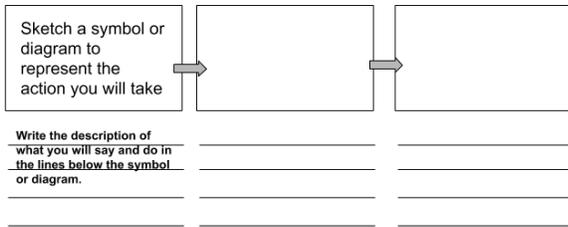
Sample Grade 7 Mind Map: How do different communities respond to climate change?



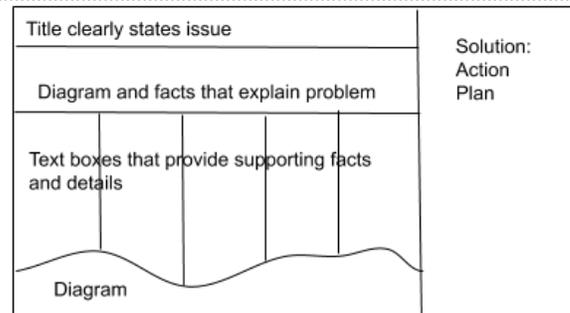
Features of Comics



Exemplar #5 - Sample Sequence Diagram (Grades 6-8)



Exemplar #6 - Sample Infographic Layout: Threats to Coral Reef (Grades 6-8)



Where Am I Now?

Wampum

by Lee Sheppard (Copyright TDSB, 2020)

Below are two wampum agreements. The word “wampum” is the Narrangansett word for a string of white beads created from whelk shells. A whelk is a sea creature. To make a wampum belt these white beads are woven together with purple beads created from quohog shells. A quohog is also a sea creature. The purple and white patterns on wampum belts represent agreements, often called treaties, made between groups of sovereign (free) peoples. The Canadian Encyclopedia says, “Ceremonies were held to celebrate the making of a treaty. At these ceremonies, the parties involved would exchange wampum belts to symbolize their agreement.”



Photo of a “Dish With One Spoon” wampum by Robert Durocher, Instructional Leader at the UIEC/TDSB

You and I, because we live around the Great Lakes, are expected to know and adhere to (follow) the wampum agreement known as “A Dish With One Spoon.” The “A Dish With One Spoon” wampum was an agreement or treaty made between the Haudenosaunee Confederacy and the Anishinaabeg in 1701. Teachings I have about “A Dish With One Spoon” agree with the Canadian Encyclopedia: “The ‘dish’ represents the land that is to be shared peacefully and the ‘spoon’ represents the individuals living on and using the resources of the land in a spirit of mutual cooperation.” Whether Haudenosaunee, Anishinaabe, or from another nation, all inhabitants of the Great Lakes region are expected to share and care for the land, water and all human and non-human beings, in this place.

Two Row Wampum - 1613

This agreement was between the Haudenosaunee and the Dutch, and it represents their ships sailing down the river together. The idea is that they were to have equal space, sovereignty and self-determination, and that one would not interfere with the other.



Slide of the “Two Row Wampum” by Robert Durocher and Adrienne Plumley, Instructional Leaders at the UIEC/TDSB

There are other wampum all settlers in this territory should all know and follow. The “Guswenta” or “Two-Row” wampum is an agreement originally made between Dutch settlers and the Haudenosaunee in what is now New York State. This wampum has two-purple rows of beads between three white rows of beads. One purple row represents settlers travelling in their boat. The other row represents the Haudenosaunee in their canoe. The rows travel side by side, but they never touch. This shows the principle of non-interference. It reminds us that we are expected to live together in partnership, but to never get in the way of the other’s path.

Where Am I Now?

Glossary

beliefs: something that is held as true or real; a firmly held opinion

values: a person's standards for behaviour; a person's judgements about what is important in life

strengths: a person's beneficial qualities; attributes that are a source of support

talents: skills, abilities or gifts; all people have them

identity: who you are and how you think about yourself; a person's defining qualities, beliefs, characteristics

colonization: the action of settling among and attempting to establish control over Indigenous people of a region for the purpose of exploiting natural resources to gain profit and power

racism: prejudice and discrimination rooted in a belief that one racialized group is superior to another; hatred and violence directed racialized groups (e.g. anti-black racism)

power: authority or ability to control; the ability to influence

privilege: A special benefit that is available only to a particular person or group; not earned

oppression: the use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often in order to further empower and/or privilege the oppressor.

policy: a course of action adopted by an organization such as a government

Where Am I Now?

Potable Water Use in Canada

POTABLE WATER USE IN CANADA

LITRES PER CAPITA PER DAY (LPCD)

TOTAL AVERAGE DAILY PER CAPITA POTABLE WATER USE IN CANADA



Industrial
(Manufacturing)



Commercial
(Office buildings, shopping centres, restaurants, etc.)



Residential



Institutional and other non-residential
(Schools, hospitals, municipal/provincial/federal facilities)



Losses from the distribution system
(Water system maintenance, leaks, other water losses)

TOTAL LPCD IN THE ECONOMY

2011	2013	2015	2017
485	460	446	427

RESIDENTIAL AVERAGE DAILY PER CAPITA POTABLE WATER USE IN CANADA



Drinking and food preparation



Bathing and showering



Brushing teeth



Flushing toilets



Washing hands



Washing clothes



Washing dishes



Washing floors etc.



Washing cars and other items



Watering lawns and gardens during warmer months



Maintaining pools and hot tubs



Other miscellaneous (watering indoor plants, aquariums, etc.)



Humidifiers



Leaky fixtures and pipes



Running water to prevent lines from freezing in winter

RESIDENTIAL LPCD

2011	2013	2015	2017
251	222	234	220

Source: Statistics Canada, Environment, Energy and Transportation Statistics Division, Biennial Drinking Water Plants Survey.

Results are based on drinking water treatment plants that draw and process source/raw water from the environment to produce treated/potable water for consumption, serving 300 or more people.

Total LPCD = total average daily per capita potable water use in Canada.

Residential LPCD = residential average daily per capita potable water use in Canada.

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