

Grade 6

Everything Else

The Wider View

36 sheets • six subjects • the year the frame widens

THIS BOOK BELONGS TO



Language

bias and perspective • what a text leaves out • sustaining an argument

Sheets 1–8



Français

year three • speaking badly on purpose • the other side of the box

Sheets 9–11



Science

biodiversity • electricity • flight • space

Sheets 12–22



Social Studies

communities in Canada • Canada and the world

Sheets 23–29



Health & P.E.

decisions • relationships • mental health

Sheets 30–32



The Arts

balance — the Grade 6 principle of design

Sheets 33–36

Grown-ups: the citations here are deliberately uneven. Science, Social Studies and the Arts are verified at overall-expectation level; Language, Health and French have since been read against Health and French carry strand names here because this book cites no Grade 6 codes for them, not because the documents were unavailable. Full detail See sheet 40



Same crowd, different words

Two reports of one event. Neither is lying. Watch what the word choice does to you.

 **compare**  **analyse**

REPORT A
Around 200 concerned residents gathered outside the town hall on Tuesday to ask the council to reconsider the plan. The meeting ran late.

REPORT B
A crowd of protesters swarmed the town hall on Tuesday, demanding the council abandon the plan. The meeting was forced to run late.

Report A says	Report B says	What changes in your head
gathered	swarmed	
ask	demanding	
concerned residents	protesters	
ran late	was forced to run late	

Which facts appear in both? List only the things you could check — a date, a number, a place.

So what is actually different?

Notice what just happened. Every checkable fact was the same. The words around them did all the work.



What isn't in the room

Grade 5 asked who made this and why. Grade 6 asks the harder one: **who is missing?**

notice

ask

A news item. "The new skate park has been a huge success. Local business owners report more foot traffic, and the mayor called it a model for other towns. Parents say their children finally have somewhere to go."

Who got to speak here?	Who did <i>not</i> ?

Three questions worth asking of anything

1. Whose voice is here?
2. Whose is missing?
3. Who benefits if I believe this?

Nobody asked the skaters. Write one sentence a skater might have said that would change the story.

An absence is hard to see precisely because it isn't there. That's why you have to ask on purpose.



Reading between the lines

An inference is something the text didn't say but definitely meant. You need evidence for it.

- 👁 infer
- ✓ evidence

Priya read the letter twice. She folded it along the old creases, put it back in the envelope, and set it on the shelf beside the others. Then she went out and walked the long way to school, even though it was raining.

I think...	...because the text says
She has had letters like this before	
The letter mattered to her	
She wanted time to think	

Now one of your own. What else can you infer? Give the evidence.

I think

because

Test yourself. "She was sad" — can you point at the words that prove it? If not, it's a guess, not an inference.

Grown-ups: the "because the text says" column is the entire skill. An inference without textual evidence is just a guess.

Language · C2 Comprehension Strategies



The words that run every subject

These turn up in Science, Social Studies and Math tests. Not knowing exactly what they ask for costs marks on questions you could answer.

- define
- use it

The word	What it is actually asking you to do	Not the same as
describe		explain
explain		describe
compare		list
justify		state
evaluate		summarise
analyse		describe
infer		quote

The one that catches everybody

Describe

means say what it is like.

Explain

means say why

. If a question says explain and you only describe, you have answered a different question — accurately, and for no marks.

Prove you have it. Take one object in this room. *Describe* it in one sentence, then *explain* something about it in one sentence.



An argument that holds up

Grade 6 wants a case sustained across a whole piece — and one that survives someone disagreeing with it.

 plan

 argue

My position:

Reason	Evidence for it

Now argue against yourself. What is the strongest thing someone who disagrees would say?

And your answer to them:

This is the Level 4 move. Anyone can list three reasons. Naming the best objection and answering it is what separates a good argument from a strong one.

.....
Grown-ups: the counter-argument box is the part to insist on. Children want to skip it because it feels like weakening their case; it does the opposite.

Language · Strand D Composition



Using someone else's words honestly

Grade 5 said where the work came from. Grade 6 makes it a habit — and shows you how to put it in your own words properly.

 **rewrite**

 **credit**

The source says: "Beavers change the landscape more than any animal except humans. Their dams create wetlands, which store water during dry spells and slow floods after heavy rain."

