

Grade 6 Term 1 Overview
2016-2017
Mrs. Finley

The following is an overview of subjects, topics planned and learning standards for term 1. This is a planning guide only and may change as the term progresses. In some subjects there may be the opportunity to watch a film, or video.

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES

This is a new subject in the school curriculum. The class will start out this term developing an understanding of the new subject by completing project based assignments, and learning 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 big self assessment component. There will be group and individual work.

Learning Standards:

Curricular Competencies

- Understand context

Defining

- Generate potential ideas and add to others' ideas Understand context
- 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

A beginning term assessment will be completed by the students. Mental math exercises including multiplication and division drills will be completed throughout the term as will word problems and applying Math to everyday life. Students will develop their problem solving skills by following a guide to solving written word problems. They will have access to Math dictionaries to help them problem solve. Numeration will be the focus this term which will include place value, lowest common multiple, and greatest common factor. We'll move on to fractions including mixed and improper fractions and complete a variety of operations with them. The final topic will be decimals and we'll again complete a variety of operations using decimals. Students will be given the opportunity to create a project and participate in the school district Math Conference.

Learning Standards:

Analyzing a problem

- Use multiple strategies to develop, construct and apply mathematical understanding through problem solving
- Estimate the reasonableness of decimal and fraction calculations
- 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
- self assessment
- daily assignments
- quizzes
- tests

ENGLISH LANGUAGE ARTS

Students will complete a Non Fiction Reading Assessment in September. 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. The teacher will read, "Gifted Hands" by Gregg Lewis and Deborah Shaw Lewis, to the class. Students will complete written, and oral assignments related to the novel, to help them develop a growth mindset. They will work on writing paragraphs with a clear topic sentence, supporting body, and a correct closing sentence. Students will be introduced to formatting a 5 paragraph essay. On Mondays students will complete a spelling pre-test, complete supporting work on Wednesday, and a final quiz on Friday. This is to help them build their study skills. Opportunities to give 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 Whole Class Reading Assessment
- rubric for writing assignments, some teacher developed, some class developed
- comprehension questions
- DLR scored out of 10
- oral presentations
- self assessment

SOCIAL STUDIES

Students will study cultures from around the world. They will complete research assignments, maps, charts and make a presentation to the class. They will develop an understanding of how geography, both physical and social, affect society. They will work in groups, and individually on projects. Project based learning and self evaluation will be components of this subject.

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
- group and class participation
- oral presentations
- quizzes
- self assessment

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 in a project based environment to research, interpret and create. Students will participate in role playing exercises and create 2d and 3d pieces of visual art.

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
- self assessment

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. Students will study the Canada Food Guide, and develop skills in developing balanced meals. They will work in groups to present a healthy food to the class. Students will participate in daily physical activity. In PE we will focus on sportsmanship, cooperative games, complete a Volleyball unit, and go to the Canada Games Pool for swimming.

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

Assessment

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

CAREER EDUCATION

Students will work 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

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 on common French salutations, using them in written and oral situations. They will study days of the week, months and numbers. Students will complete a variety of project based assignments that may include written, and oral projects to demonstrate their understanding. They will work on a food and nutrition unit in French this term.

Learning Standards:

- Recognize the relationship between pronunciation, including the role of intonation and tone of voice, and meaning
- begin to recognize the relationship between French letter patterns and pronunciation
- Comprehend high-frequency words and patterns in slow, clear speech and other simple texts
- Use strategies to increase understanding
- Respond appropriately to questions, simple commands, and instructions

Assessment

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

Science with Mrs. Sauer 2016-17

Term 1

Big Idea: Newton's three laws of motion describe the relationship between force and motion.

-balanced and unbalanced forces

-gravity

Core Competencies:

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

Thinking: Creation of videos using ipads, building structures to demonstrate laws of motion (incl. Velocity and Gravity), building and testing a marble roller coaster with fixed materials and space

Personal and Social: Self Assessments and student use of Freshgrade to decide on portfolio choices, Share creations with peers, and other classes

-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.

-Students will participate in regular self assessment of topic areas, and make decisions on assignments to add to their personal portfolio in Freshgrade.

-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 1 Overview
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Curricular Competencies

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Defining

- Generate potential ideas and add to others' ideas Understand context
- 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

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Learning Standards:

Analyzing a problem

- use multiple strategies to develop, construct and apply mathematical understanding through problem solving
- estimate the reasonableness of decimal and fraction calculations¹
- 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
- self assessment
- quizzes
- tests

ENGLISH LANGUAGE ARTS

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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 original 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
- Use 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 Whole Class Reading Assessment
- rubric for writing assignments, some teacher developed, some class developed
- comprehension questions
- DLR scored out of 10
- oral presentations
- self assessment

SOCIAL STUDIES

Students will study 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 complete mapping activities, and create projects individually, and in groups. They will develop their skills in taking responsibility for developing project based learning opportunities. Self evaluation will be an important component in this subject.

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
- self assessment

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 will complete a square dancing unit this term, participate in role playing exercises and create 2d and 3d pieces of visual art.

Learning Standards:

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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

Assessment

- assignments
- presentations
- group and individual projects
- participation
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