

**Grade 6 Intensive French Cross Curricular/Program Integration:  
Religion/Family Life/English Language Arts - Social Studies/Science/Health/Career Education**

	<b>Religion (<i>You Shall Be My Witness</i>)</b>	<b>Family Life (<i>Fully Alive</i>)</b>	<b>English Language Arts</b>	<b>Science</b>
<b>Social Studies</b>				
<i>IN6.1 Evaluate and represent personal beliefs and values by determining how culture and place influence them.</i>	Unit 1: You Are My Friends	Theme 2 : Living in Relationship		
<i>IN6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.</i>	<a href="#"><u>Sample Lesson: Métis Dance/Music</u></a> on Website			
<i>IN6.3 Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.</i>	Unit 5: I Am the Way, The Truth and the Life Theme 14 – Let Justice Flow Like Water	Theme 5 : Living in the World		
<i>IN6.4 Explore aspects of cultural change over time, including:• reasons for cultural change• examples of cultural change• how cultural change affects youth• how</i>				

<i>youth respond to cultural change.</i>				
<b>DR6.1 Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean.</b> <b><u>Sample Unit on website: HMP</u></b>				
<b>DR6.2 Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.</b> <b><u>Sample Unit on website: HMP</u></b>		Theme 5 : Living in the World		
<b>DR6.3 Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.</b> <b><u>Sample Unit on website: HMP</u></b>				
<b>DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.</b> <b><u>Sample Unit on website: HMP</u></b>				
<b>PA6.1 Examine the relationship between an individual's power and authority and the power and authority of others.</b>		Theme 5 : Living in the World (partly)	Model ELA Unit: <i>Peace and Conflict</i>	

<p><b>PA6.2 Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.</b></p>			<p>Add these questions to the Model ELA Unit: <i>Peace and Conflict</i>:          Big Idea: The distribution of power and privilege can lead to conflict.</p> <ul style="list-style-type: none"> <li>• <i>How does the distribution of power and privilege lead to conflict?</i></li> <li>• <i>What can be done to make the distribution of power and privilege fairer?</i></li> </ul>	
<p><b>PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.</b></p>	<p>Unit 5: I Am the Way, The Truth and the Life          ○ Themes: 13, 14, 15          Unit 6: Love your Enemy          ○ Themes: 16, 17</p>		<p>Model ELA Unit: <i>Peace and Conflict</i></p>	
<p><b>RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.</b></p>	<p>Unit 5: I Am the Way, The Truth and the Life          ○ Themes: 14, 15          Unit 6: Love your Enemy          ○ Theme: 18</p>			
<p><b>RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.</b></p>	<p>Unit 5: I Am the Way, The Truth and the Life          ○ Themes: 13, 14, 15</p>			

<b>Health</b>				
<p><b>USC 6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making</b> (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).</p> <p><b>Sample Lesson: What Makes You Unique?</b></p>		<p>Theme 2: Living in Relationship Theme 5: Living in the World Social Studies IN6.1</p>		
<p><b>USC 6.2 Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives</b> (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).</p>		<p>Theme 2: Living in Relationship Theme 5: Living in the World</p>		
<p><b>USC 6.3 Demonstrate an understanding of how non-curable infections, including HIV and Hepatitis C infection, are</b></p>		<p>HIV/AIDS Catholic Curriculum – Lessons 20, 21, 22</p>		

<p><b>transmitted and how these infections influence the health</b> (i.e., physical, mental, emotional, spiritual) <b>and the identities of self, family, and community.</b></p>				
<p><b>USC 6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.</b></p>		<p>Theme 2: Living in Relationship Theme 5: Living in the World</p>		
<p><b>USC 6.5 Analyze the influences</b> (e.g., cultural, social) <b>on perceptions of and personal standards related to body image, and the resulting impact on the identities and the well-being of self, family, and community.</b></p>		<p>Theme 2: Living in Relationship Theme 5: Living in the World (partly)</p>		
<p><b>USC 6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.</b></p>		<p>Theme 2: Living in Relationship Theme 5: Living in the World (partly)</p>		
<p><b>USC 6.7 Assess how health promotions and advertising</b> (related to but not limited to tobacco, alcohol, diabetes, and HIV) <b>influence personal standards and behaviours and determine how and why certain groups of consumers</b> (e.g., youth as</p>		<p>Theme 2: Living in Relationship Theme 5: Living in the World (partly)</p>		

'replacement' smokers) are targeted. <b>Sample Lesson: Get Real! Hidden Messages in Advertising</b>				
<b>DM 6.8</b> Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.				
<b>DM 6.9</b> Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.				
<b>AP 6.10</b> Design and implement (with guidance) <i>two six-day action plans</i> that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.				
<b>Career Education</b>				
<b>CG6.1</b> Investigate the influence of a positive self-image on one's life .		Theme 2: Living in Relationship Theme 5: Living in the World		
<b>CG6.2</b> Analyze the benefits of		Theme 2: Living in Relationship		

<b><i>developing personal competence in building healthy relationships (i.e., emotional, spiritual, mental, and physical).</i></b>		Theme 5: Living in the World		
<b><i>CC6.1 Investigate various aspects of careers and their requirements.</i></b>				Careers associated with the 4 Science Units: <i>Diversity of Living Things</i> <i>Understanding Electricity</i> <i>Principles of Flight</i> <i>Our Solar System</i> <i>(Career profiles included in Pearson Saskatchewan Science 6)</i>
<b><i>CC6.2 Investigate and compile data to explain ways work contributes to individuals and the community.</i></b>				Careers associated with the 4 Science Units: <i>Diversity of Living Things</i> <i>Understanding Electricity</i> <i>Principles of Flight</i> <i>Our Solar System</i> <i>(Career profiles included in Pearson Saskatchewan Science 6)</i>
<b><i>LW6.1 Examine effective practices such as responsible decision making, cooperation, and accepting diversity and predict their continued importance in one's own career.</i></b>				