 Too close — this is copying

Beavers change the landscape more than any animal except people. Their dams make wetlands, which store water in dry spells.

Only a few words were swapped.

 **Your turn.** Read it, cover it up, and write what it means from memory.

The move that stops copying

Read it. Close the book. Say it out loud. Closing the book is the part that matters — you cannot copy a sentence you cannot see. Then write.

Where I found it:



Disagreeing well

A skill you will use for the rest of your life, and almost nobody is taught it on purpose.

 practise  listen

 Four sentence-starters that keep a disagreement useful

- "I see it differently, because..." · "Can you say more about...?"
- "I agree with that part, but..." · "What would change your mind?"

Instead of saying	Try
"That's wrong."	
"You always say that."	
"Whatever."	

The hardest question on this page. Think of something you believe strongly. What *would* change your mind?

"Nothing" is an honest answer. It is also worth thinking about.



Made to be shared

Some things online are built to make you feel something fast, because feeling something fast is what makes you pass it on.

- 👁️ examine
- ✍️ judge

POST A
"You WON'T BELIEVE what they're putting in school lunches. Share before it gets taken down!!!"

POST B
"A study of 40 schools found sodium levels above the recommended range in 12 of them. Full report linked."

Ask	Post A	Post B
Does it name a source?		
Could you check it?		
Does it push you to hurry?		
How does it want you to feel?		

"Share before it gets taken down." Why would someone write that? What is it doing to the reader?

Urgency is the tell. Real information can wait ten minutes while you check it. Something that cannot wait usually does not want to be checked.



Parler mal, exprès

Speak badly on purpose. A child willing to make mistakes out loud will outrun a careful one, every single time.

parler

écouter

Quand tu ne sais pas le mot – when you don't know the word

« Comment dit-on... ? » — how do you say...?

« C'est comme... » — it's like...

« La chose pour... » — the thing for...

« Je ne sais pas le mot, mais... » — I don't know the word, but...

Describe each one **without** using its name.

L'objet	Ta description en français
un parapluie	
une bibliothèque	
un réfrigérateur	

This is the real skill. Nobody ever knows every word — not even in English. Getting round a missing word is what fluency actually is.

Grown-ups: circumlocution — talking around a word you don't have — is what separates a child who can use French from one who can only recite it.

FSL · Strand B Speaking



L'autre côté de la boîte

Canada is officially bilingual, so real French is printed on almost everything in your kitchen. Free reading practice, already in the house.

trouver

écrire

Find three packages. Copy the French, then work out the English *without* turning the box over.

Le produit	Le français sur la boîte	Your guess at the English

Mots que tu verras partout

ingrédients · valeur nutritive · portion · sans ·
contient · conserver · teneur · quantité · sucres ·
matières grasses

Un mot ami. Find a French word that looks
almost like its English twin. Then find one that
looks similar but means something else.

Attention aux faux amis. *Librairie* is a bookshop, not a library. *Pain* is bread. *Coin* is a corner.



Une journée dans ma vie

Write about your own real day. Six sentences. Accents count in Grade 6.

✎ écrire

✓ vérifier

Pour t'aider

d'abord · ensuite · après · puis · finalement · le matin · l'après-midi · le soir
je me lève · je mange · je vais · je joue · je fais · je rentre · je me couche

Vérifie ton travail

- ☐ six phrases complètes
- ☐ les accents (é è à ç)
- ☐ un mot de séquence dans chaque phrase
- ☐ je l'ai lu à voix haute

Le plus difficile. Which sentence did you want to write but couldn't? Write it in English, and find out the French later.

Grown-ups: the last box turns frustration into a shopping list. The words a child

wanted are the ones they will actually retain.

FSL · Strand D Writing



One square metre

You do not need a rainforest. Mark out a square metre of ground and count what lives in it.

👁 observe

🔢 count

Where I looked: Date:

What I found	How many	Plant, animal, fungus or other?

Different species found:

Now do a second square somewhere different.

More species or fewer?

Why the difference? What is it about the second place?

.....

.....

You just did a species count — the same method ecologists use, only smaller. A mown lawn and an unmown edge give startlingly different numbers.



Why variety keeps things standing

This is the whole argument of the strand. Not "diversity is nice" — diversity is load-bearing.

