

This purpose of this newsletter is to share with you our plans for **Terms One and Two of Grade Six**. Listed below are the curriculum expectations for the terms, as well as teaching strategies, assessment examples.

Curriculum expectations	Examples of Teaching Strategies	Assessment Examples
<p>Language</p> <p><u>Oral Language</u></p> <p>By the end of Grade 6 students will:</p> <ul style="list-style-type: none"> *listen in order to understand and respond appropriately in a variety of situations for a variety of purposes *use speaking skills and strategies appropriately to communicate with different audiences *reflect on and identify their strengths and areas for improvement as listeners and speakers, *identify strategies they found most helpful in oral communication situations <p><u>Reading</u></p> <p>By the end of Grade 6, students will:</p> <ul style="list-style-type: none"> *read and demonstrate an understanding of a variety of text forms *recognize a variety of text forms, text features, and stylistic elements that help the reader understanding of what is being read * to read fluently with expression *reflect on and identify their strengths and areas for improvement as readers 	<p>The following examples will be used in all strands of Language Arts.</p> <ul style="list-style-type: none"> Daily 3 Co created success criteria Descriptive feedback Guided Reading Conferencing Novel Studies Accountable talk Modelling Graphic Organizers Peer Editing and feedback(Critical but Kind Friends) EQAO prep booklets 	<p>The following assessment examples will be used in all strands of Language Arts.</p> <ul style="list-style-type: none"> Conferencing with the teacher Anecdotal records Oral presentations Student work Observation Rubrics Self Reflection

and the strategies they found most helpful before, during, and after reading.

Writing

By the end of Grade 6, students will:

- *generate, gather, and organize ideas and information to write for an intended purpose and audience
- *draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- *use editing, proofreading, and publishing skills and knowledge of language conventions, to correct errors, refine and present their work effectively
- *reflect on and identify their strengths and areas for improvement as writers and the strategies they found most helpful at different stages in the writing process.

Media

By the end of Grade 6, students will:

- *demonstrate an understanding of a variety of media texts
- *identify some media forms and explain how the conventions and techniques are used to help with understanding
- *create a variety of media texts for different purposes and audiences, using

<p>conventions, and techniques taught in class</p> <p>*reflect on and identify their strengths and areas for improvement, as consumers and creators media text and the strategies they found most helpful in understanding and creating media texts.</p>		
<p>Math</p> <p><u>Number Sense and Numeration</u></p> <p>By the end of Grade 6, students will:</p> <p>*read, represent, compare, and order whole numbers to 1 000 000, decimal numbers to thousandths,</p> <p>*read, represent, compare, and order proper and improper fractions, and mixed numbers;</p> <p>*solve problems involving the multiplication and division of whole numbers</p> <p>*solve problems involving the addition and subtraction of decimal numbers to thousandths</p> <p>*demonstrate an understanding of relationships involving percent, ratio, and unit rate.</p> <p><u>Measurement</u></p> <p>By the end of Grade 6, students will:</p> <p>*estimate, measure, and record quantities, using the metric measurement system;</p> <p>*determine the relationships</p>	<p>The following examples will be used in all strands of Math.</p> <p>EQAO prep booklets</p> <p>Co created success criteria</p> <p>Math wall</p> <p>Math Guides</p> <p>Nelson</p> <p>Textbook/independent practice</p> <p>4 Part Problem Solving</p> <p>Direct Instruction</p> <p>Prodigy</p> <p>Use of math manipulatives</p>	<p>The following assessment examples will be used in all strands of Math.</p> <p>Diagnostic pre assessment</p> <p>Observations</p> <p>Conferences</p> <p>Exit slips</p> <p>Quizzes</p> <p>Student work</p> <p>Self Reflection</p>

among units and measurable attributes

*being able to solve the area of a parallelogram, the area of a triangle, and the volume of a triangular prism.

Geometry

By the end of Grade 6, students will:

*classify and construct polygons and angles;

*sketch three-dimensional figures, and construct three-dimensional figures from drawings;

*describe location in the first quadrant of a coordinate system, and rotate two-dimensional shapes

Patterning and Algebra

By the end of Grade 6, students will:

*describe and represent relationships in growing and shrinking patterns using whole numbers

*investigate repeating patterns

*use variables in simple algebraic expressions and equations to describe relationships.

