



Grade 6

Ontario Provincial Curriculum-based Expectations Guideline *Walking with Miskwaadesi and Walking with A`nó:wara*

By
Subject/Strand

Turtle Island Conservation Ontario Teachers Resource Bundle

Grade 6 Subjects and Corresponding Activities

The Arts	Health and Physical Education	Language	Mathematics	Science and Technology	Social Studies
Activities which meet Ontario Curriculum Expectations for the above subjects					
1.1 Morning Prayer/ The Words That Come Before All Else	5.1 B) Miskwaadesi/A`nó:wara Finds Habitat	1.1 Morning Prayer/ The Words That Come Before All Else	7.2 Netting Headaches	3.1 Who Are the Species At Risk?	Sacred Spaces and Special Places: Mapping Our Communities
2.2 A Year of the Turtle- Thirteen Moons	6.2 Turtle and Bear: The Great Chase	1.2 Gratitude and Giving Thanks	9.1 My Watermark	4.1 Welcome to My Neighbourhood	What Is In My Classroom?
3.3 Oh, Turtle Where Are You?	8.2 C) Water Walk	2.1 Creation Stories	9.3 Water in the World	4.2 We're All In This Together	Mapping My Room
4.3 Wetland Web of Life	10.1 A) A Visit to the Pond	2.2 A Year of the Turtle- Thirteen Moons	10.1 A) A Visit to the Pond	4.3 Wetland Web of Life	2.1 Creation Stories
4.4 A Living Diorama	11.1 Turtle Tally	3.1 Who Are the Species At Risk?	11.1 Turtle Tally	5.1 A) Miskwaadesi/A`nó:wara Finds Habitat	2.2 A Year of the Turtle- Thirteen Moons
6.1 Turtle and Bear Race Storytelling Festival		3.2 Field Trip: Turtles		5.2 Habitat For a Turtle	7.1 Turtles of the World
7.3 Sea Turtle Awareness Poster		4.1 Welcome to My Neighbourhood		7.2 Netting Headaches	8.1 The Rise and Fall of the Great Lakes
8.2 B) Water Walk		4.4 A Living Diorama		7.3 Sea Turtle Awareness Poster	9.2 Turtle Island Watersheds
9.4 Commitment String		6.1 Turtle and Bear Race Storytelling Festival		10.1 A) A Visit to the Pond	
		7.1 Turtles of the World		10.1 B) A Visit to the Pond	
		7.3 Sea Turtle Awareness Poster		11.1 Turtle Tally	
		8.1 The Rise and Fall of the Great Lakes			
		8.2 A) Water Walk			
		9.2 Turtle Island Watersheds			
		12.1 Writing for Turtles			
		13.1 Preparation			
		13.3 Saying Miigwetch			

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Ontario Provincial Curriculum-based Expectations Guideline

Walking with Miskwaadesi and Walking with A`nó:wara

By
Subject/Strand

SACRED SPACES AND SPECIAL PLACES

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Sacred Spaces and Special Places: Mapping Our Communities	Subject: Social Studies Strand: Heritage and Citizenship Specific Expectations: - describe the attitude to the environment of various First Nation groups and show how it affected their practices in daily life - formulate questions with a statement of purpose to develop research plans - read, interpret, and compare historical and modern maps of an area to determine accuracy - build models or draw and label various forms of maps, using cartographic symbols and a legend - identify some present-day issues concerning First Nation peoples that relate to results of early contact	Inquiry-based learning; Community involvement
What Is In My Classroom?	Subject: Social Studies Strand: Canada and World Connections Specific Expectation: - create maps using shading/colour to show details of the physical characteristics of regions	Class mapping activity

Mapping My Room	Subject: Social Studies Strand: Canada and World Connections Specific Expectation: - create maps using shading/colour to show details of the physical characteristics of regions	Individual Map
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CHAPTER One- Morning Prayer and Thanksgiving Address