- reason
- explain

✓ **Two fields, one disease**

Field A grows one kind of potato. Field B grows nine kinds. A disease arrives that attacks one particular kind.

Field A loses Field B loses

Now say the general rule in one sentence, without mentioning potatoes.

.....

.....

Where else does the same logic apply?

Situation	What variety protects against
A forest of only one tree species	
A town with only one employer	
A team where everyone plays the same position	

The last two aren't biology at all. That's the point — you have found a pattern that holds outside the subject it was taught in.



Sorting living things

Classification is not tidying up. It is a way of showing how things are related.

- ☐ sort
- ☒ build a key

Group	What makes it that group	An example you have actually seen
Mammals		
Birds		
Reptiles		
Amphibians		
Fish		
Invertebrates		

Build a two-question key that separates any four of the animals you listed. Each question must have a yes/no answer.

The awkward ones are the interesting ones. A whale, a bat, a penguin, a platypus. Each breaks a rule most people think they know.



One path or many

Series and parallel. One break stops everything, or it doesn't. A battery and two bulbs shows you in five minutes.

 build

 draw

Series — one loop, everything in a line



Unscrew one bulb. The other:

Parallel — the path splits and rejoins



Unscrew one bulb. The other:

Where you would want it	Series or parallel? Why?
The lights in your house	
A string of old Christmas lights that all failed at once	
A safety switch that must cut everything	

Old Christmas lights were series. One bulb failed and the whole string went dark — and you had to test every single bulb to find it.

Grown-ups: a battery, wire and two bulbs is enough. Predict before unscrewing — the prediction is where the learning happens.

Science · C2 · A1



Two meanings of one word

"Conservation of energy" and "conserving energy" sound identical and mean completely different things.

 distinguish  sort

Conservation of energy
a law of physics

Energy is never created or destroyed. It only **changes form**. The total in the universe never changes.

Conserving energy
something people choose to do

Using less **useful** energy, so less has to be generated in the first place.

Statement	Which one?
Turning the lights off when you leave a room	
A toaster turns electrical energy into heat and light	
A falling ball turns stored energy into movement	
Walking instead of asking for a lift	

Trace the transformations.

Device	Energy in	Useful energy out	Wasted as
Lamp			
Kettle			
Speaker			

If energy is never lost, what does "wasted" mean? It usually means it turned into heat, spread out, and became hard to use.

Grown-ups: the "wasted" question is genuinely deep and Grade 6 can handle it. Energy isn't lost — it becomes unavailable. Science · C1 · C2



Where your electricity comes from

Ontario's power comes from several sources at once, and each one is a trade-off.

- 🔍 research
- 💬 evaluate

Source	Renewable?	An advantage	A disadvantage
Hydroelectric			
Nuclear			
Wind			
Solar			
Natural gas			

Every one has a disadvantage. If you had to choose one to build near your town, which — and what would you be accepting?

"Renewable" and "harmless" are not the same word. A hydro dam is renewable and it also floods a valley. Both things are true.

Grown-ups: 'C1' asks students to

evaluate the impact

. A child who can only list benefits of renewables hasn't met it — the trade-off is the expectation.

Science · C1



Four forces, always arguing

Lift against weight. Thrust against drag. Everything that flies is managing those two arguments at once.

- ~ label
- test

Label the four forces on this aircraft.

Which opposes which?

Lift pushes and is opposed by

Thrust pushes and is opposed by

For steady level flight, lift must weight.

A fair test. Change one thing only.

Paper plane	What I changed	Distance – try 1	Try 2	Try 3
The original	nothing			
Version B				
Version C				

Why three throws each? What would one throw not tell you?



Flight that nobody designed

Birds, seeds and insects solved this long before we did — and often better.

observe

connect

Flyer	How it gets lift	An adaptation that helps
A hawk soaring		
A maple key		
A dandelion seed		
A bumblebee		

Drop a maple key. Describe exactly what it does. Then say what that achieves for the tree.

Copy it. Design something that falls as slowly as possible from a fixed height. Sketch it.

A maple key is not trying to fly. It is trying to fall slowly enough for the wind to carry it away from its parent. That is a different problem, with a different solution.



Why we have seasons

Not because Earth gets closer to the Sun. That explanation is intuitive, extremely common, and wrong.

 model it

 explain

The fact that settles it. When it is summer in Canada, it is winter in Australia — at the very same moment. If distance to the Sun caused seasons, what would that mean?

