

**LESSON:** Student Strategies. Module C, Lesson 2

**GRADE LEVEL:** Grade 6

**PAGE(S):** 349-352

**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)
- **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
- respond critically to texts by
  - identifying and discussing instances of prejudice, bias, stereotyping, and propaganda
- **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
  - record, develop, reflect on and respond to ideas, attitudes and opinions
  - describe feelings, reactions, values, and attitudes

- formulate, monitor, and evaluate goals for learning
- make deliberate language choices, appropriate to purpose, audience and form, to enhance meaning and to achieve interesting effects in imaginative writing and other ways of representing
- **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
- identify responsibilities of family members
- identify ways of developing positive relationships with peers
- identify instances which represent a breakdown in communication
- demonstrate effective communication skills

## **Religious Education**

### ***Morals/Ethics/Values/Life Issues***

- **students will be expected to examine moral and ethical issues and teachings**
- examine the influence of family, peers, community, religion, and media on ethical and moral decision making
- examine the implications of ones' actions on self and others
- examine why people must take responsibility for their actions

### ***Relationships***

- **students will be expected to examine the influence of religion on contemporary issues and events**
- develop a personal response to issues such as human rights and leadership

### **Physical Education**

- Demonstrate respect for the personal space of others
- **Demonstrate the ability to cooperate and work with others**
- Demonstrate concern for the safety of self and others
- **Demonstrate an understanding of the effectiveness of group cooperation**
- Demonstrate respect for individual differences