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Morning Prayer/ The Words That Come Before All Else	Subject: The Arts Strand: Visual Arts Specific Expectation: - D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view Subject: Language Strand: Reading Specific Expectation: - Variety of Texts 1.1 read a wide variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts - Making Inferences/Interpreting Texts 1.5 develop interpretations about texts using stated and implied ideas to support their interpretations - Extending Understanding 1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them	Native language integration; Interpretive reading
Gratitude and Giving Thanks	Subject: Language Strand: Writing	Think, Pair, Share; Mind Map; Written

	<p>Specific Expectation:</p> <ul style="list-style-type: none"> - Developing Ideas 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose - Classifying Ideas 1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas - Organizing Ideas 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies and organizational patterns <p>Potential Links:</p> <ul style="list-style-type: none"> - Form 2.1 write longer and more complex texts using a wide range of forms - Voice 2.2 establish a distinctive voice in their writing appropriate to the subject and audience - Word Choice 2.3 use some vivid and/or figurative language and innovative expressions to enhance interest - Sentence Fluency 2.4 create complex sentences by combining phrases, clauses, and/or simple sentences - Punctuation 3.4 use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets - Grammar 3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns indefinite pronouns; conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses 	<p>response</p>
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CHAPTER Two- Turtle Teachings

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>Creation Stories</p>	<p>Subject: Language Strand: Reading Specific Expectation: - Variety of Texts 1.1 read a wide variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts - Demonstrating Understanding 1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details - Making Inferences/Interpreting Texts 1.5 develop interpretations about texts using stated and implied ideas to support their interpretations - Extending Understanding 1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>Subject: Social Studies Strand: Heritage and Citizenship Specific Expectation: - examine various theories about the origins of First Nation and Inuit peoples in North America</p>	<p>Shape Go! Map</p>
<p>A Year of the Turtle- Thirteen Moons</p>	<p>Subject: The Arts Strand: Visual Arts Specific Expectation: - D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view</p> <p>Subject: Language</p>	<p>Traditional Teaching: Thirteen moons on a turtle's back and the Lunar calendar</p>

	<p>Strand: Reading Specific Expectation: - Making Inferences/Interpreting Texts 1.5 develop interpretations about texts using stated and implied ideas to support their interpretations - Extending Understanding 1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>Subject: Social Studies Strand: Heritage and Citizenship Specific Expectation: - describe the attitude to the environment of various First Nation groups and show how it affected their practices in daily life - use and construct a variety of graphic organizers to clarify and interpret information</p>	
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CHAPTER Three- Ontario’s Turtle Families and Species at Risk

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Who Are the Species At Risk?	<p>Subject: Language Strand: Reading Specific Expectation: - Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts - Demonstrating Understanding 1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details</p>	<p>Turtle species at risk; Media literacy; Science vocabulary</p>

	<p>- Making Inferences/Interpreting Texts 1.5 develop interpretations about texts using stated and implied ideas to support their interpretations</p> <p>Strand: Media Literacy Specific Expectation: - Producing Media Texts 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques</p> <p>Subject: Science Strand: Understanding Life Systems Specific Expectation: - 1.1 analyse a local issue related to biodiversity, taking different points of view into consideration, propose action that can be taken to preserve biodiversity, and act on the proposal - 3.7 explain how invasive species reduce biodiversity in local environments</p>	
<p>Field Trip: Turtles</p>	<p>Subject: Language Strand: Reading Specific Expectation: - Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts - Demonstrating Understanding 1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details</p> <p>Strand: Media Literacy Specific Expectation: - Making Inferences/Interpreting Messages 1.2 use overt and implied messages to draw inferences and construct meaning in media texts</p>	<p>Article and Questions</p>
<p>Oh, Turtle Where Are You?</p>	<p>Subject: The Arts Strand: Visual Arts</p>	<p>Artistic representation; Card</p>

	Specific Expectation: - D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges	game
Turtle Quiz		Quiz

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CHAPTER Four- Neighbours and Friends

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Welcome to My Neighbourhood	<p>Subject: Language Strand: Oral Communication Specific Expectation:</p> <ul style="list-style-type: none"> - Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups - Demonstrating Understanding 1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways - Interactive Strategies 2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions - Clarity and Coherence 2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information <p>Subject: Science Strand: Understanding Life Systems Specific Expectation:</p> <ul style="list-style-type: none"> - 2.2 investigate the organisms found in a specific habitat and classify them according to a classification system 	Guess Who? Game, Inquiry-based student interaction