Model it. A lamp for the Sun, a ball for Earth, a pencil through the ball for the axis — tilted, and kept pointing the same way as you walk it round.



What you should see

When the north end tilts *towards* the lamp, the light hits it and spreads over area.

Six months later it tilts

Now explain seasons in three sentences, without using the word "closer".

.....

.....

.....

The tilt never changes direction. That is the part most models get wrong — the axis points the same way all year, which is exactly why the seasons swap over.

Grown-ups: the Australia fact does more work than any diagram. Many adults hold the distance misconception; it is worth checking your own.

Science · E2



Mass, weight and gravity are three things

People use these words as if they mean the same thing. They really don't, and Grade 6 is where that gets sorted out.

- distinguish
- calculate

Mass

How much matter there is.
Measured in kg. **Never** changes.

Weight

The pull of gravity on that mass.
Changes with **where you are**.

Gravity

The force pulling things together. Stronger for bigger bodies.

An astronaut with a mass of 60 kg	Mass there	Weight compared to Earth
On Earth	60 kg	normal
On the Moon (gravity about 1/6)		
On Mars (gravity about 3/8)		
Floating in the space station		

The trick question. Astronauts float in the space station. Has their mass gone? Has gravity gone? Say what is actually happening.

.....

.....

Gravity is still there in orbit — nearly as strong as on the ground. They float because they are *falling*, continuously, around the Earth.

Grown-ups: "zero gravity" is a misleading phrase; orbit is continuous free fall. All three words are in the Ministry's vocabulary list for this strand.



Was it worth going?

Space exploration costs enormous amounts. Grade 6 asks you to **assess** that — which means both sides, with reasons.

 weigh up

 decide

What we got from it

GPS · weather satellites · communications ·
materials · medical imaging · water filtration ·
seeing our own climate from outside

What it costs

Money that could go elsewhere · fuel and
emissions · debris left in orbit · risk to human life

Pick one technology from the left and find out what it does in ordinary life. Would we have it anyway, without space programmes?

Your position, with a reason. Should countries keep spending on space exploration? Answer the strongest objection to your own view.

Notice this is sheet 5's skill again — a position, a reason, and an answer to the best objection. Same move, different subject.



Who got written down

Grade 5 asked whether a source was primary or secondary. Grade 6 asks a harder question: whose story got recorded at all?

notice ask

History is built from what survived: letters, newspapers, photographs, official records, ledgers. Ask yourself — who in 1890 was likely to have a letter kept? Who owned a camera? Whose name went into the official record, and whose did not?

Group	More or less likely to be recorded?	Why
A landowner		
A domestic servant		
A newly arrived family who spoke neither English nor French		
A community with a spoken rather than written tradition		

So what follows? If the records lean towards some people, what does that do to the history we end up with?

Missing from the record is not the same as missing from history. Oral history, objects, songs, place names and buildings all carry evidence too.

Grown-ups: this is Language sheet 2's "who is missing" applied to the historical record. Naming the connection out loud helps it transfer. Social Studies · Strand A



An interview is a primary source

Ask someone who was there. A project built on a real conversation beats one built on a website, every time.

🗣️ interview

📝 record

Who I will ask: About:

🏛️ Questions that get real answers

Open questions beat yes/no ones. Try: "What do you remember about...?" · "What was different then?" · "What surprised you?" · "What do people get wrong about it?" · "What has changed the most?"

My question	What they said

One thing that surprised me:

A question I wish I had asked:

Grown-ups: "what do people get wrong about it?" reliably produces the most interesting answer in the whole interview.

Social Studies · Strand A



Where your things come from

Trade is not an abstraction. It is in your kitchen, your bag and your pocket right now.

investigate map it

Find eight things with a country of origin on them. Labels, packaging, the underside of objects.

The thing	Made in	The thing	Made in

Mark each country on a world map.

Countries found:
Continents represented:
Furthest away:

What does Canada send out? Name two things
Canada exports, and who buys them.

.....



Finding any place on Earth

Two numbers locate anything on the planet. You met four quadrants in Math — this is the same idea wrapped round a sphere.

 locate  plot

Latitude — how far north or south
Lines run **across**. Zero at the equator. Up to 90° N or 90° S.

