

# Summary of Learning

Teacher: Nixon

Grade 6

School Year: 2021-22

School: Randerson Ridge

Date: September 25<sup>th</sup>, 2021

## Math: Big Ideas

- Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes.
- Computational fluency and flexibility with numbers extend to operations with whole numbers and decimals.
- Linear relations can be identified and represented using expressions with variables and line graphs and can be used to form generalizations.
- Properties of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles.

*Students demonstrated an understanding: of place value from thousandths to billions, operations with thousandths to billions numbers used in science, medicine, technology, and media; compare, order, estimate mixed and decimal numbers; multiplication and division facts to 100; order of operations; factors and multiples; increasing and decreasing patterns; one-step equations; transformations; line graphs and relationships.*

## Language Arts: Big Ideas

- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- Exploring and sharing multiple perspectives extends our thinking.
- Developing our understanding of how language works allows us to use it purposefully.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.
- Language and text can be a source of creativity and joy.

*Students listened to, read and discussed various texts for diverse perspectives making connections to self, text and world; wrote from other perspectives using the flower of inclusion to develop a character; created a multitude of written projects to review, reflect, explore ideas and perspectives; access and refined their texts to improve clarity, effectiveness, impact; used an increasing of repertoire or dress-ups/openers and conventions of spelling, grammar and punctuation to develop essays, projects and oral presentations. Students created and worked towards personal reading goals.*

## Science: Big Ideas

- Newton's three laws of motion describe the relationship between force and motion.
- Everyday materials are often mixtures.

*Students demonstrate a sustained curiosity about a scientific topic or problem of personal interest; Make observations and identify questions to answer or problems to solve through scientific inquiry; Make predictions about the findings of their inquiry; Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data; Identify patterns and connections in data; Compare data with predictions and develop explanations for results; Evaluate whether their investigations were fair tests; Identify possible sources of error; Suggest improvements to their investigation methods; Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations; Communicate ideas, explanations, and processes in a variety of ways.*

## Social Studies: Big Ideas

- Economic self-interest can be a significant cause of conflict among peoples and governments
- Complex global problems require international cooperation to make difficult choices for the future
- Systems of government vary in their respect for human rights and freedoms
- Media sources can both positively and negatively affect our understanding of important events and issues.

*Students use inquiry processes and research skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions; construct arguments defending the significance of individuals/groups, places, events, or developments; ask questions, infer to draw conclusions about the content and origins of a variety of sources, including mass media; differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments; take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations; make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond.*

## Physical & Health Education: Big Ideas

- Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.
- Physical literacy and fitness contribute to our success in and enjoyment of physical activity.
- We experience many changes in our lives that influence how we see ourselves and others.
- Healthy choices influence our physical, emotional, and mental well-being.
- Learning about similarities and differences in individuals and groups influences community health.

*Students demonstrate knowledge of personal benefits of daily physical activity. Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments; Develop and apply a variety of movement concepts and strategies in different physical activities; Compete and participate in schoolwide physical activities; Develop and demonstrate safety, fair play, and leadership in physical activities; Identify and describe preferred types of physical activity; Participate daily in physical activity designed to enhance and maintain health components of fitness; Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness; Explore and plan food choices to support personal health and well-being; Describe the impacts of personal choices on health and well-being.*

## Career Education: Big Ideas

- Our personal digital identity forms part of our public identity.

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- Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.
- Leadership represents good planning, goal-setting, and collaboration.
- Safe environments depend on everyone following safety rules.

Students set personal goals; recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices; question self and others about how their personal public identity can have both positive and negative; appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments; demonstrate leadership skills through collaborative activities in the school; demonstrate safety skills in an experiential learning environment by building owl houses; set realistic short- and longer-term learning goals and monitor progress.

## **Arts Education:** Big Ideas

- Engaging in creative expression and experiences expands people's sense of identity and community.
- Artistic expressions differ across time and place.
- Experiencing art is a means to develop empathy for others' perspectives and experiences.

Students can intentionally select, apply, combine, and arrange artistic elements, processes, materials, technologies, tools, techniques, and environments in art making; create artistic works as an individual using ideas inspired by imagination, inquiry, and experimentation; research, describe, interpret and evaluate how artists (visual artists) use processes, materials, technologies, tools, techniques, and environments in the arts; develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations; reflect on works of art and creative processes to understand artists' intentions; Interpret and communicate ideas using symbols and elements to express meaning through the arts; express, feelings, ideas, and experiences through the arts; describe, interpret and respond to works of art and explore artists' intent.

## **Applied Design and Technology:** Big Ideas

- Design can be responsive to identified needs.
- Complex tasks require the acquisition of additional skills.
- Complex tasks may require multiple tools and technologies.

Students can Empathize with potential users to find issues and uncover needs and potential design opportunities; generate potential ideas and add to others' ideas; screen ideas against criteria and constraints; choose an idea to pursue; identify and use sources of information; develop a plan that identifies key stages and resources; evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment; reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space.

## **Core French:** Big Ideas

- Listening and viewing with intent helps us understand French.
- Using various strategies helps us understand and acquire language.
- With simple French, we can describe others and their interests.

Students are exposed to the following:

French phonemes individual sounds for consonants and vowels; French letter patterns such as groupings of letters that make the same sound, rhyming words, and letter patterns that have consistent pronunciations; common, high-frequency vocabulary and sentence structures for communicating meaning; common questions for example, Est-ce que...?; Où...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?; descriptions for example, family, pets, friends, community members; objects in the classroom or in their backpack, desk, locker, hobbies and topics of interest; reasons for likes, dislikes, and preferences; common emotions and physical states.