	<ul style="list-style-type: none"> - 2.4 use appropriate science and technology vocabulary, including <i>classification, biodiversity, natural community, interrelationships, vertebrate, invertebrate, stability, characteristics, and organism</i>, in oral and written communication - 3.2 demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them - 3.5 describe interrelationships within species, between species, and between species and their environment, and explain how these interrelationships sustain biodiversity 	
We're All In This Together	<p>Subject: Science Strand: Understanding Life Systems Specific Expectation;</p> <ul style="list-style-type: none"> - 3.2 demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them - 3.3 describe ways in which biodiversity within species is important for maintaining the resilience of those species - 3.4 describe ways in which biodiversity within and among communities is important for maintaining the resilience of these communities - 3.5 describe interrelationships within species, between species, and between species and their environment, and explain how these interrelationships sustain biodiversity 	Interactive; Experiential
Wetland Web of Life	<p>Subject: The Arts Strand: Visual Arts Specific Expectation:</p> <ul style="list-style-type: none"> - D1.3 use elements of design in art works to communicate ideas, messages, and understandings - D3.2 demonstrate an understanding of key contributions and functions of visual and media arts in various contexts at both the local and the national levels 	Dream Catcher

	<p>Subject: Science Strand: Understanding Life Systems Specific Expectation; - 3.2 demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them</p>	
A Living Diorama	<p>Subject: The Arts Strand: Drama Specific Expectation: - B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places - B1.3 plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role</p> <p>Subject: Language Strand: Writing Specific Expectation: - Purpose and Audience 1.1 identify the topic, purpose, and audience for a variety of writing forms - Form 2.1 write longer and more complex texts using a wide range of forms</p>	Drama presentation in groups

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CHAPTER Five- Healthy Habitats

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Miskwaadesi/ A`nó:wara Finds		Group discussion; Graphic organizer

Habitat (Food, Shelter, Water, and Space Chart)		
Miskwaadesi/A`nó:wara Finds Habitat (Outdoor Play)	<p>Subject: Health and Physical Education Strand: Active Living Specific Expectation: - A1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</p>	Outdoor Experience/game
Habitat For a Turtle	<p>Subject: Science Strand: Understanding Life Systems Specific Expectation: - 2.5 use a variety of forms to communicate with different audiences and for a variety of purposes</p>	Graphic organizer

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CHAPTER Six- Turtle Stories

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Turtle and Bear Race Storytelling Festival	<p>Subject: The Arts Strand: Visual Art Specific Expectation: - D1.3 use elements of design in art works to communicate ideas, messages, and understandings - D3.2 demonstrate an understanding of key contributions and functions of visual and media arts in various contexts at both the local and the national levels</p>	Storytelling; Art

	<p>Subject: Language Strand: Oral Communication Specific Expectation:</p> <ul style="list-style-type: none"> - Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups - Interactive Strategies 2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions - Clarity and Coherence 2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information - Vocal Skills and Strategies 2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning - Visual Aids 2.7 use a variety of appropriate visual aids, to support or enhance oral presentations <p>Strand: Reading Specific Expectation:</p> <ul style="list-style-type: none"> - Variety of Texts 1.1 read a wide variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts 	
<p>Turtle and Bear: The Great Chase</p>	<p>Subject: Health and Physical Education Strand: Active Living Specific Expectation:</p> <ul style="list-style-type: none"> - A1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part 	<p>Outdoor Experience/game</p>

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CHAPTER Seven- Turtles of the World