Longitude — how far east or west
Lines run **top to bottom**. Zero at the prime meridian. Up to 180° E or W.

Place	Roughly which latitude?	North or south of the equator?
Toronto		
The North Pole		
Somewhere on the equator		
A place you found on sheet 25		

The connection. In Math you used (x, y) with positive and negative. Here it is (latitude, longitude) with N/S and E/W. What is N doing that a plus sign did?

Latitude tells you a lot about climate. Places at similar latitudes often have similar seasons — which links straight back to Science sheet 20.

Grown-ups: N/S and E/W are doing exactly the job that + and – do on a Cartesian plane. That link makes both easier. Social Studies · Strand B



Canada in the world – honestly

The hardest sheet in this book. Name something Canada does well internationally, and something it is criticised for. Both, with evidence.

👁 research

✍ balance

Something Canada is praised for

My evidence:

Something Canada is criticised for

My evidence:

Places to look

Peacekeeping and international aid · refugee policy · climate commitments and emissions per person · treatment of First Nations, Inuit and Métis peoples · mining companies operating overseas · trade agreements

Can both be true at once? Explain how a country can be genuinely good at one thing and genuinely criticised for another.

Holding two true things at once is more difficult than picking a side, and it is what the curriculum is actually asking for.



Reading a graph that wants something

Global statistics get displayed by people who want you to reach a conclusion. Grade 6 can see how it is done.

inspect

✓ catch it

Four ways a graph misleads without lying:

1. The vertical axis starts partway up, so small gaps look huge
2. The scale is uneven, so equal steps aren't equal
3. Only some years are shown — the inconvenient ones are missing
4. Totals are compared when *per person* would tell a different story

Sketch a graph that starts its axis at 90 instead of 0, using these numbers: 94, 95, 96, 97.

Now the same numbers from 0.

Same data, two impressions. Which one would you use if you wanted to make the change look dramatic? Is either graph *false*?

Number 4 matters most for global comparisons. A big country will emit more in total than a small one. Per person can reverse the ranking entirely.



Zoom out, then zoom in

Pick one issue and follow it from the world all the way down to your street.

 trace

 connect

My issue: _____ ideas: clean water · plastic waste · food prices · a changing climate · refugees

Scale	What is happening at this level
The world	
Canada	
Your province	
Your town or city	
Your street or school	

Where could a person your age actually change something? Be specific — not "recycle more" but an actual action.

This is the whole book in one sheet. The wider view, and then back down to where you stand.



Deciding before you have to

Decisions are far easier when you have already thought them through. That is the entire trick.

- think ahead
- plan

Four questions, in order

- 1. What is actually being decided here?
- 2. What could happen — the good and the bad?
- 3. Who else does this affect?
- 4. What would I tell a friend to do?

Situation	What I would do, and why
Everyone in the group is doing something you think is unkind	
A friend asks you to keep a secret that worries you	
You are offered something you know you should say no to	

Question 4 is the useful one. Why is it easier to advise a friend than to decide for yourself?

A secret that worries you is different from a surprise party. If keeping it means somebody could get hurt, it is not a secret you have to keep.



Noticing what you feel

Mental health is part of health. Noticing, naming, and knowing who to tell are all curriculum content — not extras.

- notice
- name it

Feelings have more names than four

frustrated · disappointed · overwhelmed · left out · embarrassed · restless · relieved · hopeful · anxious · flat · proud · lonely · irritated · content

Circle any you have felt this week.

Naming it precisely helps. "Bad" is hard to do anything with. Pick one from the list and say what brought it on.

My people — make this list on a good day.

Someone I could talk to	About what sort of thing

If things feel like too much, you can talk to someone any time. In Canada, Kids Help Phone is free and confidential, day or night: 1-800-668-6868, or text CONNECT to 686868.

Noticing a friend matters too. If someone has gone quiet, stopped doing things they liked, or seems different for a while — telling a trusted adult is helping them, not telling on them.



Something you would actually keep doing

Grade 6 is where children who dislike team sports quietly stop being active at all. Enjoyment is a real expectation, not a nicety.

→ try things

✓ choose

Not everything is a team sport. Tick anything you would be willing to try.

