

CURRICULUM MAPS FOR GRADE 6**CONTENTS:**

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Subject:	Religion	Grade:	6
Unit:	Title:	You Shall Be My Witnesses	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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You are my friends				
	To create a space for friendship	2-1 2-3	Charity Justice	Friendship
	To discover God's love in our friendship	2-1 2-3	Charity Justice	Friendship
	To appreciate friendship as a unique gift	2-2	Prudence	Respect
	To recognize God as source of light	1-1	Faith	Integrity
	To prepare ourselves to receive the light	3-3	Fortitude	Integrity
	To celebrate God as light	3-1 1-10	Faith Prudence	Cooperation
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I love you with an everlasting love				
	To see the other as the image of God	1-1,7 2-2	Charity	Respect
	To come to an awareness of the moral experience	2-1	Justice Prudence	Courage
	To meet Moses as light and prophet of God	1-5	Faith	Self-discipline
	To explore the image of God as liberator	1-5 2-5,3	Hope Justice	Kindness Empathy
	To reverence the holy name of God	3-1	Charity	Respect
	To respect every name	2-5,8	Charity	Respect
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I shall be your God, you shall be my people				
	To remember how God invites Israel into a covenant relationship	1-4 4-7 3-3,5	Faith	Responsibility Perseverance Courage
	To reflect on the meaning of covenant	1-4 3-4	Faith	Responsibility Integrity
	To proclaim the gifts of the commandments as part of the covenant	3-5	Fortitude	Motivation Initiative
	To explore the first three commandments	2-3,7 1-4	Justice	Self-discipline Respect
	To see love of neighbor as love of God	1-4 2-2,3	Charity	Respect
	To celebrate the acceptance of God's covenant love	3-3,4 2-9	Charity	Motivation Initiative
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God so loved the world				
	To acknowledge infidelity to the commandments of the covenant	1-5 2-9	Prudence Temperance	Honesty Integrity
	To celebrate those who kept alive the hope of Israel's salvation	2-5 1-10	Fortitude Hope	Respect Perseverance
	To discover Israel's awakening to a new covenant	1-2	Faith	Motivation

Subject:	English Language Arts	Grade:	6
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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General Outcome 1				
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences				
1.1 Discover and Explore				
Express ideas and develop understanding		Task:	Virtue:	Value:
	use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests	2-3	Charity Fortitude	Respect Courage
	read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts	1-5	Justice	Work & Perseverance
	engage in exploratory communication to share personal responses and develop own interpretations	4-6	Charity Justice	Respect Honesty Integrity
Experiment with language and forms				
	experiment with a variety of forms of oral, print and other media texts to discover those best suited for exploring, organizing and sharing ideas, information and experiences	2-2	Prudence Fortitude	Motivation & Initiative
Express preferences				
	assess a variety of oral, print and other media texts, and discuss preferences for particular forms	2-7 4-4	Justice	Respect Integrity
Set goals				
	assess personal language use, and revise personal goals to enhance language learning and use	2-6 1-5	Fortitude Charity Temperance	Motivation & Initiative Kindness & Empathy Courage
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1.2 Clarify and Extend				
Consider others' ideas		Task:	Virtue:	Value:
	select from the ideas and observations of others to expand personal understanding	2-5	Charity	Respect
Combine ideas				
	use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding	2-5 2-3	Charity	Cooperation Stewardship
Extend understanding				
	evaluate the usefulness of new ideas, techniques and texts in terms of present understanding	2-5	Justice Charity	Respect Honesty

	explain own point of view about oral, print and other media texts	4-5 1-6	Fortitude Justice	Praise & celebration Courage Honesty
	make connections between own life and characters and ideas in oral, print and other media texts	1-2 4-6	Charity Fortitude	Courage Honesty
	discuss common topics or themes in a variety of oral, print and other media texts	2-3 3-3	Charity Prudence	Respect
	discuss the author's, illustrator's, storyteller's or filmmaker's intention or purpose	2-9	Prudence	Stewardship
Construct meaning from texts		Task:	Virtue:	Value:
	observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community	2-2 1-1	Prudence Fortitude	Praise & Celebration Stewardship
	summarize oral, print or other media texts, indicating the connections among events, characters and settings	1-7 1-5	Hope Prudence	Motivation & Initiative
	identify or infer reasons for a character's actions or feelings	2-3 2-2 1-4	Charity	Kindness & empathy
	make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts	4-6 4-4	Justice Prudence	Respect Courage Kindness & empathy
	comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text	4-6	Prudence	Kindness & Empathy Respect Courage
Appreciate the artistry of texts				
	explain how metaphor, personification and synecdoche are used to create mood and mental images	3-4	Fortitude	Praise & celebration
	experiment with sentence patterns, imagery and exaggeration to create mood and mental images	4-6	Fortitude	Motivation & initiative
	discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts	1-1	Prudence	Courage Work & perseverance
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2.3 Understand Forms, Elements and Techniques				
Understand forms and genres		Task:	Virtue:	Value:
	identify key characteristics of a variety of forms or genres of oral, print and other media texts	1-1	Faith	Work & Perseverance Motivation & initiative
	discuss the differences between print and other media versions of the same text	1-3	Prudence Justice Charity	Respect Cooperation
Understand techniques and elements				
	discuss the connections among plot, setting and characters in oral, print and other media texts	1-9 4-6 2-3	Love Charity Temperance	Cooperation
	identify first and third person narration, and discuss preferences with reference to familiar texts	2-3	Justice	Respect Friendship
	explore techniques, such as visual imagery, sound,	2-9	Prudence	Motivation &