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>Turtles of the World</p>	<p>Subject: Language Strand: Reading Specific Expectation</p> <ul style="list-style-type: none"> - Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts - Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts - Demonstrating Understanding 1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details <p>Subject: Social Studies Strand: Canada and World Connections Specific Expectations:</p> <ul style="list-style-type: none"> - identify some countries with which Canada has links - describe some of the connections Canada shares with the rest of the world - use base maps and a variety of information sources to sketch the relative position of places 	<p>Map development</p>
<p>Netting Headaches</p>	<p>Subject: Mathematics Strand: Data Management and Probability Specific Expectation:</p> <ul style="list-style-type: none"> - collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements - collect and organize discrete or continuous primary data and secondary data and display 	<p>Hands-on simulation; Tally chart</p>

	<p>the data in charts, tables, and graphs (including continuous line graphs) that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools</p> <ul style="list-style-type: none"> - select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph - read, interpret, and draw conclusions from primary and from secondary data, presented in charts, tables, and graphs <p>Subject: Science Strand: Understanding Life Systems Specific Expectation:</p> <ul style="list-style-type: none"> - 1.1 analyse a local issue related to biodiversity, taking different points of view into consideration, propose action that can be taken to preserve biodiversity, and act on the proposal - 1.2 assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished - 3.4 describe ways in which biodiversity within and among communities is important for maintaining the resilience of these communities 	
<p>Sea Turtle Awareness Poster</p>	<p>Subject: The Arts Strand: Visual Arts Specific Expectation:</p> <ul style="list-style-type: none"> - D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic - D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges <p>Subject: Language Strand: Media Literacy Specific Expectation:</p>	<p>Media literacy</p>

	<ul style="list-style-type: none"> - Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message - Producing Media Texts 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques <p>Subject: Science Strand: Understanding Life Systems Specific Expectation:</p> <ul style="list-style-type: none"> - 1.1 analyse a local issue related to biodiversity, taking different points of view into consideration, propose action that can be taken to preserve biodiversity, and act on the proposal - 1.2 assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished - 2.5 use a variety of forms to communicate with different audiences and for a variety of purposes - 3.2 demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them 	
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CHAPTER Eight- Importance of Water

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>The Rise and Fall of the Great Lakes</p>	<p>Subject: Language Strand: Media Literacy Specific Expectation:</p> <ul style="list-style-type: none"> - Making Inferences/Interpreting Messages 1.2 interpret media texts, using overt and implied messages as evidence for their interpretations 	<p>Short film; Venn diagram</p>

	<p>Subject: Social Studies Strand: Heritage and Citizenship Specific Expectation: - use and construct a variety of graphic organizers to clarify and interpret information - identify some present-day issues concerning First Nation peoples that relate to results of early contact</p>	
Water Walk (Planning)	<p>Subject: Language Strand: Media Literacy Specific Expectation: - Form 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice - Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message - Producing Media Texts 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques</p>	Media literacy
Water Walk (The Water Song)	<p>Subject: The Arts Strand: Music Specific Expectation: - C1.3 create musical compositions for specific purposes and audiences</p>	Music composition
Water Walk (Walking)	<p>Subject: Health and Physical Education Strand: Living Skills Specific Expectation: - Critical and Creative Thinking (CT) 1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education</p> <p>Strand: Active Living</p>	Walking; Community involvement

	<p>Specific Expectation:</p> <ul style="list-style-type: none"> - A1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part 	
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CHAPTER Nine- Water: Our Business

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
My Watermark	<p>Subject: Mathematics Strand: Data Management and Probability Specific Expectation:</p> <ul style="list-style-type: none"> - collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements - collect and organize discrete or continuous primary data and secondary data and display the data in charts, tables, and graphs (including continuous line graphs) that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools - select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph - read, interpret, and draw conclusions from primary and from secondary data, presented in charts, tables, and graphs 	<p>Personal survey; Graph</p>
Turtle Island Watersheds	<p>Subject: Language Strand: Writing Specific Expectation:</p> <ul style="list-style-type: none"> - Developing Ideas 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose 	<p>Map use; Writing activity</p>