☐ swimming

☐ dance

☐ skating

☐ yoga

☐ cycling

☐ martial arts

☐ skateboarding

☐ canoeing

☐ climbing

☐ hiking

☐ running

☐ snowshoeing

The one I would most like to try:

What would I need to start?

What usually stops you being active? Be honest — time, cost, not enjoying it, feeling watched?

.....
.....

"Feeling watched" is the most common answer and almost nobody says it out loud. If that is yours, activities you can do alone or with one friend are a completely legitimate answer.



Balance – the Grade 6 principle

Every grade gets one principle of design to focus on. Grade 1 had contrast. Grade 5 had emphasis. Yours is balance.

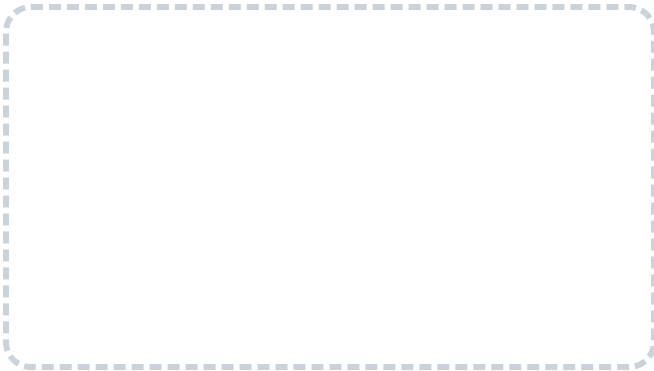
look

make

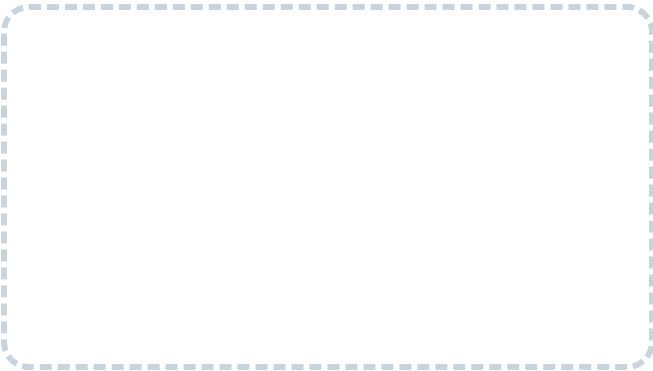
What balance actually means

The arrangement of elements so the picture feels	equal in weight	— as though it would not tip over. There are two ways to get there:	Symmetrical	(formal) — shapes distributed evenly, often mirrored.	Asymmetrical	(informal) — different shapes that still balance, usually through colour, size or position.

Symmetrical — make both sides mirror.



Asymmetrical — different, but still balanced.



The test. Imagine the picture sitting on a knife edge down the middle. Would it tip? If it would, something needs moving.



A small dark shape can balance a big pale one

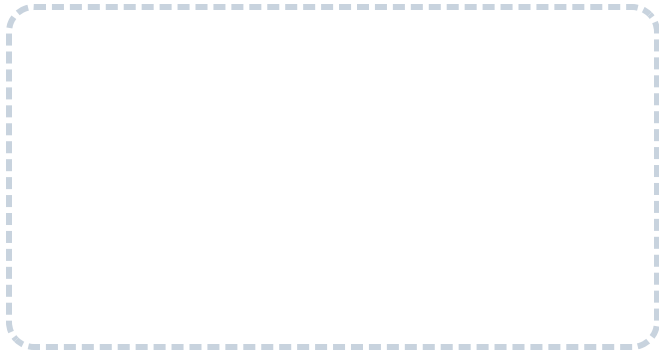
This is the sophisticated half of balance, and the part worth really understanding. Balance is about visual weight, not symmetry.

[test it](#)[explain](#)

What makes a shape feel heavy

Dark	reads heavier than light.	Brilliant	reads heavier than neutral.	Warm	colours (red, orange, yellow) seem to expand	towards you.	Cool	colours (blue, green, violet) seem to recede	away from you.	A shape near the edge	carries more weight than the same shape near the centre.
------	---------------------------	-----------	-----------------------------	------	--	--------------	------	--	----------------	-----------------------	--

The experiment. Draw a large pale shape on the left. Now add the *smallest* dark shape on the right that stops it tipping.