Access information				
	use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information	1-1 3-1	Faith	Work & Perseverance Self Discipline
	skim, scan and read closely to gather information	1-1 3-1	Faith	Work & Perseverance Self Discipline
Evaluate sources				
	evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria	2-10 4-7	Prudence	Integrity Responsibility
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3.3 Organize, Record and Evaluate				
Organize information		Task:	Virtue:	Value:
	organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence	1-2	Fortitude Prudence	Work & Perseverance Motivation & initiative
	organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions	1-7 3-1	Charity Fortitude	Work & Perseverance Courage Integrity
Record information				
	make notes on a topic, combining information from more than one source; use reference sources appropriately	2-9 2-5 4-7	Courage	Self Discipline Motivation & initiative
	use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning	2-9 2-5 4-7	Courage Prudence	Self Discipline Motivation & initiative
	quote information from oral, print and other media sources	2-9	Justice	Integrity Courage
Evaluate information				
	evaluate the appropriateness of information for a particular audience and purpose	2-2 2-8	Charity	Stewardship Kindness & empathy
	recognize gaps in gathered information, and suggest additional information needed for a particular audience and purpose	2-2 2-8	Charity	Stewardship Kindness & empathy
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3.4 Share and Review				
Share ideas and information		Task:	Virtue:	Value:
	communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs	2-6	Faith Hope Charity	Praise & Celebration Courage Honesty
	select appropriate visuals, print and/or other media to inform and engage the audience	2-6	Faith Hope Charity	Praise & Celebration Courage Honesty

Review research process				
	establish goals for enhancing research skills	1-5 2-6	Fortitude	Motivation & initiative
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General Outcome 4				
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication				
4.1 Enhance and Improve				
Appraise own and others' work		Task:	Virtue:	Value:
	work collaboratively to revise and enhance oral, print and other media texts	2-3 1-2	Charity Kindness Prudence	Cooperation Respect
	ask for and evaluate the usefulness of feedback and assistance from peers	1-5 2-9	Charity Kindness	Cooperation Respect
Revise and edit				
	revise to provide focus, expand relevant ideas and eliminate unnecessary information	2-9 2-5	Fortitude Prudence	Courage Integrity
	edit for appropriate verb tense and for correct pronoun references	2-2 2-9	Fortitude	Work & Perseverance Motivation & initiative
	use paragraph structures in expository and narrative texts	3-3 3-4	Prudence	Courage Work & Perseverance
Enhance legibility				
	write legibly and at a pace appropriate to context and purpose	2-6	Justice Temperance	Self Discipline Motivation & Initiative
	experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts	1-1 3-5	Faith Fortitude	Courage Work & Perseverance Motivation & initiative
Expand knowledge of language		Task:	Virtue:	Value:
	show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists	3-1 3-3	Fortitude Prudence	Motivation & Initiative
	choose words that capture a particular aspect of meaning and that are appropriate for context, audience and purpose	2-7 2-3	Justice Charity	Respect Kindness Empathy Integrity
Enhance artistry				
	experiment with several options, such as sentence structures, figurative language and multimedia effects, to choose the most appropriate way of communicating ideas or information	4-2 4-3	Justice Charity Prudence Fortitude	Integrity Respect Praise & celebration

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4.2 Attend to Conventions				
Attend to grammar and usage		Task:	Virtue:	Value:
	identify the use of coordinate and subordinate conjunctions to express ideas	1-2 2-3	Prudence Fortitude Faith	Work & Perseverance Motivation & Initiative Self Discipline Courage
	use complex sentence structures and a variety of sentence types in own writing	1-2 2-3	Prudence Fortitude Faith	Work & Perseverance Motivation & Initiative Self Discipline Courage
	identify comparative and superlative forms of adjectives, and use in own writing	1-2 2-3	Prudence Fortitude Faith	Work & Perseverance Motivation & Initiative Self Discipline Courage
	identify past, present and future verb tenses, and use throughout a piece of writing	1-2 2-3	Prudence Fortitude Faith	Work & Perseverance Motivation & Initiative Self Discipline Courage
Attend to spelling				
	use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns	3-3 2-3	Fortitude Temperance	Self Discipline Responsibility Work & perseverance
	explain the importance of correct spellings for effective communication	3-3 2-3	Fortitude Temperance	Self Discipline Responsibility Work & perseverance
	edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context	3-3 2-3	Fortitude Temperance	Self Discipline Responsibility Work & perseverance
Attend to capitalization and punctuation		Task:	Virtue:	Value:
	use colons before lists, to separate hours and minutes, and after formal salutations in own writing	3-1 3-4	Justice Prudence Faith	Respect Work & Perseverance Motivation & Initiative
	identify parentheses and colons when reading, and use them to assist comprehension	3-1 3-4	Justice Prudence Faith	Respect Work & Perseverance Motivation & Initiative

