

## Term 2 Curriculum Newsletter 2020-21

### Grade 6 - Mme Jones

#### French Language Arts

Curriculum Expectations	Assessment
<p><b><u>Listening:</u></b></p> <ul style="list-style-type: none"> <li>- listen to and follows increasingly complex oral instructions</li> <li>- use verbal/visual cues</li> <li>- understand televised news events, weather</li> <li>- use listening behaviours to comprehend and participate in interaction activities</li> <li>- begin to self-select listening behaviours to comprehend and participate in interaction activities</li> </ul> <p><b><u>Speaking:</u></b></p> <ul style="list-style-type: none"> <li>- explain/advocate for their needs and needs of others</li> <li>- participate in discussions after shared class reading, short texts, videos, etc.</li> <li>- speak in increasingly complex and varied sentences (most words are in French) and with increasing fluidity and confidence</li> <li>- talk about past events and future events using appropriate language structures in context</li> <li>- give instructions</li> <li>- use targeted vocabulary/language structures</li> </ul> <p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>- recognize elements of fiction and non-fiction texts</li> <li>- decode more complex, multisyllabic words with fluidity by applying strong phonics/phonemic skills</li> <li>- sustain reading of longer more complex texts</li> <li>- understand main idea and important details and organize ideas using graphic organizers</li> <li>- infer meaning about details that aren't explicitly stated in texts</li> <li>- demonstrate visible thinking of reading comprehension strategies</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>- choose topics that are personally significant</li> <li>- continue to develop planning and editing skills (grammar, spelling, punctuation, vocabulary)</li> <li>- communicate a clear main message with increasing organization, clarity and detail to support ideas</li> <li>- use varied sentence structures and a variety of sentence types</li> <li>- develop understanding of sentences, paragraphs and how they are connected within texts</li> <li>- experiment with words learned in other contexts</li> <li>- punctuate simple and compound sentences correctly</li> <li>- use a range of familiar text forms: infographic, letter, advertisement, graphic text, script, email, narrative</li> </ul>	<ul style="list-style-type: none"> <li>● descriptive feedback to identify specific areas for improvement</li> <li>● observation and anecdotal notes</li> <li>● one-to-one and group conferencing (reading, writing, oral)</li> <li>● self and peer reflections of skills and improvements</li> <li>● quizzes</li> <li>● summative tasks assessed through rubrics</li> </ul>

## English Language Arts (taught by Mlle Fraresso)

### Reading:

- Identify and use a variety of reading comprehension strategies before, during, and after reading a variety of text (increasingly difficult) styles to understand the content.
- Identify and explain how characteristics of texts help to convey meaning such as fiction vs. non-fiction texts, graphic texts, novels, advertisements, (literary, graphic, informational) etc.
- Adapting to and participating in literacy block activities
- Use knowledge of words and cues to read fluently

### Writing:

- Gather information from various sources
- Identify the purpose and audience for various types of writing
- Establish a point of view when writing and use evidence from various sources to support point of view

### Oral Communication:

- Identify and use appropriate listening strategies and behaviours for listening (listening to oral texts, listening to others when they speak/read, etc.)
- Adapt to various situations for listening such as with a partner, small groups, and whole-class discussions
- Summarize key ideas from various types of text forms orally
- Learning and implementing familiar and unfamiliar vocabulary when speaking
- Use appropriate communication skills (ie. when presenting) such as clear voice, proper intonation, pronunciation, expression and pacing.
- Develop, implement and reflect on listening and speaking strategies and next steps to improve communication skills

### Media Literacy:

- Identify who produces various media texts and why, how they are produced and funded, how different people respond to different media forms; develop critical thinking skills to question and discuss responses to these questions
- Create a media text appropriate for various purposes and audiences

## Mathematics

### Curriculum Expectations

#### Comparison of Measures, Quantities and Expressions:

- construct three-dimensional objects when given their top, front, and side views
- create and use nets to demonstrate the relationship between the faces of prisms and pyramids and their surface areas
- determine the surface areas of prisms and pyramids
- measure length, area, mass, and capacity using the appropriate metric units, and solve problems that require converting smaller units to larger ones and vice versa
- use a protractor to measure and construct angles up to 360 degrees
- use the properties of supplementary angles, complementary angles, opposite angles, and interior and exterior angles to solve for unknown angle measures

#### Number:

- use mental math strategies to calculate percents of whole numbers
- solve problems involving ratios, including rates and percents

### Assessment

- observation/anecdotal notes
- observations of problem solving strategies
- ability to represent mathematical ideas
- mathematical reasoning
- personal reflection and self-evaluation
- end of unit cumulative assessment
- descriptive feedback

- add and subtract fractions with like and unlike denominators
- multiply and divide whole numbers by proper fractions
- solve problems involving whole numbers, decimal numbers, fractions, ratios, rates and whole number percents.
- solve problems involving the addition and subtraction of whole and decimal numbers
- solve problems involving the multiplication and division of three digit whole numbers by tenths
- solve problems involving the division of decimals numbers up to thousandths by whole numbers
- evaluate algebraic expressions that involve whole numbers and decimal tenths