How small could you get it? What made the difference — how dark it was, or where you put it?

Now move it towards the edge. What happens?

Try it with colour instead of darkness. A small area of bright red against a large area of pale blue. Which one wins?



The five steps, on anything

The critical analysis process works on a painting, a song, a dance or a play. By Grade 6 you should run it without being asked.

 analyse

 judge

What I am looking at or listening to:

Step	Mine
1. Initial reaction before thinking	
2. Description only what is there	
3. Analysis how — including balance	
4. Interpretation what it might mean	
5. Judgement what you think, and why	

Step 2 is the hard one. Go back and check: did any opinions sneak into your description? Cross them out — they belong in step 5.

"I don't like it" is not a response. "I don't like it because..." is. The **because** is the entire assignment.

Grown-ups: keeping opinion out of step 2 is genuinely difficult and is the discipline the whole process rests on.

The Arts · critical analysis process



Make one thing about the wider view

Everything in this book has been about stepping back and seeing more. Make something that says so — in any strand you like.



make



present

Choose your strand:

Visual Art — a piece where a small element balances a large one

Drama — a short scene where two characters see one event completely differently

Music — a piece with two parts that balance rather than compete

Dance — a sequence built on a shift from close-in to wide-open

Plan it here.

Where is the balance in mine?

One thing I would change next time:

Grown-ups: the reflection matters as much as the piece — ‘Reflecting, Responding and Analysing’ is one of the three overall expectations in every arts strand.

The Arts · Creating · Reflecting



The same skill, six times over

You may not have noticed, but one move kept coming back in every single subject.

- connect
- notice

Subject	Where you did it	The move
Language	sheet 2	Ask who is missing from the account
Language	sheet 5	Name the best objection to your own case
Science	sheet 17	Every energy source has a disadvantage
Science	sheet 22	Assess space travel — both sides
Social Studies	sheet 23	Ask whose story got recorded
Social Studies	sheet 27	Praise and criticism, both with evidence

So what is the move? Write it in one sentence, in your own words.

Where else would it work? Name a situation outside school where asking "what is missing, and what is the other side?" would help you.

This is what "the wider view" means. Not more facts — a habit of stepping back to check what the frame left out.

Grown-ups: transfer across subjects is the single strongest sign of Level 4. This sheet makes the pattern explicit so a child can name it. **All strands**



How am I doing?

Tick honestly. A blank is information, not a failure.

✓ tick

- | | |
|---|---|
| ☐ I can spot how word choice shapes a report | ☐ I ask who is missing from an account |
| ☐ I can make an inference and give evidence | ☐ I know what <i>justify</i> and <i>evaluate</i> ask for |
| ☐ I can answer the best objection to my own argument | ☐ I can paraphrase without copying |
| ☐ I can get around a French word I don't know | ☐ I can explain why biodiversity matters |
| ☐ I know the difference between series and parallel | ☐ I know the two meanings of conservation |
| ☐ I can name the four forces of flight | ☐ I can explain seasons without saying "closer" |
| ☐ I know mass, weight and gravity are different | ☐ I can say whose story got recorded, and whose didn't |
| ☐ I can find a place using latitude and longitude | ☐ I can hold praise and criticism at the same time |
| ☐ I can spot a misleading graph | ☐ I have people I could talk to |
| ☐ I know what balance means in art | ☐ I can run the five analysis steps unprompted |

The one I want to get better at is...

...and the sheet that would help is number

Answers, and why most sheets don't have one

Most of this book asks you to notice, argue or make something. Those are judged on reasoning, not on matching a sentence. Here is what does have a definite answer.

Sheet 1. Every checkable fact matches: Tuesday, the town hall, roughly 200 people, the meeting ran late. Only the *wording* differs — *swarmed* suggests threat where *gathered* is neutral; *demanding* sounds aggressive where *ask* is polite; *forced* implies someone was at fault. Neither report states a falsehood.

Sheet 3. Evidence: "twice" and "the old creases" and "beside the others" tell you she has had letters like this before and has reread this one; folding it carefully and keeping it shows it mattered; walking the long way in the rain shows she wanted time. "She was sad" is *not* supported — nothing in the text says so.