	identify ellipses that show words are omitted or sentences are incomplete when reading, and use them to assist comprehension	3-1 3-4	Justice Prudence Faith	Respect Work & Perseverance Motivation & Initiative
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4.3 Present and Share				
Present information		Task:	Virtue:	Value:
	use various styles and forms of presentations, depending on content, audience and purpose	4-3 4-7 2-5	Charity Prudence Temperance	Kindness & Empathy Courage Respect Praise & celebration
Enhance presentation				
	emphasize key ideas and information to enhance audience understanding and enjoyment	4-3 4-7 2-5	Charity Prudence Temperance	Kindness & Empathy Courage Respect Praise & celebration
Use effective oral and visual communication				
	demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication	4-3 4-7 2-5	Charity Prudence Temperance	Kindness & Empathy Courage Respect Praise & celebration
Demonstrate attentive listening and viewing				
	identify the tone, mood and emotion conveyed in oral and visual presentations	4-3 4-7 2-5	Charity Prudence Temperance	Kindness & Empathy Courage Respect Praise & celebration
	respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments	4-3 4-7 2-5	Charity Prudence Temperance	Kindness & Empathy Courage Respect Praise & celebration
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General Outcome 5				
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others				
5.1 Respect Others and Strengthen Community				
Appreciate diversity		Task:	Virtue:	Value:
	compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures portrayed in oral, print and other media texts	1-4	Hope Charity	Kindness & empathy
	share and discuss ideas and experiences that contribute to different responses to oral, print and other media	2-2	Temperance	Friendship Courage

	texts			Respect
Relate texts to culture				
	identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas	2-3	Charity	Kindness & empathy
Celebrate accomplishments and events				
	use appropriate language to participate in public events, occasions or traditions	2-5	Prudence	Integrity Respect
Use language to show respect				
	demonstrate respect by choosing appropriate language and tone in oral, print and other media texts	2-5	Prudence	Respect Integrity
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5.2 Work within a Group				
Cooperate with others				
	assume a variety of roles, and share responsibilities as a group member	4-8 2-7	Justice	Respect Friendship Responsibility
	identify and participate in situations and projects in which group work enhances learning and results	4-6	Justice	Respect Friendship Responsibility
Work in groups				
	contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations	2-5	Fortitude	Respect Friendship Responsibility
	address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative	2-9 4-4	Temperance	Stewardship Integrity
Evaluate group process				
	assess own contributions to group process, and set personal goals for working effectively with others	2-3 2-9 4-6	Justice	Integrity Honesty

Grade 6 Illustrative Examples

Permeation

With

Intent

Tasks:

2-3 Current events, News articles (courageous athletes, soldiers, teachers, etc)

2-2 Scientists repeat experiments and keep trying.

2-7 Treating each other respectfully

4-4 From a perspective of “prayer”.

2-6 Agenda use. Setting “learning goals” at beginning of year, Parent Interviews, etc.

4-5 “We’re not made to give up.”

- 1-2 A good place to introduce literary “structure” is Biblical passages. Also, reading Biblical stories and then interpreting their message.
- 2-1 Using dictionaries for example, as a reliable resource we trust.
- 2-8 Integrating with the Beatitudes.
- 4-4 (From the perspective of, “A world that God has created”) Also, refer to Mary as the mother of Jesus.
- 1-3 Have hope and faith that the student will understand the “big picture”.
- 4-5/1-6 Students “showing off their stuff”. Respecting the presentation is important. Use Mary as our model of open and trusting relationships.
- 3-3 Use the liturgy as text.
- 1-9 From the historical perspective of our Christian faith (the story of Christianity and the call to be one body). Anything dealing with the building of community.
 - 3- Building liturgies together can contribute to this Task area.
- 4-3 When we pray during the decision making model.
- 3-1 Research the liturgical calendar! ☺ Or, study the lives of some saints like St. Francis, etc.
- 1-1 Know the Creator by His works. Study the lit. calendar.
- 1-2 Decoding by studying the culture of our community. Understanding our world. Looking at choices we need to make and using information from our community to guide our decisions.
- 2-9 Students must resist plagiarism.

Subject:	Science	Grade:	6
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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SKILLS				
6-1 Design and carry out an investigation in which variables are identified and controlled, and that provides a fair test of the question being investigated				
6-2 Recognize the importance of accuracy in observation and measurement; and apply suitable methods to record, compile, interpret and evaluate observations and measurements		Task:	Virtue:	Value:
Focus	ask questions that lead to exploration and investigation	I-1	Prudence	Integrity Motivation
	identify one or more possible answers to questions by stating a prediction or a hypothesis	II-9	Faith Hope	Courage
Explore and Investigate	identify one or more ways of finding answers to given questions	IV-4	Fortitude	Courage
	plan and carry out procedures that comprise a fair test	II-9	Temperance	Responsibility
	identify variables: <ul style="list-style-type: none"> - identify the variable to be manipulated - identify variables to be held constant - identify the variable that will be observed (responding variable) 	I-1	Prudence	Motivation Initiative
	select appropriate materials and identify how they will be used	II-9	Prudence	Responsibility
	modify the procedures as needed	II-4	Justice	Motivation Initiative
	work individually or cooperatively in planning and carrying out procedures	II-5 IV-4	Justice	Cooperation
	identify sources of information and ideas and demonstrate skill in accessing them. Sources may include library, classroom, community and computer- based resources	II-9	Prudence	Integrity
Reflect and Interpret	communicate effectively with group members in sharing and evaluating ideas, and assessing progress	2-3	Charity	Cooperation
	record observations and measurements accurately, using a chart format where appropriate. Computer resources may be used for record keeping and for display and interpretation of data	1-5	Prudence	Integrity Honesty
	evaluate procedures used and identify possible improvements	2-9	Justice	Self-discipline
	state an inference, based on results. The inference will identify a cause and effect relationship that is supported by observations	1-1	Fortitude	Integrity
	identify possible applications of what was learned	2-9 2-2	Hope	Courage
	identify new questions that arise from what was learned.	2-9 2-2	Hope	Courage
6-3 Design and carry out an investigation of a practical problem, and develop a possible solution		Task:	Virtue:	Value:
Focus	identify problems to be solved and the purpose(s) of	2-9	Fortitude	Courage

