

Grade 6 Term 2 Overview
December - March
2016-2017
Mrs. Finley

The following is an overview of subjects, topics planned and learning standards for term 2. Being a split class, both grades will complete assignments and will have them marked based on the expectations for their grade level. This is a planning guide only and may change as the term progresses.

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES

The class will continue to complete project based assignments, and learn how to record, and organize their work so that they can track and make changes as necessary. This will be primarily self directed, and will include a weighted self assessment component. There will be group and individual work. A special cardboard challenge will be assigned this term.

Learning Standards:

Curricular Competencies

- Understand context

Defining

- Generate potential ideas and add to others' ideas
- Choose an idea to pursue

Prototyping

- Identify and use sources of information
- Develop a plan that identifies key stages and resources

Testing

- Gather peer and/or user and/or expert feedback and inspiration

ASSESSMENT:

- oral presentations
- written presentation
- self assessment
- observation

MATHEMATICS

Mental math exercises including multiplication and division drills will be completed throughout the term as will word problems and applying Math to everyday life. Daily Math problems will be given and students will be provided with a Math Dictionary to help them problem solve. The first topic will be decimals and the students will complete operations in adding, subtracting, multiplying and dividing decimals. Students will study the relationship between decimals, fractions and percents. Measurement will be our next area of study. Students will use formulae to determine the area of a variety of shapes. The class will study integers and learn where to place them on a number line and how to add and subtract them. The final unit of study will be Order of Operations (BEDMAS)

Learning Standards:

Analyzing a problem

- Use multiple strategies to develop, construct and apply mathematical understanding through problem solving
- Develop and apply mental math strategies to determine decimal and fraction calculations, deepen understanding and reinforce whole number computational fluency

Reasoning and proof

- Inductively and deductively reason and use logic to explore, make connections, predict, analyze, generalize, and make conclusions

Communicating

- Communicate concretely, pictorially, symbolically and using spoken and written language to express, describe, explain, represent, clarify, modify, reinforce, apply, defend and extend mathematical ideas

Connecting

- Visualize and describe mathematical concepts
- Connect mathematical concepts to each other and make mathematical connections to the real world

Representing

- Develop mathematical understanding through concrete, pictorial and symbolic representations
- Use technology appropriately to explore and create patterns, examine relationships, test conjectures, solve problems, record, and communicate and represent thinking

Assessment:

- drills
- group participation
- daily assignments
- quizzes
- tests

ENGLISH LANGUAGE ARTS

A Daily Language Review (DLR) will be completed several times a week which will involve several aspects of grammar. Students will read non-fiction articles and fictional stories from a variety of genres. They will complete comprehension questions and participate in class discussions about what they've read. They will develop their skills in reading for information and writing complete sentence answers. They will work on writing paragraphs with a topic sentence and a correct closing sentence. We will continue studying prepositions this term, and how knowing them, can help them to identify the parts of speech in a sentence. Students will work more independently on their 5 paragraph essays. Students will complete a novel study on "The Breadwinner" by Deborah Ellis. Opportunities to give formal oral presentations will be given.

Learning Standards:

Comprehending and Connecting

- Apply a variety of reading and critical thinking strategies to increase comprehension and construct meaning
- Engage actively as readers and listeners to construct meaning, deepen thinking and comprehension and promote inquiry

- Read, view, and listen to a variety of text types and genres, including those of Aboriginal origin
- Support thinking using relevant evidence, personal connections and background knowledge

Creating and Communicating

- Explore and express ideas, opinions, and perspectives to communicate clearly through oral language
- Using the writing process to improve clarity
- Create a variety of personal, informational, and imaginative texts according to purpose and audience
- Apply the conventions of language to clarify meaning in written and oral communication
- Develop and defend an opinion or point of view with supporting evidence

Assessment

Students will be marked in accordance with their grade level expectations

- School District Non-Fiction Reading Assessment (NFRA)
- rubric for writing assignments, some teacher developed, some class developed
- comprehension questions
- DLR scored out of 10
- oral presentations
- Novel study booklet

SOCIAL STUDIES

Students will continue their study of cultures from around the world, and use their knowledge to develop their own imaginary culture. They will complete research assignments, maps, charts and make presentations to the class. They will develop an understanding of how geography, both physical and social, affect society. World news will continue to be discussed. Students will use the Chrome books to both receive and submit their work.

Learning Standards:

- Use Social Studies inquiry processes
- Determine what is significant in an account, narrative, map, or text
- Assess and compare the significance of people, places, events, and/or developments over time and place

Assessment

Student work will be marked in accordance with grade level expectations

- mapping accuracy
- research assignments: including following criteria
- group and class participation
- oral presentations
- quizzes

ARTS EDUCATION

Students will complete fine arts projects in a variety of areas including, dance, drama, music and visual art. They will develop skills in using their own ideas to research, interpret and create. Students worked on the Christmas concert, and will participate in role playing exercises, and create 2d and 3d pieces of visual art. They will also be introduced to video production using an iPad and the Green Screen app.