	<ul style="list-style-type: none"> - Classifying Ideas 1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas - Form 2.1 write longer and more complex texts using a wide range of forms - Voice 2.2 establish a distinctive voice in their writing appropriate to the subject and audience - Word Choice 2.3 use some vivid and/or figurative language and innovative expressions to enhance interest - Sentence Fluency 2.4 create complex sentences by combining phrases, clauses, and/or simple sentences - Vocabulary 3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose - Punctuation 3.4 use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets - Grammar 3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns indefinite pronouns; conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses <p>Subject: Social Studies Strand: Canada and World Connections Specific Expectation:</p> <ul style="list-style-type: none"> - use base maps and a variety of information sources to sketch the relative position of places - create maps using shading/colour to show details of the physical characteristics of regions 	
<p>Water in the World</p>	<p>Subject: Mathematics Strand: Data Management and Probability</p>	<p>Hands-on simulation;</p>

	<p>Specific Expectation:</p> <ul style="list-style-type: none"> - collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements - collect and organize discrete or continuous primary data and secondary data and display the data in charts, tables, and graphs (including continuous line graphs) that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools - select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph - read, interpret, and draw conclusions from primary and from secondary data, presented in charts, tables, and graphs 	<p>Discussion</p>
<p>Commitment String</p>	<p>Subject: The Arts Strand: Visual Arts Specific Expectation:</p> <ul style="list-style-type: none"> - D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view - D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges - D3.1 identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places - D3.2 demonstrate an understanding of key contributions and functions of visual and media arts in various contexts at both the local and the national levels 	<p>Bead work</p>

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CHAPTER Ten- Frog Friends

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>A Visit to the Pond (Frog Watch)</p>	<p>Subject: Health and Physical Education Strand: Active Living Specific Expectation: - A1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</p> <p>Subject: Mathematics Strand: Data Management and Probability Specific Expectation: - collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements - collect and organize discrete or continuous primary data and secondary data and display the data in charts, tables, and graphs (including continuous line graphs) that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools - select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph - read, interpret, and draw conclusions from primary and from secondary data, presented in charts, tables, and graphs</p> <p>Subject: Science Strand: Understanding Life Systems Specific Expectation: - 2.1 follow established safety procedures for outdoor activities and field work</p>	<p>Outdoor experience; Graph</p>

	- 2.2 investigate the organisms found in a specific habitat and classify them according to a classification system	
A Visit to the Pond (Wetland Report Card)	<p>Subject: Science Strand: Understanding Life Systems: Specific Expectation:</p> <ul style="list-style-type: none"> - 2.1 follow established safety procedures for outdoor activities and field work - 2.2 investigate the organisms found in a specific habitat and classify them according to a classification system - 2.4 use appropriate science and technology vocabulary, including <i>classification, biodiversity, natural community, interrelationships, vertebrate, invertebrate, stability, characteristics, and organism</i>, in oral and written communication 	Outdoor experience; Hands-on learning; Scientific inquiry

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CHAPTER Eleven- Turtle Tally

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Turtle Tally	<p>Subject: Health and Physical Education Strand: Active Living Specific Expectation:</p> <ul style="list-style-type: none"> - A1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part <p>Subject: Mathematics Strand: Data Management and Probability Specific Expectation:</p> <ul style="list-style-type: none"> - collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements - collect and organize discrete or continuous primary data and secondary data and display the data in charts, tables, and graphs (including continuous line graphs) that have 	Outdoor experience; Graph

	<p>appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools</p> <ul style="list-style-type: none"> - select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph - read, interpret, and draw conclusions from primary and from secondary data, presented in charts, tables, and graphs <p>Subject: Science Strand: Understanding Life Systems Specific Expectation:</p> <ul style="list-style-type: none"> - 2.1 follow established safety procedures for outdoor activities and field work - 2.2 investigate the organisms found in a specific habitat and classify them according to a classification system 	
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CHAPTER Twelve- What Else Can We Do?