	problem-solving activities: What problem(s) are we trying to solve? What resources can we use? How will we know that we have done what we set out to do? What possible impacts do we need to consider?			
Explore and Investigate	identify one or more possible approaches and plan a set of steps for solving the problem	2-9	Temperance	Work & Perseverance
	select appropriate materials and identify how they will be used	2-9	Prudence	Motivation
	attempt a variety of strategies and modify procedures, as needed (troubleshoot problems)	2-9	Fortitude	Self-discipline
	work individually or cooperatively in planning and carrying out procedures	1-5	Justice	Cooperation
	identify sources of information and ideas and demonstrate skill in accessing them. Sources may include library, classroom, community and computer-based resources	2-9	Prudence	Work & Perseverance
Reflect and Interpret	communicate effectively with group members in sharing and evaluating ideas, and assessing progress	1-2	Justice	Cooperation Respect
	evaluate procedures used and identify possible improvements	2-9	Temperance	Responsibility
	evaluate a design or product, based on a given set of questions or criteria. The criteria/questions may be provided by the teacher or developed by the students. Example criteria include: <ul style="list-style-type: none"> - effectiveness—Does it work? - reliability—Does it work every time? - durability—Does it stand up to repeated use? - effort—Is it easy to construct? Is it easy to use? - safety—Are there any risks of hurting oneself in making it or using it? - use of materials—Can it be made cheaply with available materials? Does it use recycled materials, and can the materials be used again? - effect on environments - benefit to society 	2-9	Temperance Justice Prudence Fortitude	Work & Perseverance Motivation Integrity
	identify positive and negative impacts that may arise and potential risks that need to be monitored: What good effects and what bad effects could this solution have? What would we need to look for to be sure that it is working as intended?	2-5	Temperance	Integrity
	identify new applications for the design or problem solution	2-5	Fortitude	Courage
ATTITUDES				
6-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways		Task:	Virtue:	Value:
<i>Students will show growth in acquiring and applying the following traits:</i>	curiosity	1-2 1-1	Hope Justice	Stewardship
	confidence in personal ability to learn and develop problem-solving skills	2-3 2-4	Faith Charity	Cooperation Work & Perseverance
	inventiveness and open-mindedness	2-4	Hope	Responsibility
	perseverance in the search for understandings and for solutions to problems	2-3	Justice Charity	Stewardship
	flexibility in considering new ideas	2-1	Prudence	Self discipline
	critical-mindedness in examining evidence and determining what the evidence means	2-9 2-1	Prudence	Integrity Responsibility
	a willingness to use evidence as the basis for their	2-1	Prudence	Integrity

	aircraft flight; and design, construct and test control surfaces			Work
	Apply appropriate vocabulary in referring to control surfaces and major components of an aircraft. This vocabulary should include: wing, fuselage, vertical and horizontal stabilizers, elevators, ailerons, rudder	I-2	Prudence	Motivation Work
	Construct and test propellers and other devices for propelling a model aircraft	I-2	Prudence	Motivation Work
	Describe differences in design between aircraft and spacecraft, and identify reasons for the design differences. Note: Model aircraft or rockets may be constructed and used as part of this topic. It is recommended that these models be simple devices of the student’s construction, not prefabricated models. Propulsion of rockets by chemical fuels is neither required nor recommended, due to safety considerations	I-2	Prudence	Motivation Work



Topic C: Sky Science	Task:	Virtue:	Value:
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6–7 Observe, describe and interpret the movement of objects in the sky; and identify pattern and order in these movements			
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	Recognize that the Sun and stars emit the light by which they are seen and that most other bodies in space, including Earth’s Moon, planets and their moons, comets, and asteroids, are seen by reflected light	1-1	Faith	Praise & Celebration
	Describe the location and movement of individual stars and groups of stars (constellations) as they move through the night sky	1-1	Prudence	Motivation & Initiative
	Recognize that the apparent movement of objects in the night sky is regular and predictable, and explain how this apparent movement is related to Earth’s rotation	1-1	Faith	Integrity
	Understand that the Sun should never be viewed directly, nor by use of simple telescopes or filters, and that safe viewing requires appropriate methods and safety precautions	2-2	Charity Justice	Responsibility Stewardship
	Construct and use a device for plotting the apparent movement of the Sun over the course of a day; e.g., construct and use a sundial or shadow stick	3-6	Prudence	Work & Perseverance
	Describe seasonal changes in the length of the day and night and in the angle of the Sun above the horizon	3-1	Temperance	Praise & Celebration
	Recognize that the Moon’s phases are regular and predictable, and describe the cycle of its phases	1-1	Faith	Integrity
	Illustrate the phases of the Moon in drawings and by using improvised models. An improvised model might involve such things as a table lamp and a sponge ball	4-4	Prudence	Cooperation
	Recognize that the other eight known planets, which revolve around the Sun, have characteristics and surface conditions that are different from Earth; and identify examples of those differences	1-1	Faith	Work & Perseverance
	Recognize that not only Earth, but other planets, have	1-1	Faith	Motivation &