Data Management and Probability

By the end of Grade 6, students will:

*collect and organize discrete or continuous primary data and secondary

*display the data using charts and graphs, including

<p>continuous line graphs; *read, describe, and interpret data, *explain relationships between sets of data; *determine the theoretical probability of an outcome in a probability experiment, and use it to predict the frequency of the outcome.</p>		
<p>Science</p> <p><u>Biodiversity</u></p> <p>*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> <p><u>Flight</u></p> <p>*Assess the societal and environmental impacts of flying devices that make use of properties of air. *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.</p>	<p>The following examples will be used in all strands of Science.</p> <p>Project Based Learning Inquiry Based Learning Descriptive Feedback Hands on Learning Shared Learning Goals and co-created Success Criteria Effective Questioning</p>	<p>The following assessment examples will be used in all strands of Science.</p> <p>Observations Anecdotes Conferences Exit slips Quizzes Student work</p>

<p><u>Electricity and Electrical Devices</u></p> <p>*Evaluate the impact of the use of electricity on both the way we live and the environment. *Investigate the characteristics of static and current electricity, and construct simple circuits. *Demonstrate an understanding of the principles of electrical energy and its transformation into and from other forms of energy.</p> <p><u>Space</u></p> <p>*Assess the impact of space exploration on society and the environment. *Investigate characteristics of the systems of which the earth is a part and the relationship between the earth, the sun, and the moon. * Demonstrate an understanding of components of the systems of which the earth is a part, and explain the phenomena that result from the movement of different bodies in space.</p>		
<p>Social Studies</p> <p><u>Heritage and Identity: Communities in Canada, Past and Present.</u></p> <p>*Assess contributions to</p>	<p>The following examples will be used in all strands of Social Studies</p> <p>Project Based Learning Inquiry Based Learning Descriptive Feedback</p>	<p>The following assessment examples will be used in all strands of Social Studies.</p> <p>Observations Conferences</p>

<p>Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions.</p> <p>*Investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada.</p> <p>*Demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada.</p> <p><u>People and Environments: Canada's Interactions with the Global Community</u></p> <p>*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</p> <p>*Investigate some global issues of political, social, economic, and/or environmental importance. Examine their impact on the global community, and responses to the issues.</p> <p>*Describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this</p>	<p>Direct instruction of content through multimedia presentations, books, magazines, maps, and newspapers.</p> <p>Use of graphic organizers to display information and concepts learned</p> <p>Inquiry process for individual and group projects</p> <p>Direct feedback</p> <p>Class Discussions</p> <p>Presentations</p>	<p>Exit slips</p> <p>Quizzes</p> <p>Student work</p> <p>Self Reflections</p>
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<p>involvement.</p>		
<p>Health and Physical Education</p> <p>*Participate actively and regularly in a wide variety of physical activities. *Demonstrate responsibility for their own safety and the safety of others.</p>	<p>The following examples will be used Physical Education</p> <p>Modelling</p> <p>Practice</p> <p>Goal Setting</p> <p>Cooperative Games</p> <p>Daily Physical Activity</p>	<p>The following assessment examples will be used in Physical Education.</p> <p>Observations</p> <p>Anecdotes</p> <p>Peer- Assessment</p> <p>Self - Assessment</p>
<p>Health</p> <p>*Demonstrate an understanding of factors that contribute to healthy development. *Demonstrate the ability to apply health knowledge and living skills to personal health and well being.</p>	<p>The following examples will be used in Health</p> <p>Shared learning goals and co-created Success Criteria.</p> <p>Descriptive feedback</p> <p>K-W-L Charts</p> <p>Project-based learning.</p> <p>Accountable Talk</p> <p>VIP Program</p>	<p>The following assessment examples will be used in Health.</p> <p>Observations</p> <p>Anecdotes</p> <p>Self-Assessment</p> <p>Rubrics</p> <p>Exit Tickets</p>