Learning Standards:

- Intentionally select and apply materials, environments, tools, and principles to combine and arrange artistic elements, processes and techniques in art making
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Interpret creative works using knowledge and skills from various subject areas
- Take creative risks to express feelings, ideas and experiences
- Experience, document, perform, and share creative works in a variety of ways.

Assessment

Students will be marked in accordance with their grade level expectations

- participation in activities
- conformance to criteria
- level of creativity
- completion of assignments

PHYSICAL AND HEALTH EDUCATION

- Understanding the benefits of active living and building skills to maintain a healthy personal physical and mental well being are year long topics in this subject. They will work on strategies to use for making good choices both in and out of school and organizing their school work so that they can be successful learners. Personal responsibility and bullying will be the focus this term. They will participate in daily physical activity. In PE we will focus on sportsmanship, cooperative games, complete a Basketball unit, and go to the Canada Games Pool for swimming. An opportunity to ski or tube at Harper Mountain in January will also be provided.

Learning Standards:

Active Living

- Participate in moderate to vigorous physical activities for health benefits and enjoyment and to develop skills through practice
- Demonstrate movement skills and sequences in a variety of physical activities
- Participate safely in a variety of activities by following rules and guidelines

Healthy Choices

- Identify and describe factors, including social pressures, that influence personal health choices, goal-setting and decision-making

- Describe planning techniques to support goal attainment

Personal and Social Development

- Identify characteristics of healthy and unhealthy relationships
- Describe strategies for identifying and managing mental wellness issues such as anxiety, stress, and depression
- Develop leadership skills by being a Big Buddy to a student in Mrs. Ewashina's class

Assessment

- assignments
- presentations
- group and individual projects
- participation
- being prepared for class
- quizzes

CAREER EDUCATION

Students will continue working on making the connection between a positive attitude, and work ethic, and success at work. They will be provided with opportunities to be leaders in group situations, show examples of planning, and develop their goal setting skills. Students will complete a presentation on educational expectations required for a career of their choice.

Learning Standards:

- Demonstrate leadership skills through collaborative activities in the school
- Set realistic short, and longer term learning goals, define a path, and monitor progress
- Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments
- Recognize their personal preferences, skills, strength, and abilities and connect them to possible career choices

FRENCH

Students will work in groups to create a French Canadian street in the classroom. They will be responsible for creating a French sign, and a list of French vocabulary to match their store. They will give a group presentation to the class. The term will end with an introduction to conjugating regular French verbs.

Prescribed Learning Outcomes:

- make and respond to simple requests
- express acquired information in visual forms
- participate in classroom activities

Assessment

Students will be marked in accordance with their grade level expectations

- participation in class
- written assignments
- oral practice
- group work.

Science with Mrs. Sauer 2016-17

Term 2

Big Idea:

Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment.

-how internal systems are necessary for survival

-what our body systems require for survival

-how our body systems interact with one another

Core Competencies:

Communication: Peer Dialogue in Google Classroom, group participation, project presentation

Thinking: Creation of presentation using devices or other media

Students will gain a more in-depth understanding of the Scientific Process by participating in the process of inquiry creating a Science Fair project. Students will investigate the process of Questioning through to Evaluating and Communicating their investigation, which will correspond with the Personal and Social Core Competencies.

-Students will participate in Google Classroom, which allows students to exercise digital citizenship, and express personal reflective thinking on subject matter to an authentic audience. All activity will be monitored by the teacher within this online community.

-Assessment is based on: Individual posts/reflections and comments/conversations with classmates in Google Classroom, class participation/behaviour, assignments/notebooks, tests/quizzes (paper, and computer generated), group/individual projects, and self assessments.

Grade 7 Term 2 Overview

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- DLR scored out of 10
- oral presentations
- Novel study booklet

SOCIAL STUDIES

Students will continue their study of the changes society has gone through from the 7th to 15th century including change caused by crisis. The tensions between societies, and the importance of preserving established traditions will be studied. Understanding the influence of physical geography on a society will also be studied. Students will develop their own culture based on their research, and class discussions. World news will continue to be discussed. Students will use the Chrome books to both receive, and submit their work.

Learning Standards:

- Use Social Studies inquiry processes
- Assess and compare the significance of people, places, events, and/or developments over time and place and from different perspectives
- Characterize different time periods in history and identify key turning points that marked periods of change
- Explain different perspectives on a past or present event or issue, including how changing values, worldviews, and beliefs have influenced perspectives

Assessment

Student work will be marked in accordance with their grade level expectations

- research assignments
- group and class participation
- oral presentations
- quizzes

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Learning Standards:

Active Living

- Participate in a variety of physical activities that support their health and physical activity goals
- Demonstrate fundamental movement skills and movement concepts in a variety of physical activities
- Adjust strategies and tactics to respond to different situations in a variety of physical activities

Healthy Choices

- Identify and describe factors that influence personal health choices, goal-setting and decision-making
- Design a plan to achieve a specific goal-setting

Personal and Social Development

- Describe strategies for building and maintaining healthy interpersonal relationships
- Describe strategies for identifying and managing mental wellness issues such as

- anxiety, stress, and depression
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