	moons; and identify examples of similarities and differences in the characteristics of those moons			Initiative
	Identify technologies and procedures by which knowledge, about planets and other objects in the night sky, has been gathered	2-1	Hope	Stewardship
	Understand that Earth, the Sun and the Moon are part of a solar system that occupies only a tiny part of the known universe	3-3	Faith	Praise & Celebration
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Topic D: Evidence and Investigation				
6–8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns				
6–9 Apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample				
		Task:	Virtue:	Value:
	Recognize evidence of recent human activity, and recognize evidence of animal activity in a natural outdoor setting	1-9	Prudence Justice	Work & Perseverance
	Observe a set of footprints, and infer the direction and speed of travel	1-9	Justice Prudence	Motivation & Initiative
	Recognize that evidence found at the scene of an activity may have unique characteristics that allow an investigator to make inferences about the participants and the nature of the activity, and give examples of how specific evidence may be used	1-1 1-5	Justice Prudence	Motivation & Initiative
	Investigate evidence and link it to a possible source; e.g., by: <ul style="list-style-type: none"> • classifying footprints, tire prints and soil samples from a variety of locations • analyzing the ink from different pens, using paper chromatography • analyzing handwriting samples to identify the handwriting of a specific person • comparing samples of fabric • classifying fingerprints collected from a variety of surfaces 	1-1	Justice Prudence	Motivation & Initiative
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Topic E: Trees and Forests				
6–10 Describe characteristics of trees and the interaction of trees with other living things in the local environment				
	Identify reasons why trees and forests are valued. Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment	1-1 2-2	Faith Prudence	Stewardship Praise & Celebration Integrity
	Describe kinds of plants and animals found living on, under and among trees; and identify how trees affect and are affected by those living things	1-1	Faith Prudence	Stewardship Praise & Celebration
	Describe the role of trees in nutrient cycles and in the	1-1	Faith	Praise &

	production of oxygen	2-2	Prudence	Celebration
	Identify general characteristics that distinguish trees from other plants, and characteristics that distinguish deciduous from coniferous trees	1-1	Faith Prudence	Praise & Celebration Stewardship
	Identify characteristics of at least four trees found in the local environment. Students should be familiar with at least two deciduous trees and two coniferous trees. Examples should include native species, such as spruce, birch, poplar, and pine and cultivated species, such as elm and crab apple	1-1	Faith Prudence	Praise & Celebration Stewardship
	Describe and classify leaf shapes, leaf arrangements, branching patterns and the overall form of a tree	1-1	Faith	Praise & Celebration Stewardship
	Interpret the growth pattern of a young tree, distinguishing this year's growth from that of the previous year and from the year before that. Students meeting this expectation should recognize differences in colouration and texture of new growth and old growth, and locate scars that separate old and new growth.	1-1	Faith	Stewardship Praise & Celebration
	Identify human uses of forests, and compare modern and historical patterns of use.	1-1 2-2	Temperance	Cooperation Stewardship
	Identify human actions that enhance or threaten the existence of forests.	1-1 1-5 2-8	Justice Prudence Fortitude	Responsibility Respect Stewardship
	Identify an issue regarding forest use, identify different perspectives on that issue, and identify actions that might be taken.	1-1	Temperance Prudence	Cooperation Responsibility

Subject:	Social Studies		Grade:	6
Unit:	Topic 1	Title:		
Topic:	6.1 Citizens Participating in Decision Making			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
////////////////////////////////////				
6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:				
	recognize and respect the democratic rights of all citizens in Canada (C, I)			
	value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms (I, PADM)			
	recognize the influence of historical events and legislation on democratic decision making in Canada (TCC, PADM)			
	value citizens' participation in a democratic society (C)			
	value the contributions of elected representatives in the democratic process (PADM)			
////////////////////////////////////				
6.1.2 demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	What is democracy (i.e., justice, equity, freedoms, representation)? (C, PADM)			
	What are the similarities and differences between direct and representative democracy? (PADM)			
	What are rights and responsibilities of citizens living in a representative democracy? (C, PADM)			
	How does Canada's justice system help protect your democratic and constitutional rights? (C, PADM)			
////////////////////////////////////				
6.1.3 analyze how the democratic ideals of equity and fairness have influenced legislation in Canada over time, by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians? (I, PADM)			
	How does the Canadian Charter of Rights and Freedoms protect collective rights in Canada (i.e., Aboriginal rights, the linguistic rights of official language minorities)? (I, PADM)			
	How did the Treaty of La Grande Paix de Montréal address collective identity and collective rights? (I, PADM, TCC)			