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Writing for Turtles	<p>Subject: Language Strand: Writing Specific Expectation:</p> <ul style="list-style-type: none"> - Purpose and Audience 1.1 identify the topic, purpose, and audience for a variety of writing forms - Developing Ideas 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose - Organizing Ideas 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies and organizational patterns - Review 1.6 determine whether the ideas and information they have gathered are 	Culminating writing activity

- relevant, appropriate, and adequate for the purpose, and do more research if necessary
- Form 2.1 write longer and more complex texts using a wide range of forms
- Voice 2.2 establish a distinctive voice in their writing appropriate to the subject and audience
- Word Choice 2.3 use some vivid and/or figurative language and innovative expressions to enhance interest
- Sentence Fluency 2.4 create complex sentences by combining phrases, clauses, and/or simple sentences
- Preparing for Revision 2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on supporting details and precise language
- Revision 2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies
- Producing Drafts 2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations
- Spelling Familiar Words 3.1 spell familiar words correctly
- Punctuation 3.4 use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets
- Grammar 3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns indefinite pronouns; conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses
- Proofreading 3.6 proofread and correct their writing using guidelines developed with peers and the teacher
- Publishing 3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
- Producing Finished Works 3.8 produce pieces of published work to meet identified

	criteria based on the expectations	
Write a Report	<p>Subject: Language Strand: Writing Specific Expectation:</p> <ul style="list-style-type: none"> - Purpose and Audience 1.1 identify the topic, purpose, and audience for a variety of writing forms - Developing Ideas 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose - Organizing Ideas 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies and organizational patterns - Review 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary - Form 2.1 write longer and more complex texts using a wide range of forms - Voice 2.2 establish a distinctive voice in their writing appropriate to the subject and audience - Word Choice 2.3 use some vivid and/or figurative language and innovative expressions to enhance interest - Sentence Fluency 2.4 create complex sentences by combining phrases, clauses, and/or simple sentences - Point of View 2.5 identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate - Preparing for Revision 2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on supporting details and precise language - Revision 2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies - Spelling Familiar Words 3.1 spell familiar words correctly 	Culminating writing activity

	<ul style="list-style-type: none"> - Punctuation 3.4 use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets - Grammar 3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns indefinite pronouns; conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses - Proofreading 3.6 proofread and correct their writing using guidelines developed with peers and the teacher - Publishing 3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout <p>Strand: Media Literacy Specific Expectation:</p> <ul style="list-style-type: none"> - Producing Media Texts 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques 	
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Grade 6

CHAPTER Thirteen- Celebration

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Preparation	Subject: Language Strand: Media Literacy Specific Expectation: <ul style="list-style-type: none"> - Form 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice - Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the 	Checklist/Preparation

	<p>conventions and techniques to help communicate their message</p> <ul style="list-style-type: none"> - Producing Media Texts 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques 	
The Feast	<p>Subject: Language Strand: Oral Communication Specific Expectation:</p> <ul style="list-style-type: none"> - Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups - Comprehension Strategies 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts - Interactive Strategies 2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions 	Feast
Saying Miigwetch	<p>Subject: Language Strand: Writing Specific Expectation:</p> <ul style="list-style-type: none"> - Form 2.1 write longer and more complex texts using a wide range of forms - Voice 2.2 establish a distinctive voice in their writing appropriate to the subject and audience - Word Choice 2.3 use some vivid and/or figurative language and innovative expressions to enhance interest - Sentence Fluency 2.4 create complex sentences by combining phrases, clauses, and/or simple sentences - Vocabulary 3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose) - Punctuation 3.4 use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate 	Thank-you Cards

words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets

- Grammar 3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns indefinite pronouns; conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses
- Proofreading 3.6 proofread and correct their writing using guidelines developed with peers and the teacher
- Publishing 3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
- Producing Finished Works 3.8 produce pieces of published work to meet identified criteria based on the expectations

These Expectations Guidelines have been obtained from the Ontario Provincial Curriculum Grades 1-8.

<http://www.edu.gov.on.ca/eng/curriculum/elementary/grades.html>

- The Ontario Curriculum, Grades 1-8: The Arts, 2009
- The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010
- The Ontario Curriculum, Grades 1-8: Language, 2006
- The Ontario Curriculum, Grades 1-8: Mathematics, 2005
- The Ontario Curriculum, Grades 1-8: Science and Technology, 2007
- The Ontario Curriculum, Grades 1-6: Social Studies, 2004

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