

LESSON: Assess the Situation. Module C, Lesson 1

GRADE LEVEL: Grade 6

PAGE(S): 345-348

LEARNING OUTCOMES (This lesson can be used to help students achieve the following general and/or specific provincial curriculum outcomes):

Language Arts

- **students will be expected to explore, extend, clarify, and reflect on their thoughts, feelings, and experiences**
- extend and reflect on their thoughts, ideas and questions and compare their ideas with those of peers and others
- support personal ideas, opinions and beliefs, providing relevant details, where necessary (e.g., during a debate)
- listen critically to others' ideas or opinions and points of view
- **students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically**
- contribute to and respond constructively in small and whole group discussions (e.g., showing an awareness of strategies to use for involving peers; demonstrating an understanding of their roles and responsibilities as speakers and listeners)
- engage in, respond to and evaluate a variety of representations (e.g., role-playing, painting, charts, speeches)
- **students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose**
- demonstrate sensitivity to the particular speaking and listening situation (e.g., informal versus formal speaking situations)
- use oral language which displays respect and appreciation of audience, purpose and situation
- **students will be expected to respond personally to a range of texts**
- develop a personal response to a range of texts by making connections among and within texts
- reflect on and support their interpretations of a variety of texts
- **students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre**
- use their expanding knowledge base and experience with texts to question and analyze information presented in print and visual texts
- **students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feeling, experiences and learnings; and to use their imagination**
- use and refine a range of strategies in writing and other ways of representing to
 - develop a repertoire of topics of personal interest and community interest
 - compare their own thoughts and beliefs with those of others
 - describe feelings, reactions, values, and attitudes
 - formulate, monitor, and evaluate goals for learning

- practice and extend strategies for monitoring learning
- **students will be expected to use a range of strategies to develop effective writing and other ways of representing to enhance their quality, precision, and effectiveness**
- use the conventions of written language in final products
 - spell most words correctly
 - demonstrate appropriate use of punctuation, capitalization and paragraphing
 - show a control of syntax
 - use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, thesauri, other writers)

Health

Mental Health

- identify the various resources available for personal support
- understand that everyone has basic emotional needs
- identify different kinds of feelings and understand how they influence behaviour
- demonstrate appropriate ways to express a variety of emotions
- outline the steps to follow in dealing appropriately with a personal problem
- recognize the importance of discussing fears or concerns with someone you can trust

Relationships

- describe different kinds of relationships
- identify situations involving physical, emotional, and sexual abuse
- recognize that some relationships may be abusive and there is a need to develop strategies to deal with them
- describe ways to express caring

Physical Education

- Demonstrate concern for the safety of self and others
- **Demonstrate an understanding of the effectiveness of group cooperation**
- Demonstrate respect for individual differences