	How do the Treaty of La Grande Paix de Montréal and the Canadian Charter of Rights and Freedoms compare in the way that each addresses individual and collective identity and collective rights? (PADM, TCC)			
	Why is the Canadian Charter of Rights and Freedoms entrenched in the Canadian Constitution? (C, I, PADM)			
////////////////////////////////////				
6.1.4 analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	How are representatives chosen to form a local government (i.e., electoral process)? (PADM)			
	What are the responsibilities of local governments (i.e., bylaws, taxes, services)? (PADM)			
	How are local governments structured differently in rural and urban settings? (PADM)			
	What role is played by school boards within local communities (i.e., public, separate, Francophone)? (PADM)			
////////////////////////////////////				
6.1.5 analyze the structure and functions of Alberta’s provincial government by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	How is the provincial government structured? (PADM)			
	What is the role and status of the Lieutenant Governor within the provincial government? (GC, PADM)			
	What are the responsibilities of the provincial government (i.e., laws, taxes, services)? (PADM)			
	How are representatives chosen at the provincial level of government (i.e., electoral process)? (PADM)			
	What is the difference between an MLA and a cabinet minister? (PADM)			
	What are the responsibilities of Members of the Legislative Assembly (MLAs)? (PADM)			
////////////////////////////////////				
6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:		Task:	Virtue:	Value:
	How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)? (C, PADM)			

	<p>How do associations such as the Association canadienne-française de l' Alberta (ACFA), the Métis Nation of Alberta Association (MNAA) and the First Nations Authorities (FNA) provide their members with a voice, at local and provincial levels, exercising historical and constitutional rights? (C, I, PADM)</p>			
	<p>In what ways do elected officials demonstrate their accountability to the electorate (e.g., respond to constituents, participate in local events, represent and express in government meetings the concerns of constituents)? (C, PADM)</p>			

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: Places and People	PADM	Power, Authority and Decision Making

Subject:	Social Studies		Grade:	6
Unit:	Topic 2	Title:		
Topic:	6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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	6.2.1 appreciate the relationship between the values of a society and the model of government adopted within a society (PADM)			
	6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)			
	6.2.3 analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon the following questions and issues:			
	How was the government of ancient Athens structured? (PADM)			
	How did the structure of the government in ancient Athens provide opportunities for citizens to participate in decision making? (C, PADM)			
	How did identity, status and class structure impact citizenship in ancient Athens? (C, I)			
	How did the social structure of Ancient Athens impact its political structure? (CC, PADM)			
	To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens? (I, PADM)			
////////////////////////////////////				
	6.2.4 analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following questions and issues:			
	How was the Iroquois Confederacy structured? (PADM)			
	What was the role and status of women within the Iroquois Confederacy? (I, PADM)			
	What are the advantages and disadvantages of consensus as a decision-making model for government? (PADM)			
	How did the Six Nations use the consensus-building process? (PADM)			
	How did the Wampum Belt address collective identity? (I, PADM)			
	How did the social structure of the Iroquois Confederacy impact its political structure?(CC, PADM)			
	To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness? (PADM)			

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: Places and People	PADM	Power, Authority and Decision Making

Subject:	Social Studies		Grade:	6
Unit:		Title:		
Topic:	Skills and Processes			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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6.S.1 develop skills of critical thinking and creative thinking:				
	assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion			
	critically evaluate ideas, information and positions			
	re-evaluate personal opinions to broaden understanding of a topic or an issue			
	generate original ideas and strategies in individual and group activities			
	seek responses to inquiries from various authorities through electronic media			
////////////////////////////////////				
6.S.2 develop skills of historical thinking:		Task:	Virtue:	Value:
	use primary sources to interpret historical events and issues			
	use historical and community resources to understand and organize the sequence of historical events			
	explain the historical contexts of key events of a given time period			
	use examples of events to describe cause and effect and change over time			
	organize information using tools such as databases, spreadsheets or electronic webbing			
////////////////////////////////////				
6.S.3 develop skills of geographic thinking:		Task:	Virtue:	Value:
	construct and interpret various types of maps to broaden understanding of topics being studied (i.e., historical, physical, political maps)			
	use geographic tools, including software, that assist in preparing graphs and maps			
	use cardinal and intermediate directions to locate places on maps and globes			
	use scale to determine the distance between places on maps and globes			
	identify geographic problems and issues and pose geographic questions			

Concept / Values	Course outcomes	Permeation outcomes Task: Virtue: Value:		
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6.S.4. demonstrate skills of decision making and problem solving:				
	propose and apply new ideas, strategies and options to contribute to decision making and problem solving, supported with facts and reasons			
	consider multiple perspectives when dealing with issues, decisions making and problems solving			
	collaborate with others to devise strategies for dealing with problems and issues			
	select and use technology to assist in problem solving			
	use data gathered from a variety of electronic sources to address identified problems solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology			
	use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections among ideas and information in a problem-solving environment			
	solve issue-related problems, using such communication tools as a word processor or e-mail to involve others in the process			
	generate alternative solutions to problems, using technology to facilitate the process			
////////////////////////////////////				
6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:		Task: Virtue: Value:		
	demonstrate the skills of compromise in order to reach group consensus			
	work collaboratively with others to achieve a common goal			
	record group brainstorming, planning and sharing of ideas, using technology			
	extend the scope of a project beyond classroom collaboration, using communication technologies such as the telephone and e-mail			
////////////////////////////////////				
6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:		Task: Virtue: Value:		
	demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed			