Sheet 4. **Describe** = say what it is like. **Explain** = say why. **Compare** = say how two things are alike and different. **Justify** = give reasons for a decision. **Evaluate** = judge how good or effective, with criteria. **Analyse** = break into parts and show how they work together. **Infer** = work out what is not stated, using evidence.

Sheet 10. Faux amis: *librairie* is a bookshop (a library is *bibliothèque*); *pain* is bread; *coin* is a corner; *monnaie* is change, not money; *assister à* means to attend.

Sheet 13. Field A loses **everything**; Field B loses **about one ninth**. The general rule: a system built on one kind of thing fails completely when that one thing fails, while a varied system loses only part of itself. It applies to forests (one pest), towns (one employer closing), and teams (nobody able to cover a gap).

Sheet 15. In **series**, unscrewing one bulb stops the other — there is only one path. In **parallel**, the other bulb stays lit. House lights are parallel, so one failed bulb doesn't darken the house. Old Christmas lights were series. A safety cut-off is series on purpose, so that breaking it stops everything.

Sheet 16. Turning lights off and walking instead of riding are **conserving energy**. The toaster and the falling ball are **conservation of energy** — transformations where the total is unchanged. Lamp: electrical in, light out, wasted as heat. Kettle: electrical in, heat out, wasted as sound and heat to the room. Speaker: electrical in, sound out, wasted as heat.

Sheet 18. **Lift** acts upward against **weight**; **thrust** acts forward against **drag**. For steady level flight, lift must **equal** weight. Three throws matter because a single throw could be a fluke — repeated trials tell you whether the difference is real.

Sheet 20. If distance caused seasons, Canada and Australia would have summer at the same time — they don't. When the northern end of the axis tilts *towards* the Sun, light strikes more directly and spreads over a *smaller* area, so it warms more. Six months later that end tilts away. The axis keeps pointing the same direction all year.

Sheet 21. Mass is **60 kg everywhere** — on the Moon, on Mars, and in orbit. Weight is about **one sixth** on the Moon and about **three eighths** on Mars. In the space station gravity is still nearly as strong as on the ground; astronauts float because they are in continuous free fall around the Earth, not because gravity has gone.

Sheet 26. Latitude: Toronto is roughly **44° N**; the North Pole is **90° N**; the equator is **0°**. N and S are doing exactly what + and – do on a Cartesian plane — marking direction from a zero line.

Sheet 28. Neither graph is false. Both plot the same four numbers accurately. Starting the axis at 90 makes a 3-point change fill the whole frame; starting at 0 makes it look tiny. You would choose the first to make the change look dramatic. That is a presentation choice, not a lie — which is exactly why you have to check the axis yourself.

What was verified, and what wasn't

Please read this before citing anything here in a report card comment, a lesson plan or an IEP.

Subject	Document	What was actually checked
Science and Technology	Science and Technology, 2022	✅ All five strand names and both overall expectations per strand, confirmed via a University of Toronto (OISE) expectations document citing the Ministry. Specific codes were not checked one by one — this book cites overall expectations only ('B1', 'C2', 'E1').
Social Studies	Social Studies, 2018	✅ Both strand names and their focus. Cited at strand level only. Some publishers describe a 2023 version; the strand names are the same in both.
The Arts	The Arts, 2009	✅ The Grade 6 principle of design focus — balance — confirmed against the published Grade 6 expectations.
Language	Language, 2023	⚠️ Overall expectations 'B1', 'C1', 'C2', 'C3' confirmed from a secondary source reproducing the Ministry text. Strand structure confirmed. Specific expectations not verified.
Health and P.E.	HPE, 2019	⚠️ Strand names only. No codes are cited anywhere in this book for Health — that is deliberate, not an oversight.
Core French	FSL, 2013	⚠️ Strand names only. No codes cited.

Why the citations look uneven. Where you see an overall expectation code, it was verified. Where you see only a strand name, it wasn't — and inventing a plausible-looking code would have been worse than leaving it out. The companion **Grade 6 Mathematics** book is verified expectation by expectation and cites all 51.

For teachers: the Ministry's curriculum is at dcp.edu.gov.on.ca. If you confirm the Language, Health or French Grade 6 specifics against it, those sheets can carry proper codes — the content is already aligned to the right strands.

Grown-ups: this page exists because these materials are used in real classrooms, and a wrong expectation code in a report card is worse than no code at all.

Verification notice