**Patterns and Probability:**

- identify and describe repeating, growing and shrinking patterns
- create and represent patterns using tables of values, graphs, and algebraic expressions and equations (linear growing patterns)
- determine pattern rules, use algebraic representations to solve for unknown values in linear growing patterns
- use fractions, decimals and percents to express probability
- determine and compare theoretical and experimental probabilities

**Operations and Measurement:**

- solve problems involving whole numbers, decimal numbers, fractions, ratios, rates and whole number percents.
- solve problems involving the addition and subtraction of whole and decimal numbers
- solve problems involving the multiplication and division of three digit whole numbers by tenths
- solve problems involving the division of decimals numbers up to thousandths by whole numbers
- evaluate algebraic expressions that involve whole numbers and decimal tenths

**Financial Literacy & Operations involving Money:**

- describe the advantages and disadvantages of various methods of payment (debit, cash, credit card, e-transfer)
- identify different types of financial goals and outline key steps to achieve them
- identify factors that can interfere with achieving goals
- explain concept of interest rates, types of interest rates, banking fees
- describe trading, lending, borrowing and donating as different ways to distribute resources among individuals and organizations

**Coding: \*will be used periodically throughout the term to teach math concepts**

- solve problems by writing and executing efficient code, including code that involves conditional statements and other control structures

-read and alter existing code, and describe how changes to the code affect the outcomes and the efficiency of the code	
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## Science and Technology

Curriculum Expectations	Assessment
<p><b><u>Flight:</u></b>            -investigate ways in which flying devices make use of properties of air            -explain ways in which properties of air can be applied to the principles of flight and flying devices            -assess the societal and environmental impacts of flying devices that make use of properties of air</p> <p><b><u>Biodiversity:</u></b>            - assess human impacts on biodiversity, and identify ways of preserving biodiversity            - investigate the characteristics of living things, and classify diverse organisms according to specific characteristics            - demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans</p>	<ul style="list-style-type: none"> <li>● anecdotal observations</li> <li>● assessment of class work</li> <li>● assessment of group projects and research projects</li> <li>● descriptive feedback</li> <li>● quizzes</li> </ul>

## Social Studies

Curriculum Expectations	Assessment
<p><b><u>People and Environments: Canada's Interactions with the Global Community</u></b>            - explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena            - use the social studies inquiry process to investigate some global issues of political, social, economic and environmental importance            - describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement</p>	<ul style="list-style-type: none"> <li>● anecdotal/ observations</li> <li>● assessment of class work</li> <li>● self/peer assessment of presentations</li> <li>● rubric for inquiry projects</li> </ul>

## The Arts See Mr. Moore's website for Music

Curriculum Expectations	Assessment
<p><b><u>Dance:</u></b>            -incorporate props and materials into dance pieces they create            -demonstrate an understanding of a variety of dance forms, traditions and styles from the past and present</p>	<ul style="list-style-type: none"> <li>● anecdotal observations and checklists</li> <li>● self and peer assessment based on student generated success criteria</li> </ul>
<p><b><u>Art:</u></b>            - produce a variety of two and three dimensional art forms that communicate feelings and ideas using the elements and principles of design (Grade 6 focus: balance)            - demonstrate an understanding of how to read signs, symbols, and style in art works</p>	<ul style="list-style-type: none"> <li>● self-assessment</li> <li>● peer feedback</li> <li>● success criteria</li> <li>● art portfolio</li> <li>● art reflections</li> </ul>
<p><b><u>Drama:</u></b>            -apply the creative process to drama works, using the elements of drama to communicate ideas and perspectives</p>	<ul style="list-style-type: none"> <li>● Anecdotal observations and checklists</li> <li>● Self and peer assessment based on student generated success criteria</li> </ul>

<p>-identify examples of their strengths, interests and areas of improvement as creators, performers and audience members.</p>	
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<b>Health and Physical Education</b>	
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<b>Curriculum Expectations</b>	<b>Assessment</b>
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<p><b><u>Health:</u></b></p> <ul style="list-style-type: none"> <li>- describe the effects of the use of cannabis and other drugs and understand how to make reasoned decisions about alcohol, tobacco and drug use</li> <li>- build confidence and foundation for healthy relationships by understanding the physical, emotional and social changes that occur at puberty</li> <li>-develop knowledge of the impacts of stereotypes and assumptions and strategies for responding to and challenging harmful assumptions and stereotypes</li> <li>- demonstrate an understanding of the impacts of viewing sexually explicit media, including pornography</li> <li>- apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships as well as an understanding of the importance of consent</li> </ul> <p><b><u>Physical Education:</u></b></p> <ul style="list-style-type: none"> <li>- apply a range of socio-emotional learning skills when participating in physical activity and learning about healthy living</li> <li>- participate actively and regularly in a wide variety of physical activities</li> <li>- perform movement skills and demonstrate control of the body when varying the speed, direction or level of movement</li> <li>- send and receive objects using different body parts and various types of equipment</li> </ul>	<ul style="list-style-type: none"> <li>● anecdotal observations and checklists</li> <li>● self-assessment</li> <li>● projects/journal responses according to the student-teacher generated criteria</li> </ul>
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