First Nations or the Treaty 7 First Nations.

justice	Upholding just, fair and equitable treatment, and providing due reward in accordance with honour, standards or law.
local government	The level of governments empowered by the provincial or territorial government, whose mandate is to make decisions and bylaws relating to local issues and services.
MLA	Elected member of the legislative assembly, representing a specific constituency within the province.
MNAA	Métis Nation of Alberta Association; consists of an elected Provincial President and Vice-President, six elected Zone Presidents and six Vice-Presidents from each of six zones across Alberta. There are approximately 65 MNAA Locals across Alberta.
Official Language minorities	Groups for whom one official language of Canada is their first language and who live within a larger group for whom the other official language of Canada is their first language. Section 23 of the Charter helps ensure the protection of Canada's two official languages by providing minority groups of both official languages with education in their mother tongue, thereby contributing to the vitality of their communities.
provincial government	The level of government whose constitutional mandate is to make decisions and pass legislation relating to provincial issues and services.
representative democracy	Political system whereby citizens elect their representatives to govern and make decisions on their behalf.
Treaty of La Grande Paix de Montréal	Treaty signed in Montréal in 1701 by the representatives of the government of France and representatives of 39 North American Aboriginal Nations, including five Iroquois nations. The Aboriginal representatives were from the Great Lakes region, New York State, the shores of the Mississippi, Acadia and the Saint-Lawrence region.
Wampum Treaty	Treaty representing a peaceful, parallel co-existence between the Iroquois Confederacy and Europeans. This treaty, symbolized by the Two Row Wampum Belt, is a relationship of mutuality in which neither side can act unilaterally without consultation The Two Row Wampum Belt symbolizes the relationship between the Aboriginal peoples of North America and the Europeans. One purple row of beads represents the path of the Aboriginals' canoe, which contains their customs and laws. The other row represents the path of the Europeans' vessel, the sailing ship, which contains their customs and laws. The two-row wampum captures the original values that governed the relationship between the Aboriginal peoples and the Europeans—equality, respect, dignity and a sharing of the river that both groups travel on.

Subject:	Health	Grade:	Grade 6
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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WELLNESS CHOICES–General Outcome <i>Students will make responsible and informed choices to maintain health and to promote safety for self and others</i>				
1. Personal Health		Task:	Virtue:	Value:
	evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection			
	determine the health risks associated with the sharing of personal care items; e.g., articles of clothing, food/drinks, brushes, lip gloss			
	<i>identify and describe the stages and factors that can affect human development from conception through birth</i>			
	examine how health habits/behaviours influence body image and feelings of self-worth			
	analyze personal eating behaviours—food and fluids—in a variety of settings; e.g., home, school, restaurants			
	<i>examine and evaluate the risk factors associated with exposure to blood-borne diseases—HIV, AIDS, hepatitis B/C; e.g., sharing needles, body piercing, tattooing, helping someone who is bleeding, being sexually active</i>			
2. Safety and Responsibility		Task:	Virtue:	Value:
	identify and communicate values and beliefs that affect healthy choices			
	analyze how laws, regulations and rules contribute to health and safety practices			
	evaluate the impact of personal behaviour on the safety of self and others			
	demonstrate responsibility for, and skills related to, the safety of self and others; e.g., baby-sitting, staying home alone, demonstrating Heimlich manoeuvre/abdominal thrust techniques			
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RELATIONSHIP CHOICES–General Outcome <i>Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions</i>				
1. Understanding and Expressing Feelings		Task:	Virtue:	Value:
	recognize that individuals can choose their own emotional reactions to events and thoughts			
	establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings			

	develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity			
	identify, analyze and develop strategies to overcome barriers to communication			
2. Interactions		Task:	Virtue:	Value:
	develop and demonstrate strategies to build and enhance relationships in the family; e.g., being honest, expressing empathy			
	develop strategies to maintain and enhance appropriate cross-age relationships; e.g., within the family, school and community			
	apply a variety of strategies for resolving conflict; e.g., practise treating differences of opinion as opportunities to explore alternatives			
3. Group Roles and Processes		Task:	Virtue:	Value:
	analyze the influence of groups, cliques and alliances on self and others; e.g., at home, in school, in the community			
	make decisions cooperatively; e.g., apply a consensus-building process in group decision making			
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3. LIFE LEARNING CHOICES–General Outcome <i>Students will use resources effectively to manage and explore life roles and career opportunities and challenges</i>				
1. Learning Strategies		Task:	Virtue:	Value:
	expand strategies for effective personal management; e.g., develop and implement a personal budget, assess the power of positive thinking			
	identify personal skills, and skill areas, for development in the future			
	analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered			
	identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g., self- monitoring strategies, backup plans			
2. Life Roles and Career Development		Task:	Virtue:	Value:
	relate knowledge, skills and attitudes of a successful student to those of successful workers			
	analyze and apply effective age-appropriate strategies to manage change; e.g., predict, plan and prepare for transition to next school level			
3. Volunteerism		Task:	Virtue:	Value:
	identify the volunteer accomplishments of the community, and communicate information and appreciation			
	analyze and assess the impact of volunteerism in the school and community			

Please note that *italicized* outcomes contain topics related to human sexuality and that parents reserve the right to exempt their children from this instruction

Subject:	Phys Ed / Health	Grade:	6
Unit:	Title: Mapped Phys. Ed and Health curriculums		
Topic:			

Concept / Values	Course outcomes	Permeation outcomes	Task:	Virtue:	Value:
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Physical Education Curriculum		Health Curriculum			
Benefits Health		Wellness Choices		Task:	Virtue:
	B6-2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity	W6.1 evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection			
	B6-6 identify and plan for personal positive benefits from specific physical activity				
	B6-7 describe and chart individual fitness changes as a result of engaging in physical activity				
	B6-8 understand the connection between physical activity, stress management and relaxation				
	B6-4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities	W6.4 examine how health habits/behaviours influence body image and feelings of self- worth			
	B6-1 explain the relationship between nutritional habits and performance in physical activity	W6.5 analyze personal eating behaviours—food and fluids—in a variety of settings; e.g., home, school, restaurants			
Physical Education Curriculum		Health Curriculum		Task:	Virtue:
Benefits Health – Cooperation - Activity		Relationship Choices			
	C6-1 identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences	R6.2 establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings			
	B6-8 understand the connection between physical activity, stress management and relaxation	R6.3 develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity			
	C6-5 describe and demonstrate practices that contribute to teamwork	R6.9 make decisions cooperatively; e.g., apply a consensus-building process in group decision making			
	C6-6 identify and demonstrate positive behaviours				

	that show respect for self and others				
	A6-11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games				
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Physical Education Curriculum		Health Curriculum			
Do it daily!		Life Learning Choices		Task:	Virtue: Value:
	D6-7 analyze and create different ways to achieve an activity goal that is personally challenging	L6.4	identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g., self-monitoring strategies, backup plans		

Subject:	Phys Ed	Grade:	6
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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	<i>Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits</i>			
	Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water	Task:	Virtue:	Value:
	A6-1 select, perform and refine challenging locomotor sequences			
	A6-2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships, alone and with others, to improve personal performance			
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	Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging	Task:	Virtue:	Value:
	A6-3 select, perform and refine challenging nonlocomotor sequences			
	A6-4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance			
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	Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking	Task:	Virtue:	Value:
	A6-5 demonstrate ways to receive, retain and send an object with increasing accuracy			
	A6-6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship			
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	Application of Basic Skills in an Alternative Environment	Task:	Virtue:	Value:
	A6-7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking			
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	Application of Basic Skills in Dance	Task:	Virtue:	Value:
	A6-8 demonstrate and refine a variety of dances; e.g., creative, folk, line, square and novelty, alone and with others			
	A6-9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical,			

	verbal and visual stimuli			
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Application of Basic Skills in Games		Task:	Virtue:	Value:
	A6-10 demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone			
	A6-11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games			
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Application of Basic Skills in Types of Gymnastics		Task:	Virtue:	Value:
	A6-12 select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics			
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Application of Basic Skills in Individual Activities		Task:	Virtue:	Value:
	A6-13 demonstrate activity specific skills in a variety of individual activities; e.g., track and field/ athletics			
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GENERAL OUTCOME B: <i>Students will understand, experience and appreciate the health benefits that result from physical activity</i>				
Functional Fitness		Task:	Virtue:	Value:
	B6-1 explain the relationship between nutritional habits and performance in physical activity			
	B6-2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity			
	B6-3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio- respiratory activities, and relate these to personal fitness level			
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Body Image		Task:	Virtue:	Value:
	B6-4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities			
	B6-5 N/A			
////////////////////////////////////				
Well-being		Task:	Virtue:	Value:
	B6-6 identify and plan for personal positive benefits from specific physical activity			
	B6-7 describe and chart individual fitness changes as a result of engaging in physical activity			
	B6-8 understand the connection between physical activity, stress management and relaxation			
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GENERAL OUTCOME C: <i>Students will interact positively with others</i>				
Communication		Task:	Virtue:	Value:

	C6-1 identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences			
	C6-2 N/A			
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Fair Play		Task:	Virtue:	Value:
	C6-3 demonstrate etiquette and fair play			
////////////////////////////////////				
Leadership		Task:	Virtue:	Value:
	C6-4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education			
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Teamwork		Task:	Virtue:	Value:
	C6-5 describe and demonstrate practices that contribute to teamwork			
	C6-6 identify and demonstrate positive behaviours that show respect for self and others			
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GENERAL OUTCOME D: <i>Students will assume responsibility to lead an active way of life</i>				
Effort		Task:	Virtue:	Value:
	D6-1 demonstrate enjoyment of participation through extended effort in physical activity			
	D6-2 identify and demonstrate strategies that encourage participation and continued motivation			
////////////////////////////////////				
Safety		Task:	Virtue:	Value:
	D6-3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions			
	D6-4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities			
	D6-5 select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating			
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Goal Setting/Personal Challenge		Task:	Virtue:	Value:
	D6-6 set and modify goals to improve personal performance based on interests and abilities			
	D6-7 analyze and create different ways to achieve an activity goal that is personally challenging			
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Active Living in the Community		Task:	Virtue:	Value:
	D6-8 examine factors that influence community decisions to support and promote physical activity			
	D6-9 choose and actively participate in a new group or individual activity that encourages daily participation			

